

Theme: Assessment and Curriculum Stream**Time: 14.30-15.30****Room: WG808****1. Using student peer review to improve learning outcomes**

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Involving students in peer review has many pedagogical benefits, but few studies have investigated how the content of peer reviews relates to student perceptions and assessment outcomes. In this paper we outline a learning and teaching curriculum initiative to integrate student peer review, administered through a novel on-line peer assessment management system, PRAZE. We discuss a case study of peer review within a third-year undergraduate subject in which we examined (1) students' perceptions of the peer review process before and after peer review, (2) content of the peer reviews and what kinds of feedback were adopted, and (3) the effect of participation in peer review on performance (grades) in the assessment task. Qualitative data were collected through focus group interviews, while quantitative data were collected via content analysis of student reviews and papers, and external assessment of the final papers. We found that students overwhelmingly perceived peer review to be beneficial, and the opportunity to participate in peer review resulted in a significant improvement in the quality of work submitted for assessment. Students who benefited most from peer review were those of below-median performance, and the magnitude of benefit was related to the degree to which students engaged with the peer review process. Our study confirms that participation in peer review can lead to important improvements in performance and learning outcomes.

2. The place of peer assessing in Higher Education: Participation, Purpose, Perceptions

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Peer assessment can incorporate formative and summative processes aimed at both improving learning and evidencing competency (Bloxham & West, 2004; Davies, 2006; Vickerman, 2009). This project investigated the perspectives of a cohort of final year Clinical Exercise Physiology University students (n=24) prior to and following participation in peer assessment.

Students completed a survey detailing experience, purpose and perceptions before participating in a peer assessment task. The task required students to assess and provide feedback on a peer's assignment using a standardised rubric and detailed instructions. Students then completed another survey reflecting on their perceptions and experience of peer assessment. The surveys included a combination of quantitative Likert-scale and qualitative open-ended responses. Prior participation in peer assessing was limited. The most commonly reported purposes of peer assessment were 1) to learn another topic/ greater understanding of a topic/widening knowledge and 2) assess ability to recognise important/relevant information and identify flaws. Most students used the marking rubric when completing their assignment and agreed that peer assessing was a positive and worthwhile experience. The most common challenges identified when peer assessing were providing an actual mark or knowing how much to penalise, difficulty with assessing a different style/layout and not being objective. When being peer assessed, students reported concern about assessor effort, being judged or embarrassed, and having inadequate training. Students identified 'correctness' as the most important factor to consider when peer assessing. Student reflections should be considered when implementing future peer assessment opportunities as a place for learning.