

A Peer Marking Pilot

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2018-2019

Module Information

Overview

- Biomedical Physiology II
- B990 students
- Level 5
- 240 cohort
- Exam 75%
- Coursework 25%

Teaching

- 3 lecturers
- 22 lectures
- 3 practicals

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History of coursework:

- Practical handouts (3/4)
- MCQ theory mid semester
- MCQ practical end of semester

Pilot

• Goals

- Reduce the amount of coursework
- Improve value of coursework to students
- Develop **critical analysis, written communication, teamwork skills**, facilitate **deep learning**
- > *improve graduate attributes*
- > *improve graduate outcomes*

Pilot

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• Team approach

- B990 alumni (n=2) – *student partnership*
- GS – lecturer and previous MO

Coursework Proposal

- **MCQ theory (5%)**
- **Scientific report 1500 words (15%) ***
- **Peer marking (5%) ***

Timeline



- A06 MCQ Theory
- A08 data analysis workshop
- A10 practical 'Control of Breathing' (3 rotations)
- A12 peer-marking workshop (2/3 rotations)
- B01 submit peer-marking
- Moderation by MO (10%)
- B03 deadline for marks to be returned to students

students ← Preparation → support materials



Preparation

- prepare data analysis lecture/workshop (A08)
- create scientific report writing guide
- choose published article – exemplar
- create marking criteria
- create peer feedback form
- create 'Control of Breathing' exemplars
- *prepare peer marking workshop*
- utilise QMPlus – workshop tool - anonymity

Peer-Marking Workshop

- Facilitated by ROC, GS & alumni
- **Format** (3 rotations x 2 hours)
 - intro to peer-marking (15mins)
 - **group exercise** in peer-marking using exemplars (60mins)
 - feedback & discussion with clickers (30mins)
 - Q&A (15 mins)

Summary

- *reduced coursework for students*
- *new piece of coursework introduced - educational benefits*
 - writing skills, science communication, critical analysis, independent learning, confidence, teamwork, employability skills – **lifelong learning**

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Future Work

- measure impact
- exemplar for other 2nd year modules?
- publish results in peer reviewed journal

Recommended Reading

- **Cassidy.** 2006. Developing employability skills: peer assessment in higher education. *Education + Training*, 48(7), pp.508-517.
- **Harris.** 2011. Peer assessment in large undergraduate classes: an evaluation of a procedure for marking laboratory reports and a review of related practices. *Adv Physiol Educ*, 35: 178–187.
- **Moore and Teather.** 2013. Engaging students in peer review: Feedback as learning. *Issues in Educational Research*, 23(2), pp.196-211.