

# Challenges and strategies in designing and implementing self and peer assessment (SAP)

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HERDSA  
2017

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CHALLENGES	DESCRIPTIONS	STRATEGIES
<p><b>1 Time and cost</b></p>	<p>The lack of time and cost/resources that can be put towards designing, implementing and evaluating SAP. When SAP is formative, it's challenging to squeeze SAP on top of other summative assessments. When teaching large cohorts, also the lack of time to learn about online tools which support scalable SAP.</p>	<p><b>Institution</b></p> <ul style="list-style-type: none"> <li>Develop support packages for educators regarding tools.</li> </ul> <p><b>Educators</b></p> <ul style="list-style-type: none"> <li>Reimagine the envelope of resources. Rethink the in-class time to actually do SAP. Think creatively about the resources you already have to reallocate things.</li> <li>Design SAP for a long-term benefit – eg. not only in a unit but over a course. Strategic placing of SAP activities over time rather than one time only manner.</li> <li>Have a discussion with colleagues/supervisors to seek advice and re-allocate sufficient time and resources.</li> </ul> <p><i>Reference: Liu and Carless (2006)</i></p>
<p><b>2 Students' and academics' motivation</b></p>	<p>The lack of motivations both from students and academics to take part in SAP.</p> <p>Academics have insufficient time/resources to do SAP and do not see benefits.</p> <p>Students are not interested in formative SAP activities that don't count towards their final grade, potentially due to disconnected learning/feedback design. Students also may not value peer (seen as 'non-experts') feedback &amp; do not recognise benefits.</p>	<p><b>Institution</b></p> <ul style="list-style-type: none"> <li>Develop and maintain policy &amp; procedure documents that formally state a proportion of formative and/or summative SAP is acceptable.</li> </ul> <p><b>Educators</b></p> <ul style="list-style-type: none"> <li>Learning opportunities for students may outweigh initial time investment through providing relevant &amp; timely feedback.</li> <li>Be explicit about the value of taking part in SAP– eg. Development of critical soft skills; evaluative judgement skills (as work-ready skills) in understanding and applying a set of standards; feedback skills (both giving and receiving). Orientation to task is important.</li> </ul> <p><i>Reference: Tai et al. (2016)</i></p>
<p><b>3 Superficial learning</b></p>	<p>When SAP is implemented, students do not fully engage with the task. Peer feedback is not taken seriously by students and thus not used for future improvement.</p>	<p><b>Educators</b></p> <ul style="list-style-type: none"> <li>Scaffold the SAP activities – eg. Teach the value of SAP, how to do it, give multiple opportunities to engage with SAP, not just once, and over multiple units/modules.</li> <li>Ensure there is class time available for participating in SAP activities to signal its importance.</li> <li>Engage students early to create a dialogue around SAP. Begin by negotiating the standards/rubrics with students to establish standards and markers of quality they can agree upon and apply.</li> </ul> <p><i>Reference: Yang &amp; Carless (2013)</i></p>
<p><b>4 Feedback skills</b></p>	<p>Academics and students do not believe that students (as non-experts) have sufficient skills in giving and receiving appropriate feedback.</p> <p>It's also difficult to adequately teach students the feedback skills specific to SAP, and students are unlikely to already possess these skills.</p>	<p><b>Institution</b></p> <ul style="list-style-type: none"> <li>Make feedback skills an explicit part of graduate or course learning outcomes. They are already likely to be an implicit element.</li> </ul> <p><b>Educators</b></p> <ul style="list-style-type: none"> <li>Provide specific focus on what frameworks students can use to provide and receive effective feedback – eg. Dialogic approach (conversational/developmental).</li> <li>Provide students with opportunities to practice their feedback skills.</li> </ul> <p><i>Reference: Boud (n.d.); Nicol, D., Thomson, A., &amp; Breslin, C. (2014)</i></p>
<p><b>5 Online self and peer assessment</b></p>	<p>The lack of adequate educational technology/online tools that allow pedagogically sound and robust design and easy implementation of SAP. If tools are available, support and/or training is insufficient to enable implementation.</p>	<p><b>Institution</b></p> <ul style="list-style-type: none"> <li>A single tool or suite of tools should be adopted institution wide so that support can be provided, and both academics and students can become familiar with its use across all units of study.</li> </ul> <p><b>Educators</b></p> <ul style="list-style-type: none"> <li>Research and identify the edutech tools that fit with the purpose of your SAP design – recognise every tool comes with affordances and shortcomings.</li> <li>Consult with colleagues who have used the tool before or appropriate educational developers/technologists at institutions who know the tool and can offer support.</li> <li>Pilot the tool with a small cohort first if possible (avoid using it with a massive cohort for the first time)</li> </ul> <p><i>Reference: Lu &amp; Law (2012)</i></p>