Chapter V

A Case Study of the Integration of Self, Peer, and Group Assessment in a Core First-Year Educational Psychology Unit through Flexible Delivery Implementation

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Abstract

This chapter provides a case study of one lecturer’s approach to innovative assessment in a first year unit of university study of 188 students. Many insights are provided into the training, preparation, and assessment experiences of self, peer, group, and lecturer assessments bound together by technology for flexible delivery. The dynamic and complex forms of assessment support the coproduction of knowledge sharing to harness the
synergy of collective knowledge. Specifically, this chapter presents the author’s use of theory used to inform selected assessment strategies. General issues surrounding group assessments, and the impact of graduate attributes and technology on assessment, introduce the case study and reinforce the fact that assessment drives the learning. The author hopes that by sharing her insights, higher-education practices can better meet the need for students to learn collaborative and team skills required for the future world of work.

Introduction

Achieving the benefits of self, peer and group assessments within the context of e-learning, requires the implementation of many processes. It is the processes themselves that move the mindsets of students from one of passivity towards assessment to one that values high interactive engagement in the assessment process. Textbooks document the role of assessment in the learning cycle but rarely explain how assessment relates to learning outcomes, specific university contexts, or e-learning. Nor do textbooks show lecturers how to support students during the peer and group assessment process.

This chapter is a case study of how one lecturer moved students towards an interactive engagement in their own assessment and describes the contribution this move made to students’ learning. This chapter also illustrates how case studies can be used in e-learning as an instructional approach. The insights provided by the author into the training and preparation necessary to enable students to function and learn from their engagement in the assessment have been carefully woven into the role and function of assessment in learning. Further, this chapter also demonstrates how a complex, flexible, and dynamic learning environment that includes a variety of assessment approaches has been prudently designed to ensure deep and meaningful learning while maintaining control over assessment. The inclusion of self, peer, and group assessment within a single unit of study has supported a coproduction of knowledge and typified a knowledge-sharing approach to harness the synergy of collective knowledge. The future world of work provided an impetus to reconsider andragogical approaches to learning and better align them with flexible delivery. The present case study will demonstrate the integrated role of e-learning with face-to-face learning by describing many strategies and processes. The case study involved 188 first year Educational Psychology students drawn from both on- and off-campus contexts who had to complete major assessment tasks in groups.