

Hong Kong Baptist University

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Helping Students with Teamwork Skills
– Peer Assessment and Feedback

The Assessment Project – Symposium
Hong Kong University

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Outline

- ✓ **Brief Introduction**
- ✓ **The Case for HKBU**
- ✓ **Student Views**
- ✓ **Sharing & Discussions**

The Importance of Assessment to Learning

Assessment for Learning	Assessment as Learning
<ul style="list-style-type: none">• Emphasis is on using assessment to promote learning.• Students are given clear expectations of the intended learning outcomes and their roles in managing their learning.• Students are engaged in meaningful learning activities.• Students are given specific and timely feedback for continuous improvement, including the use of rubrics.	<ul style="list-style-type: none">• Students are actively engaged in the assessment process.• Students play an active role in assessing their own work.• Self- and peer-assessments become an integral part of the learning process.• Learning portfolios are used to capture a body of evidence, both qualitative and quantitative.

Adapted from workshop of Prof. Edmond Ko on “Motivating Student Learning with Effective Assessment Strategies”

Developing Teamwork Skills - Peer Assessment

- *Clear explanations to students on the elements of peer assessment*
 - *Speaking – able to give constructive criticism;*
 - *Listening – able to maintain an open attitude to receiving feedback; ...*
- *These elements have to be learned & practised*
 - *Learning activities inside and outside of the classrooms*
 - *Rubrics to define criteria and expectations clearly*
- *Some encouraging experience emerged from an arts & cultural course*
 - *“... communication skills were definitely very important for our team to share ideas, views and build up positive relationship and working atmosphere...”*
 - *“Conflict is unavoidable and it is good... we didn’t work as a team in high school, only work as a group, but now I have experienced how to work in a team.”*
 - *“It’s easy to understand the concept of teamwork skills, but very difficult to apply the skills effectively. Somehow, the team just didn’t come up with the results as expected...”*
 - *“I used to be a leader decided everything on my own... now I am able to listen to members’ suggestions and accept their idea before making decision.”*

The Case for HKBU

Two Examples from the Department of Chemistry

Example 1 – a course in Chemistry

- *Environmental Chemistry & Pollution Control* – A required course for Chemistry majors in Environmental Studies Concentration;
- Various assessment methods such as term papers, poster presentations and case study from everyday examples to help student learn and develop other generic skills;
- These assessment tasks are usually given to students during weeks 5 to 7 before the final exam so students can identify their strengths and weaknesses and thus ways for improving performance;
- For poster/oral presentations, students (in groups) will be invited to do the presentations in front of the whole class. Fellow students can raise questions and the role of a teacher is to facilitate the discussion.

The Case for HKBU (cont'd)

Example 2 – Work experience for Chemistry majors

- The Summer Internship Programme aims to enhance the employability of students in their future careers;
- Students taking Chemistry as their major will be placed in appropriate organisations for an internship of up to three months;
- Each student is monitored by both a supervisor within the organisation and a HKBU Chemistry faculty member;
- Students have to complete individual reflection reports after the programme;
- In sharing their experience with the junior years, students often highlighted the importance of teamwork in the “real world”.

Student Views

- *“In his classroom, we experienced of an engaged atmosphere in learning. His high quality of teaching mobilizes students to learn, discussion with peers, and fosters the self-directed learning.”*
- *“Working in this company is definitely memorable for me. I have learnt how to collaborate with other lab-mates in order to facilitate the analyzing process. Also this experience gives me an insight into the routine work in testing labs, and shed light on what career I am best suited to.”*
- *“From this internship, what benefits me the most is not the techniques that I have learnt, it is the attitudes that I have developed towards work.”*

Summary

- Evaluation/Critique skills that can be taken beyond the classroom;
- Rubrics for poster/oral presentations provided and explained to students;
- Students have to assess peers' presentation with clear guidelines on how to assess their peers;
- Feedback from students to each other assist their learning;
- Instructors can quickly note the patterns of students' assessment and assess students on the feedback given by their peers;
- Experiencing teamwork through internship in “real world” environments;
- Peer-assessment - an effective means of using assessment for/as learning, but this has to be made very explicit to students;

Sharing & Discussions

- Is adopting teamwork in a pure science course more difficult?
- Adoption of rubrics – was it useful?
- Students' reaction to the rubrics – love, hate or don't care?
- How to collect evidence of learning more succinctly?

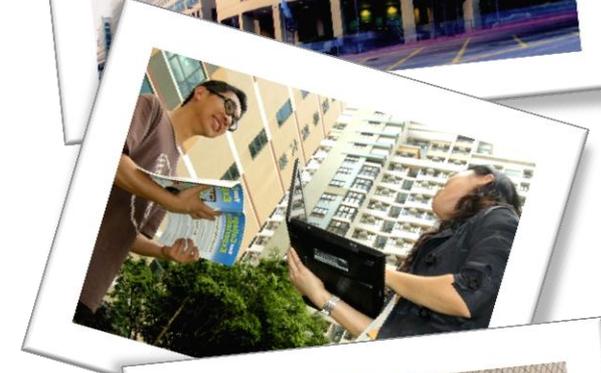
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Thank you !