

Title: **Experiences of using a peer marking system for formative assignment grading**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Appreciate electronic delivery systems for utilising peer marking by students
- Raise his/her awareness of the processes that enhance staff and student engagement
- Appreciate the use of an online peer marking system to assist with academic staff marking workload
- Reflect on the evaluation of its use in pre and post registration nursing programmes.

Session Outline

This paper will outline the initiative to explore peer marking systems (Hamer et al 2009) for formative assessment and its implementation within nursing courses from 2013-2016. The processes for developing and implementing an effective system for staff and students will be described. The presentation will include a demonstration of the Campus Moodle Workshop tool and the processes for training and trialling the tool with staff will be explained. Different aspects to student engagement that led to positive engagement and also disengagement will be presented from student evaluation data. The impact of the project on staff and students will be discussed. The presentation will conclude by reflecting on the authors' perspectives of the tool, the processes and the drivers and challenges of introducing this initiative. The participants will be encouraged to share their own experiences of using peer marking tools within their own contexts.

Session Activities and Approximate Timings

The outline of the workshop is as follows;

Presentation 15 mins

Discussion and questions 10 mins

Indicative questions: Have you had experience of peer marking systems? How do your experiences compare with the presenters' experiences? Can we suggest contexts in which this approach works best? What improvements can we suggest for the developers of online systems?

References

HAMER, J. et al. 2009. Aropä and PeerWise: Supporting Student Contributed Pedagogy in Large Classes [online] Available from: <https://www.cs.auckland.ac.nz/~j-hamer/EDUCAUSE-2009.pdf> [Accessed 30th October 2015]

WIMSHURST, K. and MANNIN, M. 2012. Feed forward assessment exemplars and peer marking: evidence of efficacy. [online] Available from: <http://dx.doi.org/10.1080/02602938.2011.646236> [Accessed 3rd November 2015]