



### **Getting the most out of self and peer assessment exercises**

The following guided reflection should be held in the first class after submission of self and peer assessments (ratings and comments) have been aggregated. Preferably this should be while the team project has some time still to run as a formative focus makes improvements possible for individual team members and the team overall. Preferably submission, aggregation and publication is supported via SPARK.

#### **Prior to class**

Prior to coming to class, get students to check out their own data from published results. Presumably they have already been provided with guidance on

- overall rating (and any prompting criteria ratings) when the criteria were being developed,
- providing comments that support/justify the ratings and are constructive feed forward to help their peer operate effectively so the team performs optimally. Boud (2010) has some good tips on giving and receiving feedback for example.

It is even better if they have had an opportunity to engage with

- developing the prompting criteria
- interpreting sample outputs (SPA and SAPA) before they entered their own ratings and comments in SPARK
- already made some reflective thoughts on the published results (eg. "The main takeaway for me to work on is ...").

#### **Guided in-class reflection**

1. Get students to sit in teams. Inform them that you want to lead them through a guided process of reflection and that if everyone listens, participates actively and respectfully, then not only will individuals improve their ability to work in a team but teams will function better and final project outcomes be optimised. Remind them that while the ratings are useful feedback, especially the 'overall' one, the really useful opportunities are in the qualitative comments - they should provide both feedback and feedforward. Students should have reviewed the comments prior to class.
2. Ask for show of hands of how many reviewed their results? Jotted down a main takeaway?



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3. As SPA and SAPA results for each team are distributed to each team (including radar diagram), ask them to quietly reflect on team performance and dynamics and add to their previous notes. Some academics prefer to have anonymous team data the first time this exercise is done.
4. Ask teams to quietly focus on aggregate self & peer ratings (ie. both SPA and SAPA) and specifically reflect about their own shortcomings in regard to the team project
5. Ask teams to take turns expressing positive contributions of other team peers. Remind them to be grateful and if necessary seek clarification so they know what to continue into the future.
6. Ask teams to take turns in revealing own shortcomings to team peers. Remind them to own those for example by doing so without excuses or blaming others.
7. Ask teams now to continue the focus on improving team outcomes or team collaboration and provide gentle suggestions to peers. See "Giving & receiving feedback" by Boud (2010)
8. Ask teams now to consider responses to possible scenarios (eg. If a team member were to become sick; if the team wanted to aspire to a higher grade than currently tracking; etc). This last step is particularly important for those teams that have been travelling really well already and haven't felt that the reflection exercise so far has not led to much learning).
9. Ask teams to reflect on the whole discussion and quietly identify one thing to personally commit to doing to help the team perform into the future and if possible one procedure the team can consider doing in future each to perform better.
10. Ask teams to first share individual intentions and then to discuss the ideas for team procedures.