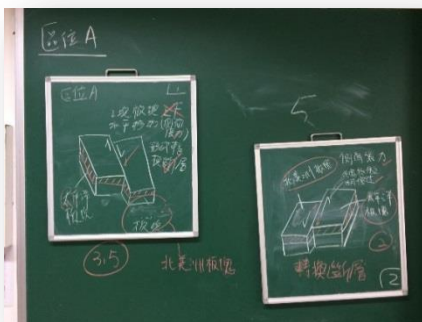


Example 39

Using peer assessment to enhance student learning

Mr Chris Ho of **Fanling Kau Yan College** incorporates peer assessment into group learning to support the learning and teaching of Geography.

Students in groups of four are asked to complete group tasks and write their work on small chalkboards known as “i-boards”. During presentation time, all of the i-boards are attached to the classroom chalkboard, and students from other groups are asked to correct mistakes and give comments on their classmates’ work. Students can defend their work, resulting in short debates on the correct answers or the appropriateness of their presentation. Afterward, students are asked to sum up all of the comments received to refine their work and then to submit a final version for marking by the teacher.



“i-Boards” displaying the work of different groups.



A student presenting his group’s work.

The assessment process may be time-consuming, but its effects on learning are considerable. Students benefit greatly from the comments and corrections given by their classmates, and most gain a better understanding of the knowledge and concepts because they must correct and comment on others’ work. The teacher can obtain a better impression of students’ learning and can easily and instantly detect errors, misunderstandings and obstacles in learning.

Mr Ho advises teachers to be patient and allow time for students to get used to peer assessment. He also develops a handbook on peer assessment that includes guidelines for giving comments and proper expressions for giving

praise, pointing out mistakes and making suggestions.

If you are interested in assessment, read also Examples 36-38 and 40-42.