Online group and peer assessment in teacher education

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Why Moodle?

The courses

- Educ 230/231 Teaching, learning and assessment
- Edprofst 357 Reflective practice for teachers
- Edcurric 313 Play and pedagogy
Why Moodle?
Learning communities

- presence:
  - social (who’s online, last online)
  - pedagogical (changes, recent activity, upcoming events)

- interpersonal, relationships …

- co-operation

>> collaboration?
Why Moodle?
pedagogical principles

- socio-cultural/constructivist
- internally mediated knowledge
- active learning
- ownership
- authentic tasks
- cooperation – collaboration
- critical thinking
- information literacy
- learning communities
- locus of control/agency
- learner-managed learning

(notes from Faculty discussions)
5 principles for online learning

1) All of us are potential teachers as well as learners - in a true collaborative environment we are both

2) We learn particularly well through creating or expressing something for others to see

3) We learn by just observing the activity of our peers

4) By understanding the contexts of others, we can teach in a more transformational way

5) A learning environment needs to be flexible and adaptable, so that it can quickly respond to the needs of the participants within it

(Dougiamas, 2006)
Principles for ‘great assessment’

- activity is valid and worthwhile learning experience
- actively promotes learning & skills beyond act itself
- the student is an active agent throughout
- has a strong positive backwash on learning in course
- enables students to celebrate & portray achievement
- is part of a sequence of good design
- arises from a great learning environment
- is not excessively resource-intensive
- requires and prompts informed judgement

(Boud, 2007)
- So, what do communities of learners, general pedagogical principles, principles for online learning and principles for ‘great assessment’ really mean, when it comes to assessment in teacher education?

- What tensions are created when these principles are applied to online group and peer assessment?
Concerns

In networked e-learning there have to be forms of assessment which support and reward learners in processes of collaboration, interactivity and discussion. If we assess collaborative learning in traditional ways, we will undermine the aims of collaborative e-learning

(McConnell, 2005)

The group task is reliant on students acknowledging equitable contribution and effective group skills
What are the implications of these concerns
  ➢ in a professional degree?
  ➢ In a diverse multicultural society?
Erica McWilliam on learning environments

- Connectivity and diversity
- Co-invention/co-creation and separation
- Leading and following
- Enhancing constraints and removal of inhibitors
- Brokering across ‘structural holes’ (voids)

(McWilliam, 2008)
Teaching is a complex and demanding job. It requires from its practitioners a high degree of skill, knowledge, and commitment in a rapidly changing world with rapidly changing knowledge. Initial teacher education provides the foundation for this professionalism and must be the best that it can be.

(Ministry of Education, 2007)
References


