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# Crynoldebau / abstracts

Performance Calibration through Partly Peer Assessment

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In this paper, we discuss the assessment of a second year image processing module. The module has been run for more than 10 years, its syllable has been kept relatively stable, but its contents have been slightly changed and updated over years due to the feedback from students mainly on mathematics and programming. While the module is assessed through two pieces of work: demonstration with partly peer assessment, and an essay in the form of a scientific paper about the complete details of the work shown, with an expectation of incorporating the feedback from the demonstration. The demonstration takes up 40% of the module assessment, the essay takes up the remaining 60%. Each student marks the demonstration of the others. Of the 40% total for demonstration, 20% will be based on the assessment of the (one) teaching staff and 20% on the assessment of the class. While the background and commitment of students vary from one year to another, the partly peer assessment plays a role of performance calibration, resulting in the average marks of the whole module of the class being relatively stable from 55 to 60%. Such finding will be useful for the assessment of the modules which are relatively challenging and the exams may not be suitable due to their open-ended and/or problem solving nature.