

## Video transcripts and descriptors

### Facilitating peer and self-assessment

#### Loughborough University and University of Hull

Duration: 5:09minutes.

Visual description	Audio transcript
<p><b>Title page</b></p>	<p><b>Facilitating peer and self-assessment</b></p> <p>Loughborough University and University of Hull</p>
<p><b>PROFESSOR JOHN DICKENS, ASSOCIATE DEAN (TEACHING), LOUGHBOROUGH UNIVERSITY</b></p> <p>Tracking shot of students working together.</p> <p>Interview shot of John Dickens.</p>	<p><b>JOHN DICKENS:</b> In Engineering we have a lot of group work and it's a requirement of accreditation that we have a lot of group work. Assessment of group work is problematic in trying to identify students' contributions and differentiating between the students. Peer assessment is probably the most powerful of identifying that contribution.</p>
<p><b>DR PETER WILLMOT, PRINCIPAL UNIVERSITY TEACHER, LOUGHBOROUGH UNIVERSITY</b></p> <p>Interview shot of Peter Willmot.</p> <p>Tracking shot of students working together.</p> <p>Interview shot of Peter Willmot</p>	<p><b>PETER WILLMOT:</b> The only people that are there at the time the learning is taking place are the students. The difficulty is trying to come up with a system that accommodates their, maybe, untruthfulness, from time to time!</p>
<p>Exterior campus shots</p> <p>Screen shot of Loughborough's and Hull's websites.</p> <p>Various shots of students at work.</p> <p>Shot of students working in a conference room.</p> <p>A series of screen shots of WebPA.</p>	<p><b>VOICEOVER:</b> In 2006, a team of academics, learning technologists and developers from Loughborough and the University of Hull acquired JISC funding to develop further an online peer assessment tool originally built at Loughborough. This tool is called WebPA and it enables students working in groups on assignments to assess and grade their own and others' achievements.</p> <p>Lecturers set up how they wish to use WebPA for each assignment. Firstly they decide on the groups that students will work in. Secondly they set the criteria for the assessment, commonly five or six and finally they decide on the marking system. Although the WebPA tool has default settings and can generate decisions, it has always been considered critical that this tool provides as much flexibility as possible to accommodate different pedagogic approaches associated with different disciplines.</p>

<p><b>PAUL CHIN, MANAGER, UK PHYSICAL SCIENCES CENTRE, UNIVERSITY OF HULL</b></p> <p>Interview shot of Paul Chin.</p> <p>Screen shot of WebPA.</p>	<p><b>PAUL CHIN:</b> I always used to do this using a paper-based system. As student numbers gradually increased I found the need to use technology to support this more and more. The great thing about it is the marks are almost instantaneous so we can provide very quick feedback for the students and this is something they've found really helpful.</p>
<p><b>DR PETER WILLMOT, PRINCIPAL UNIVERSITY TEACHER, LOUGHBOROUGH UNIVERSITY</b></p> <p>Interview shot of Peter Willmot</p> <p>Screen shot of WebPA.</p> <p>Shots of students working in small groups in a meeting room.</p>	<p><b>PETER WILLMOT:</b> I like the idea that we can set appropriate criteria linked to the intended outcomes of the module and, in fact, we can discuss them beforehand with the groups and agree them with the students themselves.</p>
<p><b>MATT ASHMORE, YEAR 4 STUDENT, LOUGHBOROUGH UNIVERSITY</b></p> <p>Interview shot of Matt Ashmore.</p> <p>Screen shot of WebPA.</p> <p>Interview shot of Matt Ashmore.</p>	<p><b>MATT ASHMORE:</b> It's very straight forward; you can login at home, on campus wherever and it's just a few questions rated 1 to 5 and you're done. I thought it was a great because otherwise everyone gets the same mark no matter how much effort they put in.</p>
<p><b>PAUL CHIN, MANAGER, UK PHYSICAL SCIENCES CENTRE, UNIVERSITY OF HULL</b></p> <p>Shots of students working in small groups in a meeting room.</p> <p>Interview shot of Paul Chin.</p>	<p><b>PAUL CHIN:</b> Students get the chance to collaborate with each other, share their thoughts and ideas, and also share a collective feedback, so that reassures them a bit more about how they're learning on the course.</p>
<p><b>MATT COOPER, YEAR 3 STUDENT, LOUGHBOROUGH UNIVERSITY</b></p> <p>Interview shot of Matt Cooper.</p>	<p><b>MATT COOPER:</b> Say you're working with four or five other students, you're going to get their opinion of your work as well, so you've got a greater insight into your actual performance.</p>
<p>Shots of students working together.</p>	<p><b>VOICEOVER:</b> Given that the WebPA tool contributes to students' marks it is crucial that students understand how the system works and believe it to be fair.</p>

<p><b>PAUL CHIN, MANAGER, UK PHYSICAL SCIENCES CENTRE, UNIVERSITY OF HULL</b></p> <p>Interview shot of Paul Chin.</p> <p>Shots of students working in small groups in a meeting room.</p> <p>Screen shot of WebPA.</p> <p>Interview shot of Paul Chin.</p>	<p><b>PAUL CHIN:</b> One of the first things you do and I think it's very important to do with the students is to introduce them to the concept of peer assessment and how to go about being honest and constructive with the feedback so that they'll benefit as much as their fellow peers who they're giving feedback to.</p>
<p><b>DR PETER WILLMOT, PRINCIPAL UNIVERSITY TEACHER, LOUGHBOROUGH UNIVERSITY</b></p> <p>Screen shot of WebPA.</p> <p>Interview shot of Peter Willmot.</p> <p>Shots of students working in small groups in a meeting room.</p> <p>Screen shot of WebPA.</p> <p>Interview shot of Peter Willmot.</p> <p>Shots of students working in small groups in a meeting room.</p> <p>Interview shot of Peter Willmot.</p> <p>Shots of students working in small groups in a meeting room.</p> <p>Interview shot of Peter Willmot.</p>	<p><b>PETER WILLMOT:</b> The algorithm that we use tends to average out opinions. The strong students do better than average, but maybe not quite as well as they deserve; the weak students do worse than average, but maybe not quite as badly as they deserve. I think that's probably quite fair, because it's all down to whether the team succeeds or fails and if you're a really strong person working in a weak team you probably won't get a result as good as you really are and vice versa so I think it's giving pretty well the right answer.</p>
<p>Tracking shot of offices at Loughborough.</p> <p>Screen shot of WebPA.</p>	<p><b>VOICEOVER:</b> Although WebPA has been trialed in departments of Engineering and Physical Sciences it is a tool that can be used in any discipline as it is fully customisable.</p>
<p><b>NICOLA WILKINSON, LEARNING TECHNOLOGY COORDINATOR, LOUGHBOROUGH UNIVERSITY</b></p> <p>Interview shot of Nicola Wilkinson.</p> <p>Exterior shot of Loughborough University.</p>	<p><b>NICOLA WILKINSON:</b> As other departments heard about it really by word of mouth through best practice seminars, it started to used in the Business School, in English and Drama, Sports Science, so it's across all three faculties.</p>
<p><b>PROFESSOR JOHN DICKENS, ASSOCIATE DEAN (TEACHING), LOUGHBOROUGH UNIVERSITY</b></p> <p>Interview shot of Professor John Dickens.</p> <p>Exterior shot of Loughborough University.</p>	<p><b>JOHN DICKENS:</b> The university can say you should look at peer assessment, but the individual will be much happier talking to an academic in another department who has used it than having a diktat come down from on high.</p> <p>You need a combination of bottom-up and top-down.</p>

<p><b>NICOLA WILKINSON, LEARNING TECHNOLOGY COORDINATOR, LOUGHBOROUGH UNIVERSITY</b></p> <p>Tracking shot of Nicola at her desk.</p> <p>Screen shot of WebPA.</p>	<p><b>NICOLA WILKINSON:</b> As soon as we released the code as open source other universities picked up on it really quickly and three years later we're in over 17 institutions and properly embedded into their teaching.</p>
<p><b>DR PETER WILLMOT, PRINCIPAL UNIVERSITY TEACHER, LOUGHBOROUGH UNIVERSITY</b></p> <p>Interview shot of Peter Willmot.</p> <p>Screen shot of WebPA.</p> <p>Interview shot of Peter Willmot.</p> <p>Screen shot of WebPA.</p>	<p><b>PETER WILLMOT:</b> We have a web forum site and we've now got a pretty active user group of people sharing answers to particular problems. In fact, it's opened a complete new door for me in pedagogic research by taking the views of other people who've used it in a different way.</p>
<p><b>NICOLA WILKINSON, LEARNING TECHNOLOGY COORDINATOR, LOUGHBOROUGH UNIVERSITY</b></p> <p>Shots of students working in small groups in a meeting room.</p> <p>Interview shot of Nicola Wilkinson.</p>	<p><b>NICOLA WILKINSON:</b> Wherever group work occurs you can make WebPA fit your discipline.</p>
<p><b>PAUL CHIN, MANAGER, UK PHYSICAL SCIENCES CENTRE, UNIVERSITY OF HULL</b></p> <p>Interview shot of Paul Chin.</p> <p>Screen shot of WebPA.</p>	<p><b>PAUL CHIN:</b> It's a core part of our assessment repertoire; it's second nature now.</p>
<p><b>MATT COOPER, YEAR 3 STUDENT, LOUGHBOROUGH UNIVERSITY</b></p> <p>Interview shot of Matt Cooper.</p> <p>Shot of a student listening to his peers.</p> <p>Interview shot of Matt Cooper.</p>	<p><b>MATT COOPER:</b> WebPA is looking for you to reflect on the skills you've gained from the work. These skills you're looking to take into employment as well.</p>
<p><b>DR PETER WILLMOT, PRINCIPAL UNIVERSITY TEACHER, LOUGHBOROUGH UNIVERSITY</b></p> <p>Tracking shot of a student speaking to his peers.</p> <p>Interview shot of Peter Willmot.</p> <p>Panning shot across students engaged on group work.</p>	<p><b>PETER WILLMOT:</b> Students are interested in getting a fair mark, and as far as I'm concerned complaints have disappeared.</p>
<p>Copyright information</p>	<p>This work has been issued under a Creative Commons Attribution Non-Commercial No Derivative Works 2.0 UK: England and Wales.</p> <p>© HEFCE, 2010.</p>