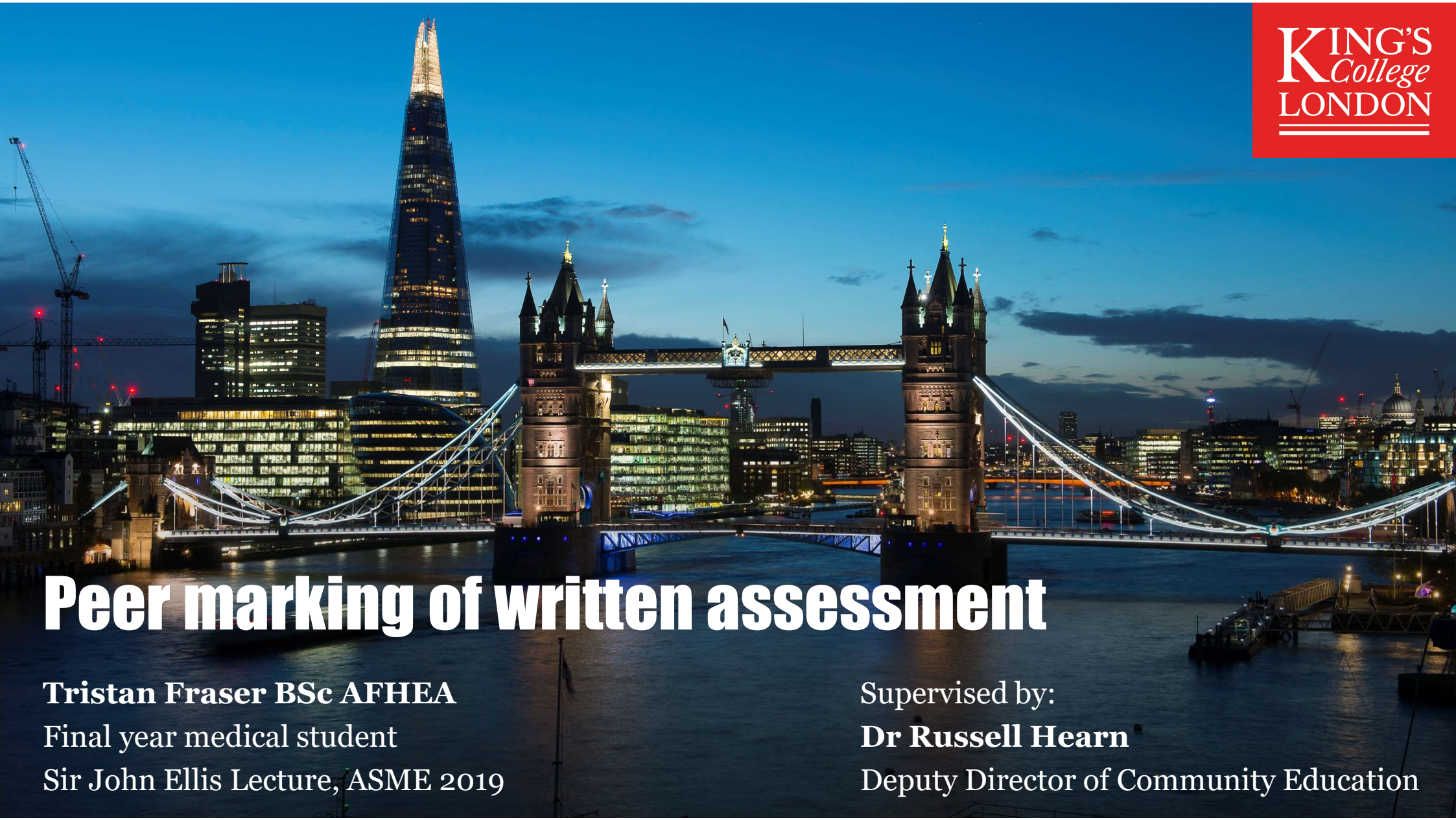


Peer marking of written assessment

Tristan Fraser BSc AFHEA
Final year medical student
Sir John Ellis Lecture, ASME 2019

Supervised by:
Dr Russell Hearn
Deputy Director of Community Education

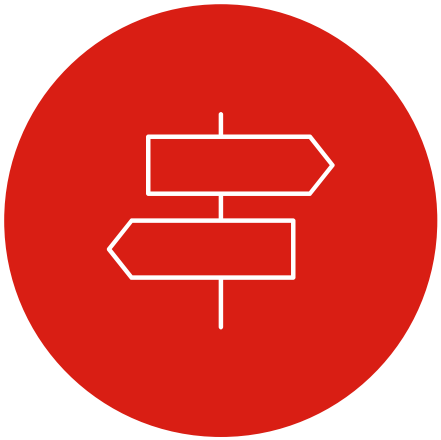
Vision

The Vision

- ***Reliable, valid*** and ***palatable*** peer marking of written work

- Peer Assisted Learning

- Improve accuracy & feedback
- Reduce marking anxiety
- Prepare students for giving feedback during their career



Background

Benefits of Peer Marking

- ten Cate & Durning 2009
  - Alleviating faculty teaching burden
  - Enhancing intrinsic motivation
  - Preparing physicians for their future role as educators
  - Practice peer feedback as part of multi-source feedback
- Thomas 1999
  - Provide different information compared to faculty

Duties of a Doctor

Good Medical Practice (2013)

Teaching, training, supporting and assessing

"You should be prepared to contribute to teaching and training doctors and students."

"You must be honest and objective when writing references, and when appraising or assessing the performance of colleagues."

Barriers to Effective Peer Marking

1. Lack of Experience (Thomas 1999)
2. Colleague/Friend Factor (Thomas 1999)
3. Anonymity (Epstein 2011)

Research Questions

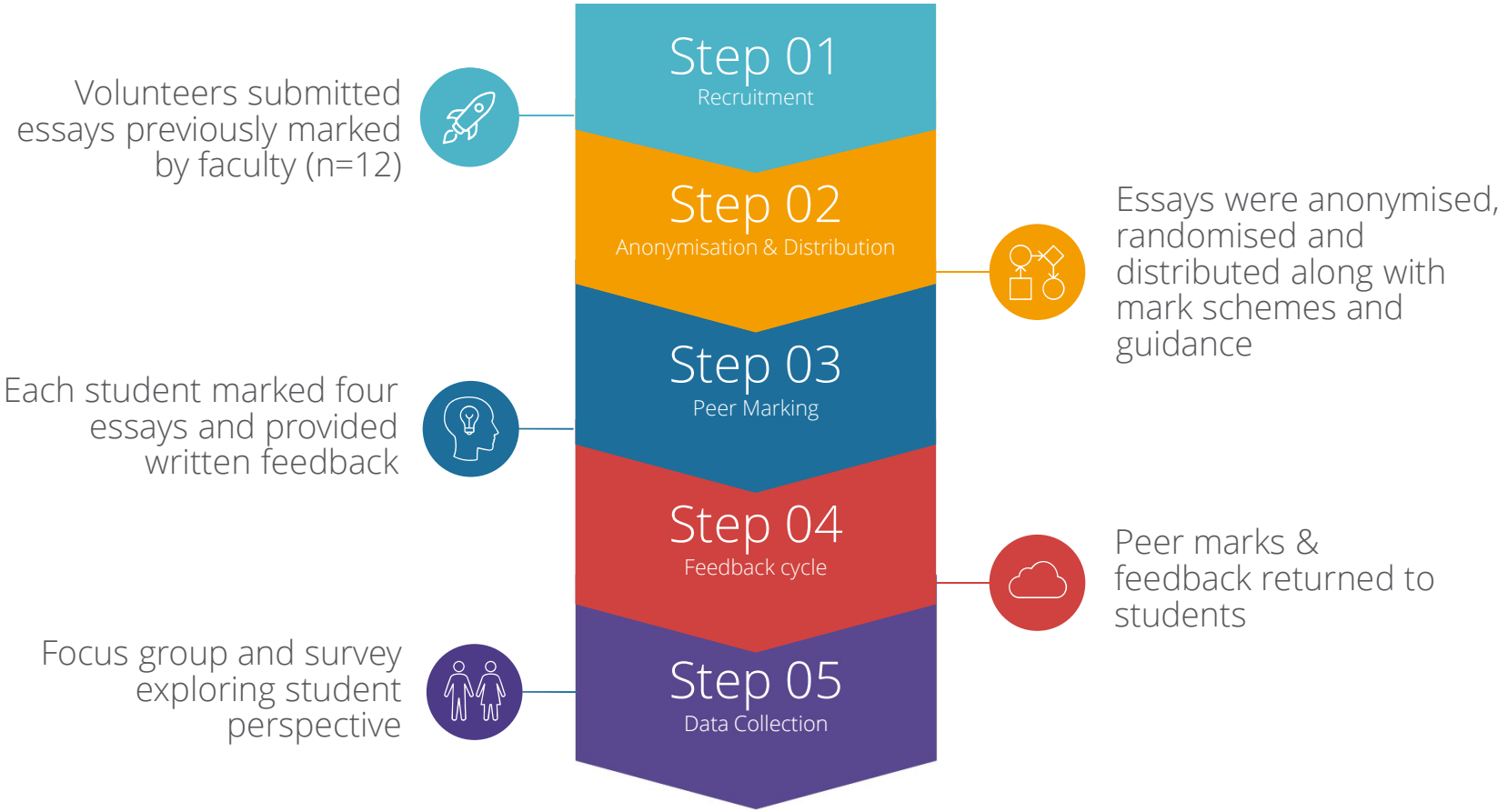
- Can students provide reliable marks?
- How many markers are required to provide an useful mark?
- Can students deliver useful peer feedback?

Factors Affecting Assessment
Van der Vleuten (1999)

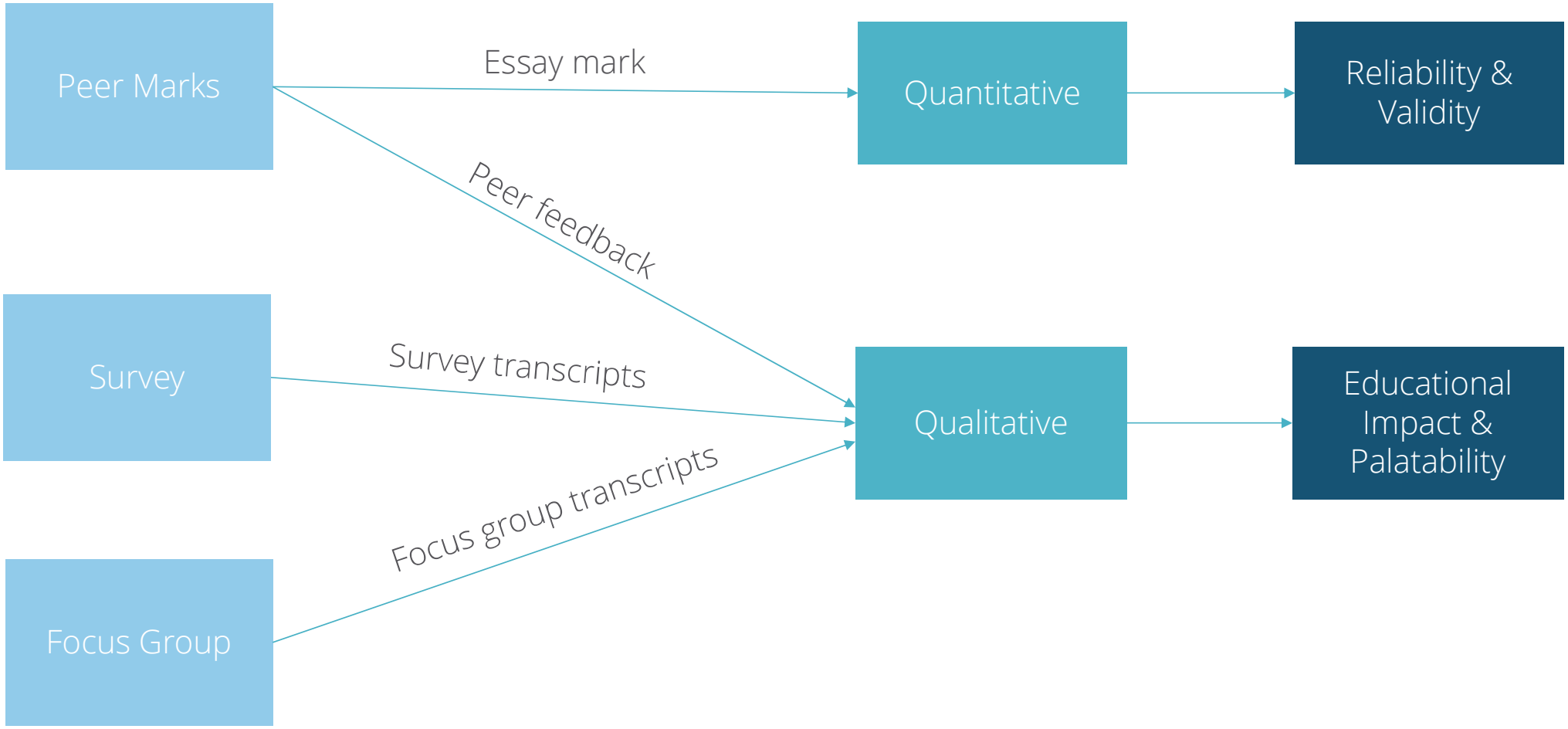
1. Reliability
2. Validity
3. Educational impact
4. Cost
5. Acceptability to learners and faculty (Palatability)

Methods

Methods


Volunteers submitted essays previously marked by faculty (n=12)
Step 01
Recruitment
Step 02
Anonymisation & Distribution
Essays were anonymised, randomised and distributed along with mark schemes and guidance
Each student marked four essays and provided written feedback
Step 03
Peer Marking
Step 04
Feedback cycle
Peer marks & feedback returned to students
Focus group and survey exploring student perspective
Step 05
Data Collection

Data Analysis



Data Analysis

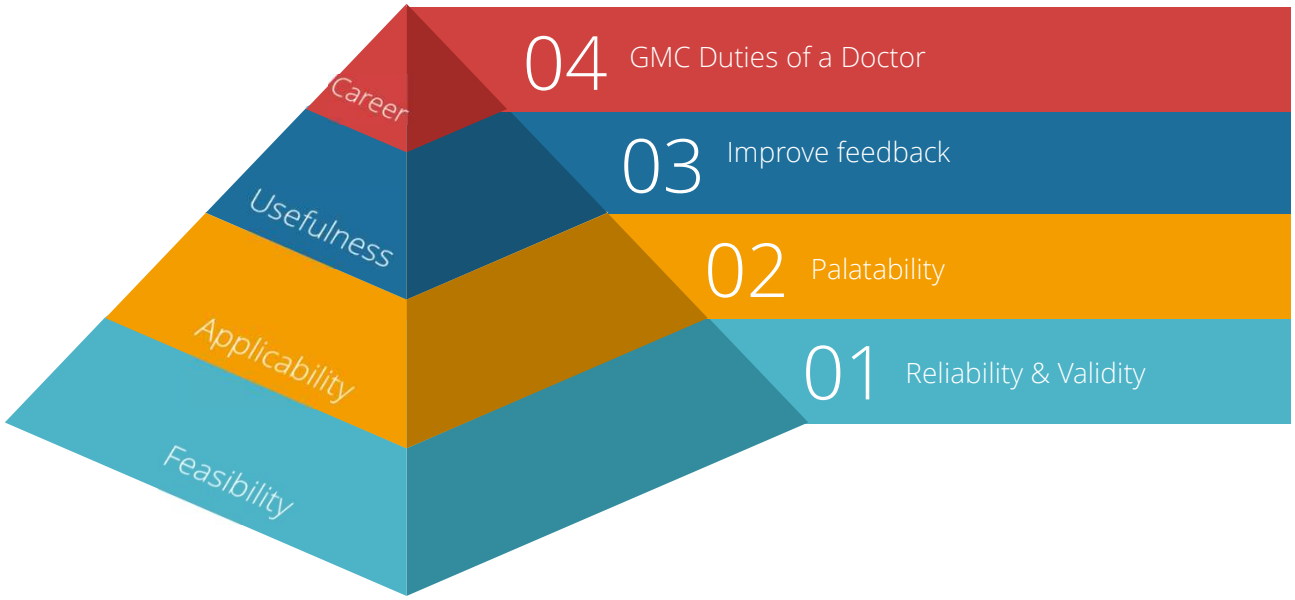
Educational Frameworks and Theoretical Perspective

Good Medical Practice. GMC. (2013)

Assessment in Medical Education. Epstein. (2011)

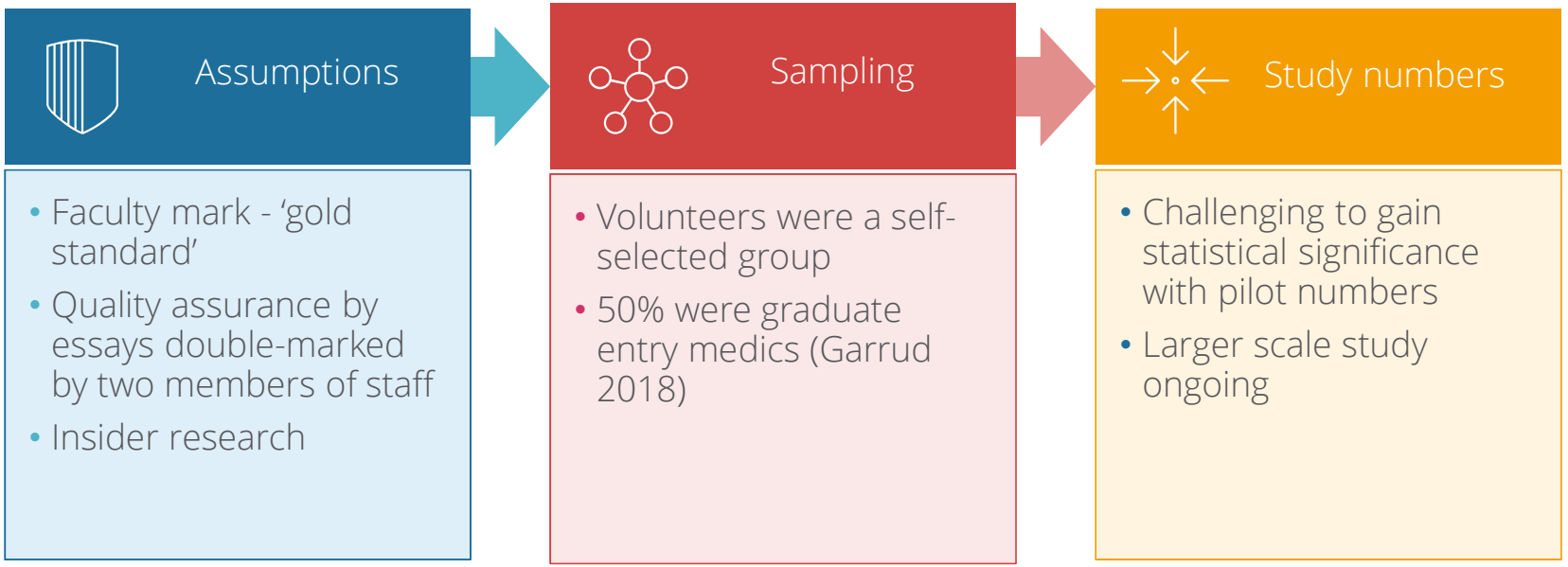
Peer Teaching in Medical Education. Ten Cate. (2009)

Assessment of competence. Van der Vleuten. (1999)



Qualitative analysis of data during collection

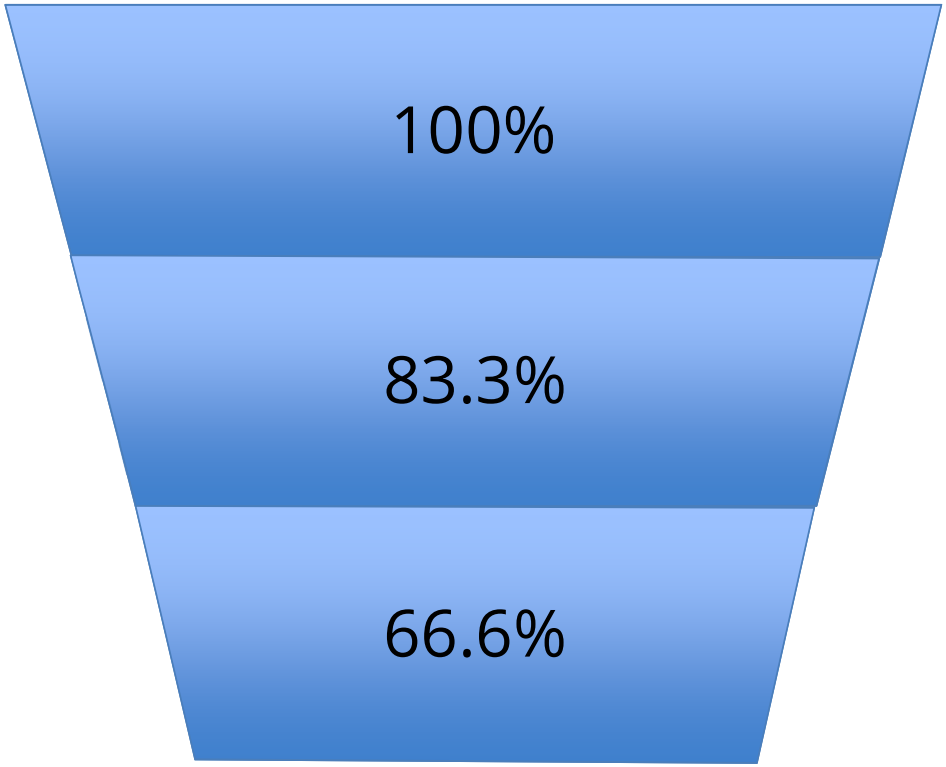
Limitations



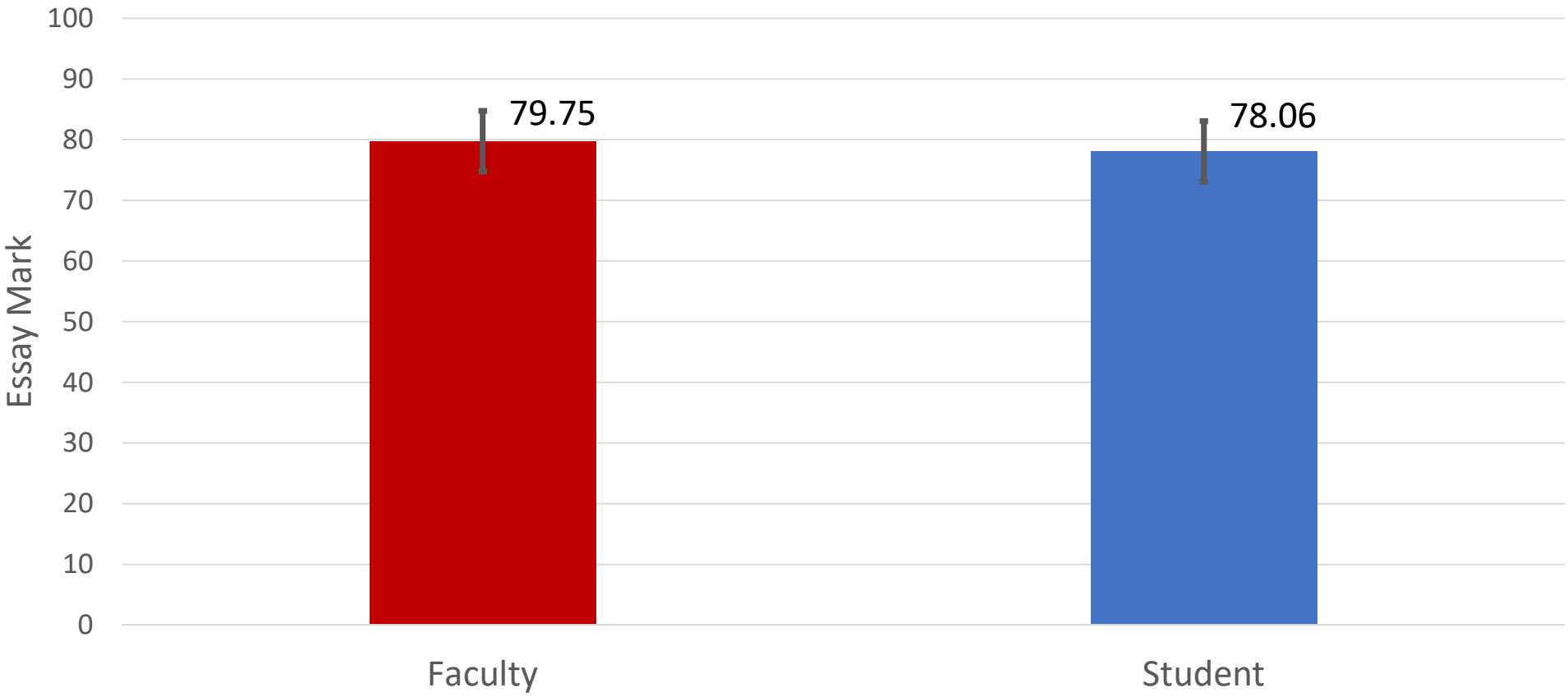
Results

Participation

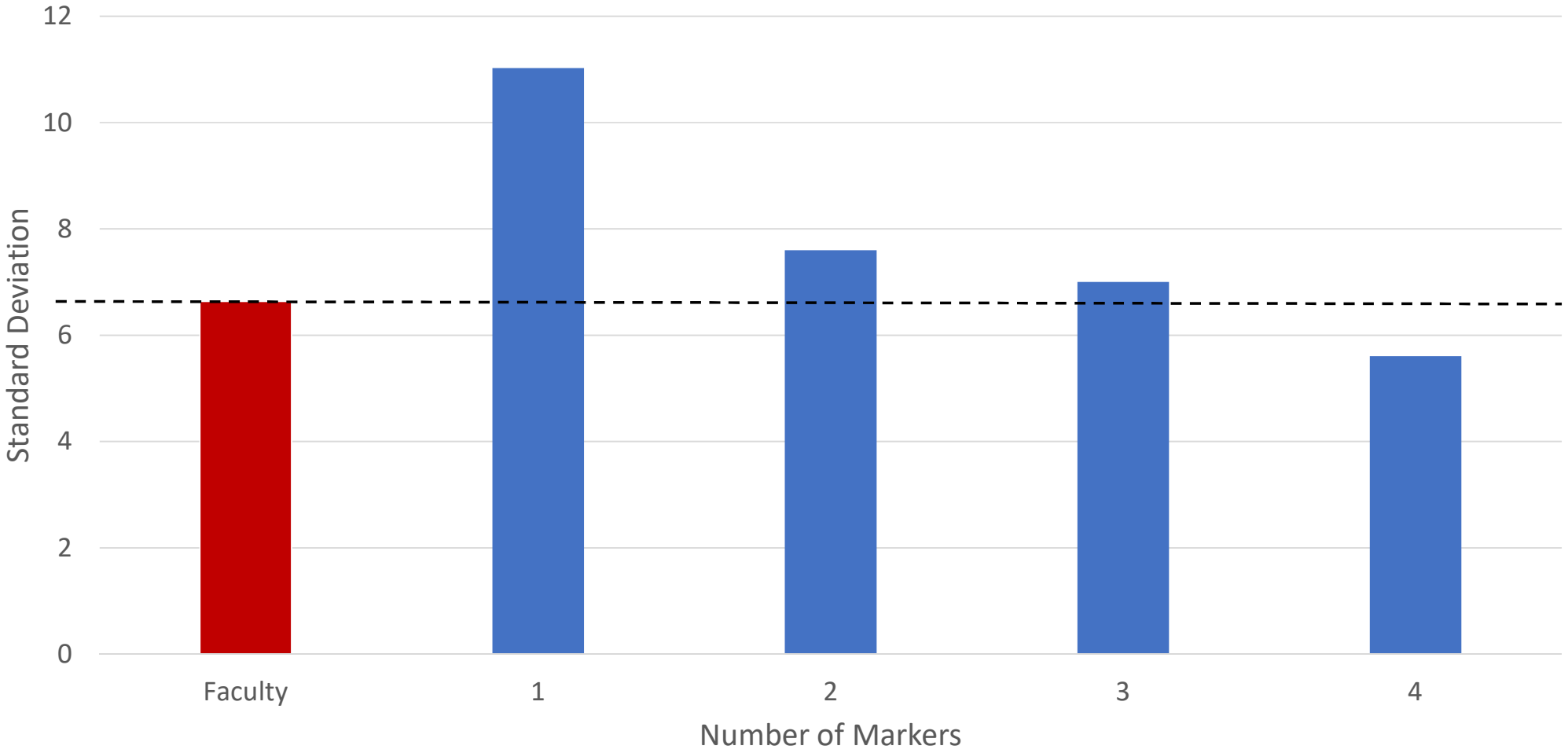
- Marking essays and providing feedback
- Survey feedback on process
- Focus groups



Are peer marks as valid as faculty marks?



How many peer markers?



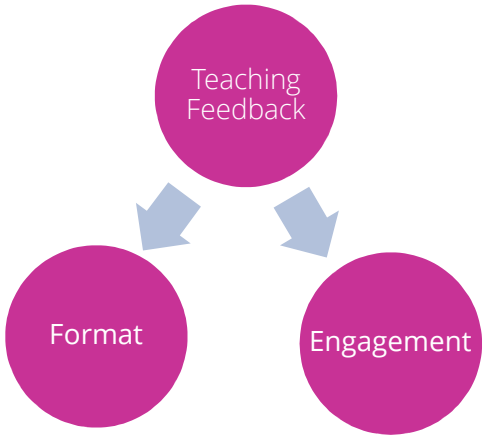
Thematic Analysis

Offending peers

*"Ultimately **we are people pleasers**, and we know that if you gave harsh feedback how would I would feel if I received it."*

*"**It felt watered down**, like they're trying to use a bunch of synonyms"*

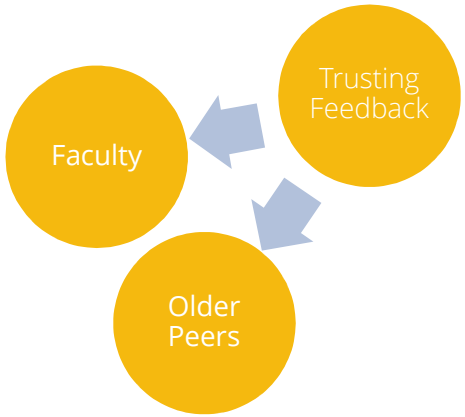
Teaching feedback



*"I think maybe like **guidelines on a Word document** or an **online ten minute video** would be a bit better"*

"I don't know how many people would actually go to the lecture..."

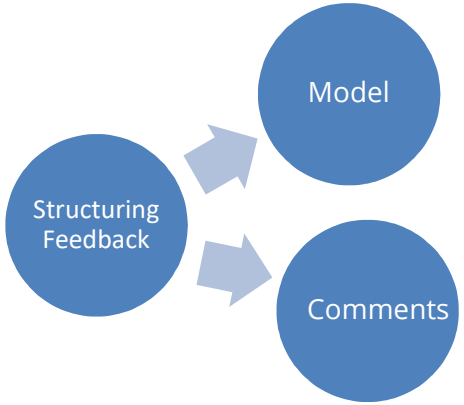
Trust in feedback



*"It's a good thing if there was **someone else marking it alongside the students**"*

*"None of the students will have any **credibility in me trusting your judgement** over someone with 20 years experience in research"*

Structuring feedback



*"I really liked how they told us to structure it, **good, not so good, good again**, and that's how I structured mine as well, and I liked how other people structured it in that way"*

*"Obviously you want good feedback, but **you learn most from the negative feedback**, that's what stays with you"*

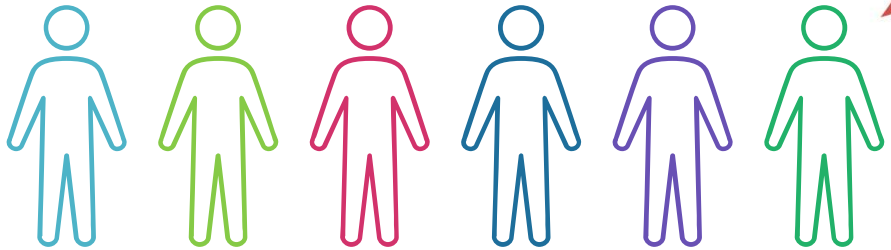
Perceived Benefits

"As a doctor it will be important to take an **active role in helping others improve** in skills and knowledge"

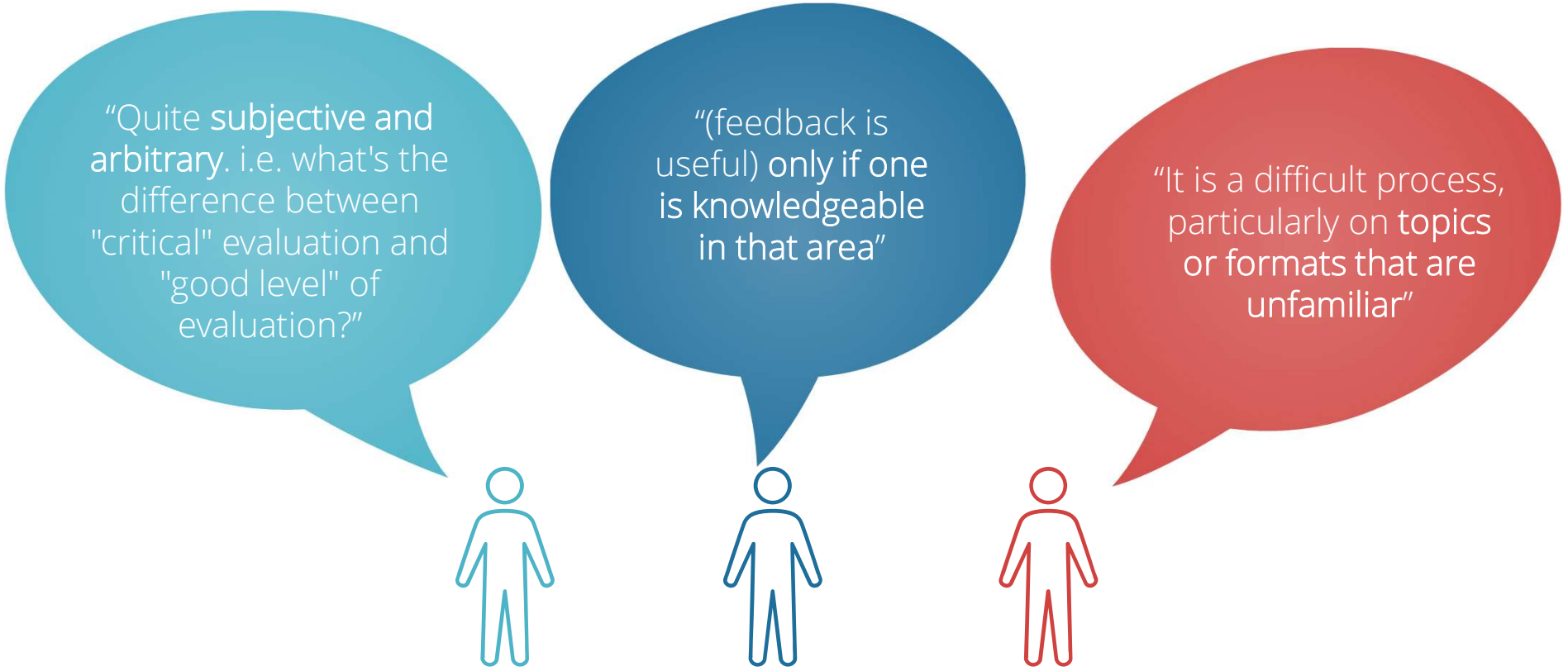
"A very **insightful and enlightening** process!"

"It certainly became **easier to mark as I went along**"

"I didn't even get a sentence, just a mark (from faculty) whereas here I had paragraphs of useful feedback"



Perceived Drawbacks



Conclusions

Conclusions

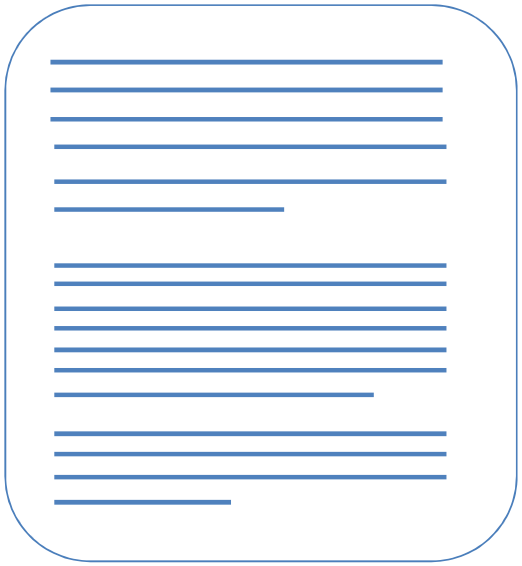
- Peer markers provide unique insight and higher quality qualitative feedback
- Could reduce faculty cost
- Providing example essays and structured feedback tools are helpful in giving students confidence to mark
- Impact if were to be used for summative assessment

Suggestions for Implementing Peer Marking

Written Task

- ✓Written advice on marking
- ✓Structured mark schemes
- ✓Example essays

Written Task



Grade – average of 4 markers

Specific feedback

General feedback

Analysis & Reflection

- Hawk-Dove analysis
- Reflection on peer feedback

Acknowledgments

Dr Russell Hearn

Peter Tayler-Hunt

Questions or Feedback?

Tristan Fraser
Final year medical student
GKT School of Medical Education
Tristan.fraser@kcl.ac.uk

Acknowledgments

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Peter Tayler-Hunt

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