

Self & Peer Assessment of Professionalism Skills

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Some Things to Think About

- Self-assessment assessment tools
- Professionalism skills as learning outcomes
- Peer evaluation assessment tools

Self-assessment tools

- Quizzes and self-graded exercises (e.g., CALI lessons)
- Minute papers
- Timekeeping
- Reflective practice

Minute Paper + Peer Teaching

- What is the single most important thing you have learned about assessment thus far in this program?
- Assessment drives learning and improves teaching.
- Assessment requires concrete, measurable learning outcomes.
- Grading and assessment are not the same thing.

Minute Paper + Polling

- Take one minute and write down why you attend the AALS annual meeting.
- Stand up or raise up if your answer had to do primarily with working with other people (networking, meeting, sharing ideas, reconnecting, socializing).

Timekeeping

- Students think of courses as clients and keep their “billable hours”
- Helps students to monitor their time management but also to think about value to a client.
- Exposes students to the challenges of competent recordkeeping and the temptations of unethical billing practices

Reflective Practice

- Clinical faculty have known for years the value of journals
- Writing engages precise thinking
- Journaling is a tool that can be used throughout a professional career.
- Journals foster self-awareness.
- Journals allow for individual expression of values and perspectives.

Journaling Examples

- “Critical Incidents” - Students provide a concrete and rich description of a critical incident and then reflect on that incident. It is helpful to begin with questions to frame their reflection.
- “Reaction Papers” - may be used in conjunction with movies, art, books, quotations, etc.

But how do I grade them?

- You don't. That doesn't mean they aren't tools for assessment.
- The very process of reflection promotes self assessment
- Your feedback on that process should
 - Thank the students for their effort
 - Engage the students in a further conversation
 - Provide suggestions for resources for more learning or further reflection

Assessing Professionalism Skills

Service Orientation

COLLABORATION

EMPATHY

Self-management

Integrity & Honesty

Objectives

- Identify characteristics of effective learning groups.
- Identify their greatest strength and weakness in collaborating with peers on professional tasks.
- Provide concrete feedback to peers on behaviors that contribute to or detract from collaboration.

Learning Activities to Teach Collaboration

- The more central collaborative learning is to your teaching system, the less you need to teach directly about collaboration
- The best learning activities that teach students about collaboration are those that require collaboration, rather than “divide and conquer” and involve challenging problems to solve that will benefit from multiple perspectives

Some techniques for assessing collaboration

- Proof in the pudding – Mary Pat Byrn’s demonstration of “cooperative quizzes” provide concrete evidence of the value of cooperation
- Student reflections on the cooperative process
- Peer assessments

Peer Assessment

- Provides individual accountability – reduces freeloading control
- Teaches professional skills of giving and providing feedback

Variations on peer assessment

- Generating criteria
- Providing practice in giving feedback
- Forms of feedback (narrative or numerical)
- Incorporating into grading
- Communicating the results

I encourage you to

- Use self-assessment tools in your teaching to encourage students to manage their own learning.
- Consider targeting a professionalism skill as one of the learning outcomes for your course
- Use peer evaluation assessment tools if your students are working in collaborative groups