

# Self and Peer Assessment of Collaborative Skills

AALS 2011

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- 1) Some lessons about assessment
  - a) Assessment drives learning and improves teaching.
  - b) Assessment can be formative or summative
  - c) Assessment requires concrete, measurable learning outcomes.
  - d) Grading and assessment are not the same thing.
- 2) Self-assessment tools
  - a) Quizzes and self-graded exercises (e.g., CALI lessons)
  - b) Minute papers –
    - i) Ask a question or pose a problem, give one minute to write an answer
    - ii) Feedback loops: Individual feedback, paired sharing, group sharing, polling
  - c) Timekeeping
    - i) Students think of courses as clients and keep their “billable hours”
    - ii) Helps students to monitor their time management but also to think about value to a client.
    - iii) Exposes students to the challenges of competent recordkeeping and the temptations of unethical billing practices
    - iv) Need not actually collect the time records – can use reflections or summary reports
  - d) Reflective practice
    - i) Journaling on critical incidents or in response to prompt
    - ii) Feedback – acknowledge effort, engage in conversation, extend learning or further reflection
- 3) Collaboration as a Learning Objective
  - a) Identify characteristics of effective learning groups.
  - b) Identify their greatest strength and weakness in collaborating with peers on professional tasks.
  - c) Provide concrete feedback to peers on behaviors that contribute to or detract from collaboration.

- 4) Learning Activities to Teach Collaboration
  - a) The more central collaborative learning is to your teaching system, the less you need to teach directly about collaboration
  - b) 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
- 5) Some techniques for assessing collaboration
  - a) Proof in the pudding – compare individual grades or outcomes to group outcomes on the same project
  - b) Student reflections on the cooperative process
  - c) Peer assessments
- 6) Peer Assessment
  - a) Provides individual accountability – reduces freeloading control
  - b) Teaches professional skills of giving and providing feedback
- 7) Variations on peer assessment
  - a) Generating criteria
  - b) Providing practice in giving feedback
  - c) Forms of feedback (narrative or numerical)
  - d) Incorporating into grading
  - e) Communicating the results

## NOTES