Preliminary results about science in peer assessment

Students in this study “talk science” during peer assessment in groups. They use different kinds of science, everyday-science, school-science and more scientific science in varying degrees. Students may use peer assessment and the interaction in the group, as an opportunity to discuss science and internalize science into their vocabulary and mind. Peer assessment may also help students to construct essential meanings in their own words.

Methods and analysis

- Students’ written answers from tasks with science content
- Video recording of peer assessment in group, using tasks from DiNO, a tested material from National Agency for Education
- Individual, semi structured interviews with students
- Analysing students’ talk – discourse analysis

Example of task and students’ answers

Explain what happens when a candle is burning. What happens with the stearin?

**Melvin:** When the candle is burning the stearin flows down on the candle and then it stuck on the candlestick.

**Zoe:** At first the stearin is solid. When you light the candle, it gets warm. The stearin that is close to the fire, melts and flows down on the candle. I think that when some thing solid becomes liquid, the material shrinks.

**Jack:** I think that the stearin has melted and vaporized and then evaporated like a gas, perhaps water and carbon dioxide.

Example from peer assessment

S: You didn’t use that kind of words.
L: What?
S: Such Scientific words.
L: Okay, wasn’t melting and all that?
S: Melting was.
L: And some more. Freezing, never mind.

Research questions

- In what way is science expressed in peer assessment?
- How do students experience peer assessment and what are their experiences from it?
- How do students use scoring rubrics in peer assessment?