Paper / Proposal Title:  
Types of Peer Assessment in Group Projects

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Abstract:  
Group projects have become an integral element of assessments in higher education, to promote collaboration. Yet, group projects are proven to be problematic due to “free riders” and the award of a common group mark. Group projects with peer assessments are arguably more attractive to students and evidence improved student engagement. Peer assessments can be designed in a way that it rewards engaging students and demotes disengaged students. While there are different methods of peer assessments, the effectiveness of any chosen method is highly dependent on the aim of the assessment. This paper presents a review and evolution of different methods of peer assessment and compares the outcomes of two overarching peer assessment methods by analysing data from an undergraduate module of a built environment degree programme in a UK university.

Literature findings reveal that two methods are predominantly in practice over the last decade including distribution method and multiplier method, both intending to assess the final product. Addition/deduction method has become unpopular due to this method being geared towards process assessment (collaboration process) as opposed to product assessment (output from collaboration) and academics preferring product-based peer assessments. Evaluation of process and product-based methods reveal that rigour of final individual marks can be ensured in product-based methods like multiplier methods and multiplier method produces a better correlation between the peer mark
and final mark. On the other hand, process-based methods like addition method seems to have a healthy spread of marks with a lower standard deviation. Therefore, the choice can be made between process-based or product-based peer assessment considering all these factors.

**Author(s) Biography:**
Dr Michele Florencia Victoria is a Lecturer in Quantity Surveying in Robert Gordon University. Michele is an expert in cost and carbon profiling of buildings and has published her work related to embodied carbon and capital cost in high quality journals including Energy and Buildings and Built Environment Project and Asset Management. Michele is one of the contributing authors of edited books including, “Future Challenges for Sustainable Development within the Built Environment” and “Embodied carbon in buildings”, one of the first edited books on embodied carbon in the field. Michele is also interested in educational research and co-investigated a RICS/CHOBE funded project that explored Global Surveying Education. She is currently working on an ESRC funded project as a co-investigator that focuses on optimising carbon and cost in affordable housing in collaboration with Construction Scotland Innovation Centre (CSIC) and other industry leaders in low carbon innovation.