



# PEER ASSESSMENT

**Peer tutoring – peer assessment – mentoring – tutoring**

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# HISTORY

(Kallinen, Kerbs, Nurmi 2006))



1400s. In English Public Schools the term "tutor" was used to describe an older student who helped newcomers to adjust to the study community

1700s In England, at an approved school of war orphans, Andrew Bell had sand and a stick as writing tools and chose monitors among the students to teach others through use of sand boards.

1800s. At one school in London, one teacher had 350 students. Joseph Lancaster produced ready-made teaching materials for the tutors through which they taught part of the group and at the same time taught by themselves

William Fowle concluded from the basis of his research that children could be better teachers than adults because they are "in the same boat"; they are peers in a learning situation

# Mentoring



Before going to the war of Troy, Odysseus, the king of Ithaca, asked his trusted friend Mentor to act as his son's, Telemachus's, friend, counsellor, teacher and educator. It is said that mentor action originates from that...

**Mentoring = guidance and support,**

in which a competent, experienced and respected person (who acts in a senior position) gives time to his/her younger colleague in order to help that person develop. Mentoring is a multi-faceted, deep, versatile and two-way process.

A mentor also gets inspiration for his/her development and regeneration. Mentoring is always a goal-oriented, person-to-person relationship in which personality, openness, trust and commitment strongly feature.

A mentor is willing to share his/her views, knowledge and experiences as well as support his/her younger colleague in professional and personal development. A mentor should be constructive, and critical when needed. A mentor is often called a teacher, a master, a coach, a sparring partner and a friend.



## ...MENTORING

How does the mentee benefit from mentoring?

- Competences develop
- Culture of success comes across through the mentor
- Speeds up "running-in" the mentee
- One does not need to learn everything through one's own experience
- Gets a role model - an active, participating mentor offers a wide range of experiences for a mentee to use
- Gets information which might be difficult to find alone
- Networks widen
- Career development accelerates
- Gets feedback, his/her ideas are assessed, gets help in problem solving
- Self-respect strengthens



## MENTORING is at its best

- Learning from others
- **Multiformity and interaction**
- Development of **superior skills**
- Leading and **co-leadership**
- Development of one's **own organisation**
- **Professional development and development of one's own work**

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# tutoring



## Teacher Tutoring / Peer Tutoring

### **Level of interaction**

For example: integration into the community, orientation to studies, practical issues

### **Level of knowledge**

For example: contextual issues of the studies, assignments, feedback, tutoring and assessment

### **Level of action**

For example: planning the studies, facilitating learning and learning to learn skills

### **Level of emotions**

For example: issues related the student's own life, learning difficulties

# In-peer assessment

(ks. esim. Kiviniemi 2000)

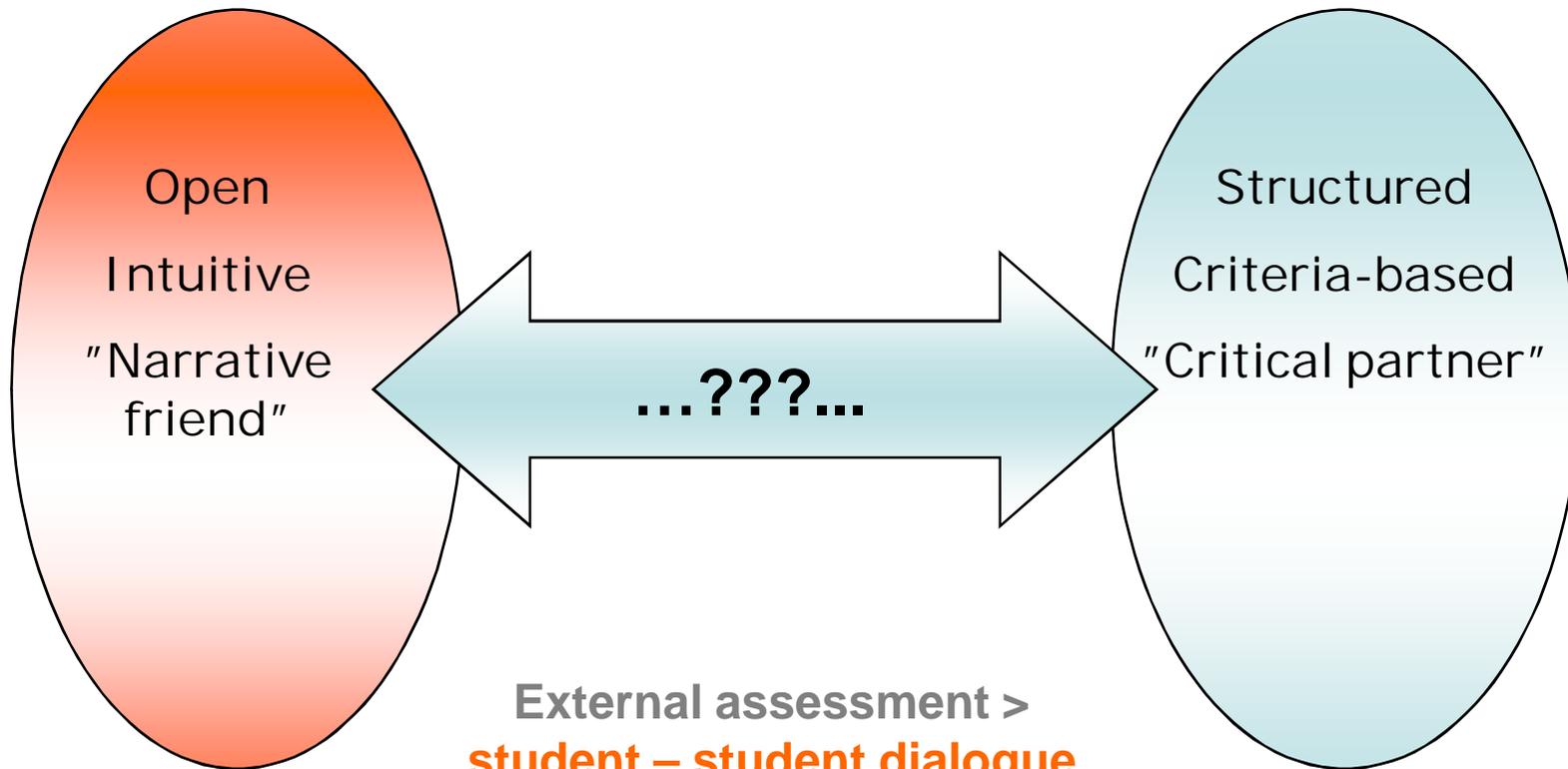


Students and/or groups of students assess each other

## Benefits

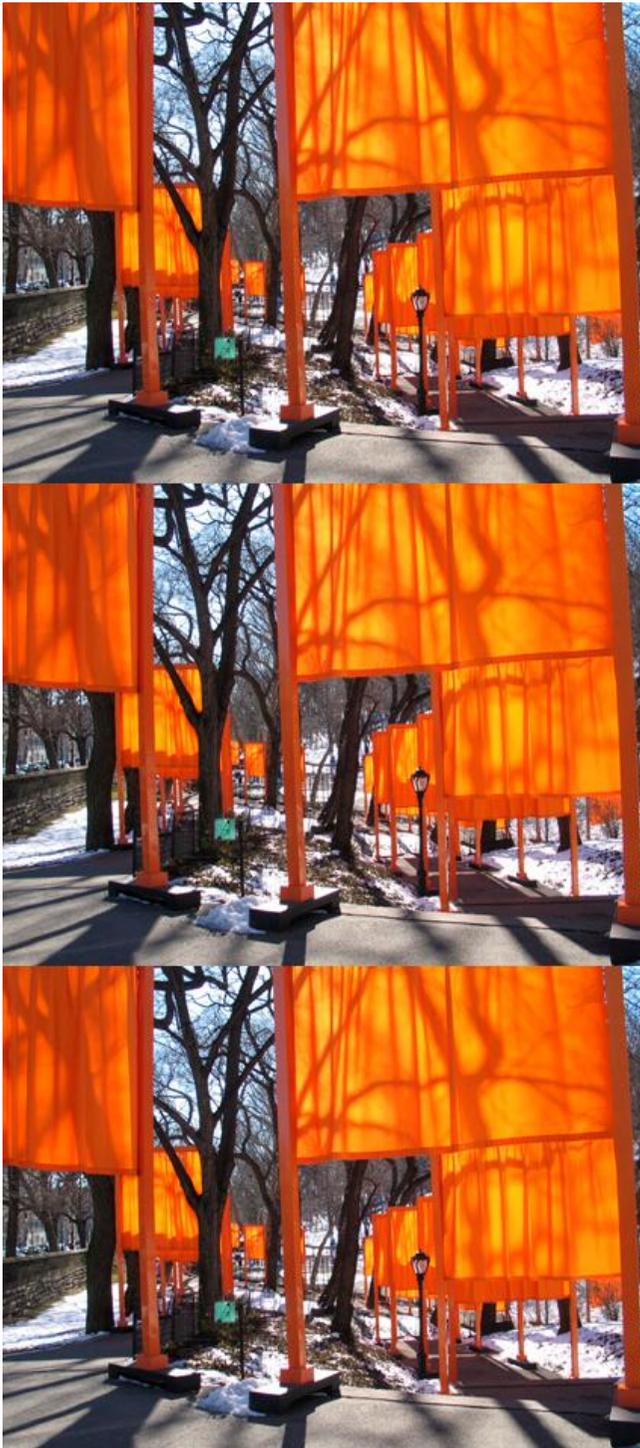
- More and many feedback, regularity of feedback
- Promoting students' cooperation
- Supporting the process: nature of learning , progress of learning and grouping of students
- Develop the student's ability to give feedback and self-assess him/herself and assess others
- Enable to contribute one's own views to other students' assessments
- Focuses on hidden meanings and relations of meaning which are not seen or cannot be discussed for some other reason in dialogue between tutor and a student

# Peer assessment



External assessment >  
**student – student dialogue**  
> cross assessment >

peer observation > **self-assessment**  
> external assessment ?



Finnish Poet Heli Laaksonen:  
**SIL KO LÄHTE UUT ALKKU KOHRE**

Ota käpy pois kenkäst  
kaar vesi pois saappast  
nost ämpär silmiltäs  
jua kuppis tyhjäksi.

Oi ilone  
Oi valone  
Oi pulune.

Älä lait kättä sirkkeli  
älä purot kirvest kintuil  
älä unhotta kotti avamei  
älä karota annetui syrämei.

Viä roskapussi mennesäs.