Student as Examiner: Summative Near-Peer Assessment in a Doctoral Taught Course

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Context & Intention

Context

- Centre for Doctoral Training
- Taught Course (terms 1 & 2)
- Final assessment: research project proposal

Intended Outcomes

- Substantive discussion about the proposed course of research (content)
- Building familiarity with the assessment conventions (skills)
- Could a student examiner learn about vivas by conducting one?

Design & Execution

Design

- Pass/Fail
- Student from senior cohort as a coexaminer with staff
 - Guidance for examined students on the form of their proposal
 - Guidance for student examiners on how to ask fair questions
- Short post-viva debrief for student examiner

Execution

- Scheduling
- Some students don't want to (or can't) examine
- Students who have extended deadlines (personal circumstances)
- ??weak submissions??

Reflection: Did it Work?

Staff examiners say...

- Student examiners often ask harder questions than staff!
- Valuable perspective on practical issues (e.g. arranging swipe-card access to rooms)
- Co-examining sustains staffstudent links with senior cohorts

Student examiners say...

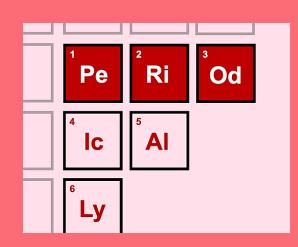
- Interesting science!
- Clearer idea of what the examiner's agenda/experience is (e.g. clarifying rather than criticising)
- See what elements make for a stronger/weaker viva discussion (e.g. talking through issues rather than the "right answer")

Which assessment expectations are articulated? Which ones are hidden?

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