

# Peer assessment in creative arts subjects



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*Descriptors of quality developed in collaboration with students to assist peer assessment.*

## Research Questions

Does peer assessment encourage students to develop graduate qualities such as reflection and critical thinking, communication and responsibility?

What is the process of integrating peer assessment in creative arts subjects and what kind of support is needed to achieve this?

Does constant interaction with descriptors of quality lead to meta-cognition in learning?

## Context

In 2008, as part of an ongoing development of a learning model for singing using socio cultural theories, peer assessment was introduced into the undergraduate singing course. The aim was to encourage students to become self-regulated learners capable of continuing with their learning after graduation (Falchikov, 2007).



Students in focus group discuss descriptors of quality

## Process of implementation developed by students

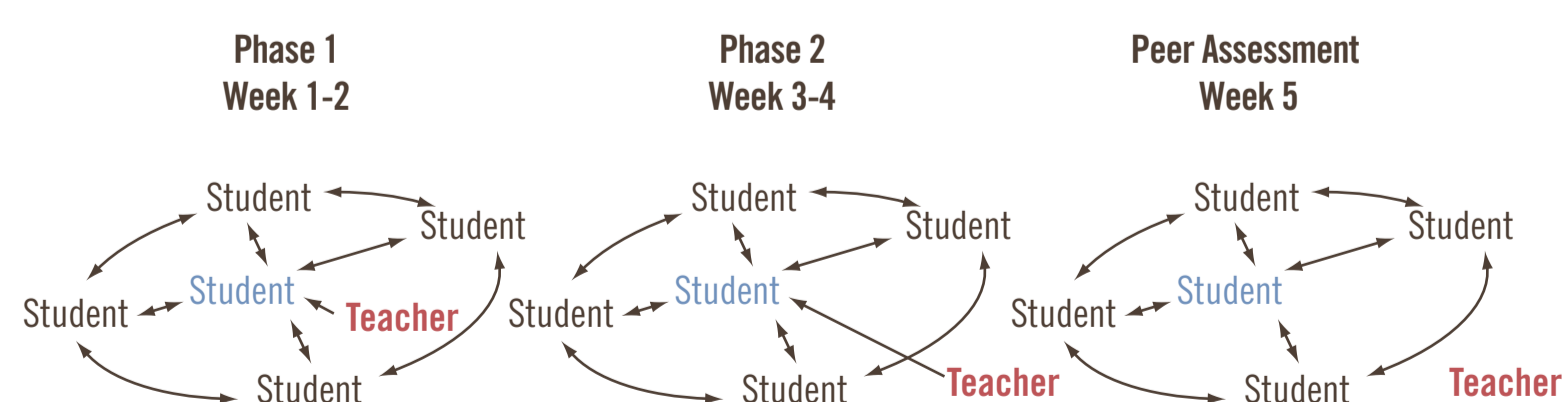
- Have criteria clearly laid out and printed for each student to have a copy
- Give a good introduction and encourage discussion when criteria is handed out
- Emphasise the idea of learning to critique as a skill development for future work

Fading of support (Falchikov, 2007) was used in phases of implementation.

## Descriptors of quality

- Performance is compelling and forceful
- Performance is sophisticated and commanding in presentation
- Performance is thoughtful and engaging
- Performance is technically well executed, but bland and unimaginative
- Performance is under-prepared and lacks skill
- Performance is unsatisfying and musically unconvincing

## Implementation of peer assessment exercise over five weeks



## Bibliography

Falchikov, N. (2007). The place of peers in learning and assessment. In D. Boud & N. Falchikov (Eds.), *Rethinking Assessment in Higher Education Learning for the longer term* (pp. 128-143). London & New York: Routledge.