

FURTHER EDUCATION PROFESSIONAL DEVELOPMENT PROJECT - 'SHOW AND TELL' (SHARING OF PEER PRACTICE)

Author: Charlotte Davis (2022) West Suffolk College

CONTEXT OF PROJECT

Context:

'Show and Tell'

The practice of students demonstrating an independent process or skill explored within their creative practice, allowing others to learn and experiment from this in the classroom.

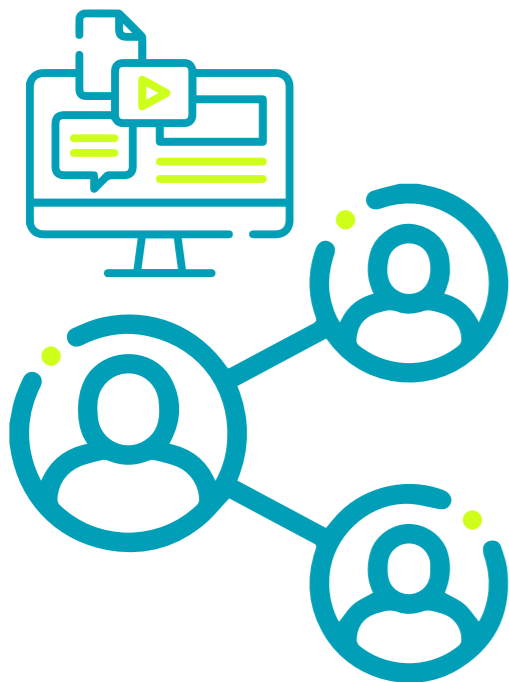
Peer assessment and discussion at formative and summative points within a project are invaluable. As courses come to an end, the students would have developed a refined practice. Especially within Art and Design, the creative practices become individual to the student and their chosen progression route / specialism.

Proposal:

At assessment points in the project – specifically in the upcoming Final Major Project where independently led processes and technical skills are developed, I intend to put the students into pairs and allow them the opportunity to share an independently developed skill they have applied in their projects. They would take turns to show the process, and teach and guide the other student to exploring the process themselves.

Impact:

This would be documented in their coursework and used as an invaluable peer assessment tool. The diversity of learning in the classroom would be exciting and challenging. This could be applied within any area of the college – not only to share peer practice, but to also re-cap fundamental skills during assessment points.



ACTIONS TAKEN DURING PROJECT

Task objectives:

"You will be put into pairs, and will show share a process with your partner in order for them to explore further editing techniques. You will need to look through each others sketchbooks and request what you want to learn. You will then document the process via screen shots and final outcomes in your coursework. You will evaluate the session via a peer practice form."

Materials and methods:

Once the students were put into pairs, they were asked to open up all of their coursework (digital sketchbooks) since the start of year in tabs and then swap seats. They took a considerable amount of time to look through each others work, which was unexpected when planning the task. They really enjoyed the process of discussing, sharing and questioning each others work. Some students even requested to see work from previous years, as they remembered outcomes and skills a particular student had completed which may benefit their current project. This was really interesting to observe, as their confidence discussing their own work but also questioning their peers was extremely mature and inquisitive. When the coursework had been thoroughly explored and discussed, they then analysed strengths of their peer which could benefit their work. Once they had made a decision of a skill or process they wanted to learn, they took it in turns to help each other design an outcome in, using the materials, processes and technical skills analysed as a strength. This was by far the most enjoyable process to watch as a lecturer, the outcomes produced were outstanding and I could not fault their commitment to each others work, ensuring that the outcomes were of the highest quality.

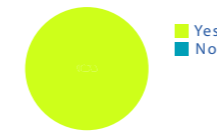


OUTCOMES AND IMPACT OF PROJECT

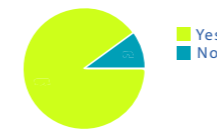
Results:

The depth of learning that was evidenced in the task could not have been pre-empted. I expected students to refresh skills in particular areas, however, you can see from the results below that 90% of students learnt new completely new skills from their peer. 100% of students found the lesson valuable and enjoyed working with a peer. 80% of students would like this task to be integrated into each project, however, when asked in session if they would want it to be integrated into the course structure at least once, 100% of students said yes they would due to its value. The students who didn't learn any new skills, mentioned that they were just re-capping previous skills but still found the task valuable.

Did you find today's session valuable?



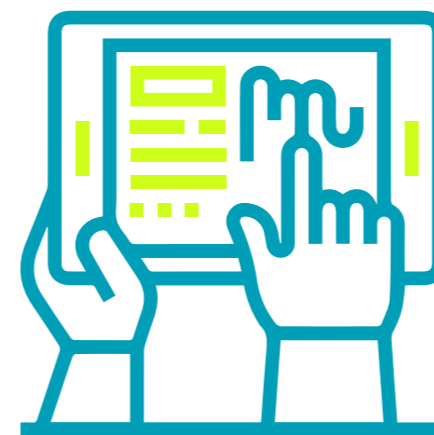
Did you learn any new skills in today's task?



Did you enjoy working with a peer?



Would you like this task to be integrated into each project?



FUTURE ACTIONS AS A RESULT OF PROJECT

Application in future FE teaching:

Due to how successful and positive the task and feedback were, I will certainly be integrating this into future teaching. I intend to deliver this in each Final Major Project for Year 2 students, when their independent specialist practices have developed. It is also worth mentioning, that Year 2 students who know their peers well, should be more confident to discuss their work, analyse their strengths and present skills. It would be interesting in a follow up session to compare to a course in their first year of study.

Application within other areas:

Although this research was completed with a group of students studying a creative subject, this method could also be applied within other curriculum areas. Such as, re-capping technical processes, skills and knowledge.

Recommendations:

I spent some time planning the pairs of students, based on my knowledge of their skills and who would benefit. I recommend using their previous coursework and your knowledge of their strengths and weaknesses to support this judgement. Allowing the students to pick pairs themselves, could work but the teachers analysis is beneficial to ensure valuable learning.

Conclusion:

The purpose of this research project was to measure the importance of sharing of peer practice within the classroom. The evidence and feedback gathered from the research proves in this subject area that peer assessment and discussion at formative points within a project are invaluable. It has allowed students to analyse and share their strengths within their individual specialist industry practice, and for peers to learn and apply new skills within their own portfolio of work. This is a teaching method I found valuable to plan and observe as the students worked excellently.

