Collaborative Assessment: Can Students and Teachers Negotiate Effectively?

Paul Brna, Lancaster University
Susan Bull, University of Brighton
Helen Pain, University of Edinburgh

Collaborative assessment (i.e. where student and teacher collaborate over a final, agreed assessment) is a natural extension of recent ideas in alternative forms of assessment. The results of an empirical study aimed at the identification of key features in collaborative assessment situations will be described. It was found that students are able to defend their self-assessments to a teacher, and moreover, although the actual sequences of actions used by students and teachers in the process of resolution of any disagreement varied, an agreed resolution of the assessment was always possible. We view the product of collaborative assessment (the assessment itself), as a student model agreed by both partners. The design of an approach to collaborative assessment via the provision of support for negotiation through AI techniques based on the results of the study, will be presented.