



# Co-creating formative peer assessment criteria in language classes: impacts on regulation and self-efficacy

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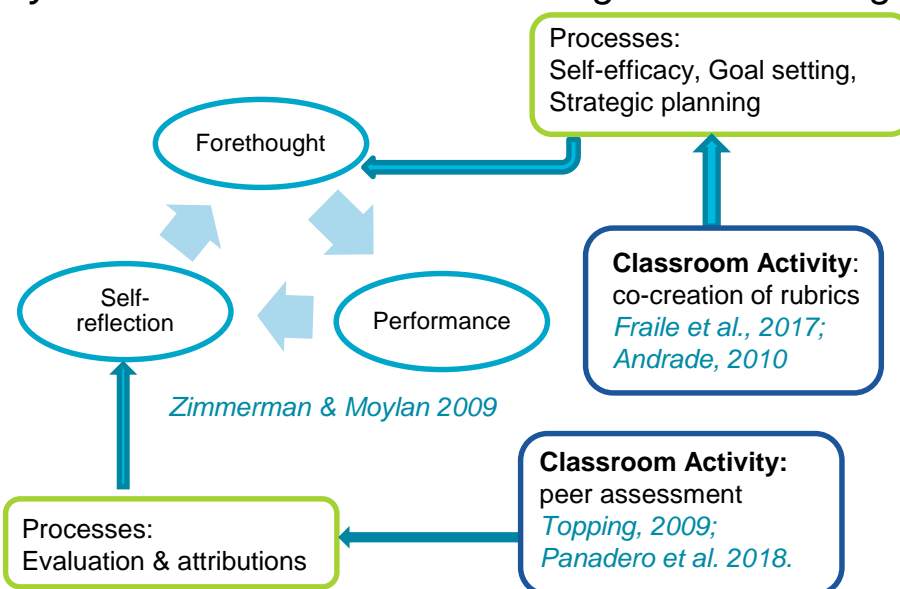
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# Co-creating formative peer assessment criteria in language classes: regulation and self-efficacy

## Cyclical Phases Model of Self-Regulated Learning



### Approach

- ▶ Assessment for learning (Panadero et al., 2018)
- ▶ Socio-constructivist (Andrade & Brookhart, 2020)
- ▶ Self-regulation & co-regulation (Hadwin et al., 2018; Kaplan et al., 2017)

### Research question

In a collaborative oral task in the EFL classroom:

**Does co-creating formative peer assessment rubrics affect self-efficacy and regulation of learning?**

### Method

- ▶ **Participants:** n=150 (93♂ 57♀ mean age 19.3yrs); 7 class groups
- ▶ **Task:** As a group: design and pitch a sports holiday geared towards a specific target audience. Watch other groups' pitches and give feedback.
- ▶ **Control group** (4 classes, n=89). Peer feedback given based on an assessment rubric and feedback sheet provided by the teacher.
- ▶ **Experimental group** (3 classes, n=61). Peer feedback given based on a co-created assessment rubric, and a feedback sheet provided by the teacher.
- ▶ Measurements pre-test and post-test
  - ERICA, Individual and Collective Regulation of Learning Scale (Kaplan et al., 2017). 6 subscales of macro-level individual and collective regulatory strategies
  - Self-efficacy questionnaire in French (Yakimova et al., 2022)



### Results

ERICA Subscales	IAR Individual anticipation of materials & references	RM ANOVA Friedman pre-test/post-test *p.05
	IEC Individual environmental control	1- way ANOVA Kruskal-Wallis condition *p < .05
	ITM Individual tracking and monitoring	RM ANOVA Friedman pre-test/post-test **p < .01
	CEC Collective evaluation of content	RM ANOVA Friedman pre-test/post-test p .07
	IEM Individual evaluation of method	1- way ANOVA Kruskal-Wallis condition *p < 0.05
	CDM Collective decisions for method change	RM ANOVA Friedman pre-test/post-test ***p < .001

SELF-EFFICACY RM ANOVA pre-test/post-test \*\*\*p < .001

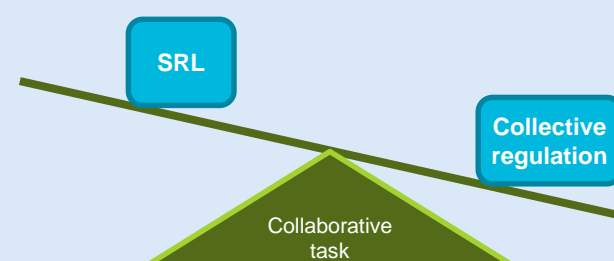
- ▶ Greater individual anticipation of grading post-test
- ▶ Individual control of the environment reduced when the **task** is determined collectively
- ▶ Criteria provided to support tracking and monitoring
- ▶ No increase in shared regulation in the reflection phase nor difference between conditions
- ▶ Weight of the shared task influences evaluation on an individual level
- ▶ Collective nature of the **task** linked to higher scores post-test.
- ▶ Increased belief in ability to achieve post-test

### Conclusions & Discussion

Finite resources allocated between strategies  
→ co-creation does not appear to affect regulation and SE, but the collaborative nature of the task does

Further research required with focus on:

- Preparation for the teaching team
- Formative peer assessment training for learners
- Support for the reflection phase



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