

TESOL 2008

## Exploring Peer Assessment of ITA Microteaching

Trish Pashby  
IGTF Program  
University of Oregon  
[pashby@uoregon.edu](mailto:pashby@uoregon.edu)

Formats for eliciting peer feedback can vary greatly between ITA programs. Which are most beneficial? Anonymous forms? Likert scales? Checklists? Open-ended questions? Informal discussion? The presenter and participants will discuss the strengths and weaknesses of various formats and suggest how peer evaluation might be used most effectively in ITA training.

### References

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Smith, J. (1994). Enhancing curricula for teaching assistant development. In C.G. Madden and C.L. Meyers (Eds.), *Discourse and performance of international teaching assistants* (pp. 52-80). Alexandria, VA: TESOL.

Topping, K. (2003). Self and peer assessment in school and university: Reliability, validity and utility. In M. Segers & F. Dochy (Eds.), *Optimizing new modes of assessment: In search of qualities and standards*. Boston: Kluwer Academic Publishers.

### Discussion Questions

- 1) What reactions do you have to the forms Trish is using for peer evaluation of microteaching in class and the way she is using them?
- 2) How do you use peer evaluation or feedback of microteaching in your program? Is it effective? Explain.
- 3) How do your students feel about giving and receiving this feedback?
- 4) What other techniques or approaches have you used for peer evaluation?

