

A Mutual Peer-To-Peer Assessment on Pre-Service Teaching Practicum

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ABSTRACT This paper reports about peers assessing peers during the science teaching practicum. The purpose of the study was therefore to establish the *foci* of pre-service teachers (PSTs) on what they assess and if there is a link between their assessment comments or judgments and the grading of their peers' teaching capabilities. This study was based on fifty three teaching journals PSTs used for assessment purposes during school practicum. Qualitative and quantitative analyses of the comments of PSTs about their peers' teaching capabilities and their mark allocations were respectively conducted from their teaching practice journals. The findings show that there is some consistency on the PSTs' *foci* of content they assess and the value they attach on most of the five variables. In addition, there is a varied link between their comments or judgements and the grading of their peers' teaching capabilities. However, assessment on *mastery of learning content* had the least comments. Most of the comments were on *teaching strategies, methods and techniques*. In light of the findings, we recommend that assessment criteria for peer assessment be clearly defined and sections be added to the teaching practice journals, to justify mark allocation for every aspect of the assessment.