

Beyond self and peer assessment  
Professor David Boud, Dean of the University Graduate School and  
Professor of Adult Education at the University of Technology, Sydney  
26 June 2008, 1.30 pm - 4.30 pm, Council Chamber/Canada Room,  
Queen's University Belfast (lunch available from 12.30 pm)

### The Speaker

David Boud is Dean of the University Graduate School and Professor of Adult Education at the University of Technology, Sydney. He is shortly to take up a Carrick Senior Fellowship focused on assessment for learning in and beyond courses. He has been President of the Higher Education Research and Development Society of Australasia and is currently a Visiting Professor at the University of Ulster.

He has written extensively on teaching, learning and assessment in higher and professional education, and more recently on workplace learning. In the area of assessment he has been a pioneer in developing learning-centred approaches to assessment and has particularly focused on self-assessment (*Enhancing Learning through Self Assessment*, Kogan Page, 1995) and building assessment skills for long-term learning (*Rethinking Assessment in Higher Education: Learning for the Longer Term*, Routledge, 2007). His work can be accessed at [www.davidboud.com](http://www.davidboud.com)

### The Workshop

Student self and peer assessment have become established in higher education courses for many years now. If well-designed, they can contribute to learning, to students taking a more active approach to assessment and to building a community in which learners support their peers. We know a great deal about both how to conduct them well, though in practice they are not always well-executed.

However, simply adding elements of self and peer assessment to an otherwise conventional assessment regime does not in itself achieve a great deal. More fundamental rethinking of the role of assessment in learning is required.

The aim of the workshop is to introduce what a rethinking of assessment might involve and to explore the kinds of assessment practice that emerge from this process. It will involve building upon aspects of self and peer assessment, but go beyond these to create a firmer foundation for what assessment needs to achieve.

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### REPLY SLIP

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*I should like to attend the above workshop*

Name ..... University/College/School/Department .....

Email ..... Tel no. ....

RSVP

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