

Giving students a voice in science practical assessments

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This paper examines Science Practical Assessment (SPA) in the Singaporean classroom. In contrast to teacher-centric task setting and evaluation, this paper reports findings from a study where a class of students were involved in their own assessments mediated by digital video. Students were recorded during practical work and were then asked to review and edit the footage. Next, they evaluated their own and their classmates' practical skills. These evaluations, scaffolded with a template and facilitated by the teacher, aimed to give the students a voice in presenting what they thought made 'good' science practical skills and practices in the laboratory. They also served as a platform for peer learning and provided a means for the students to be involved in discussing science and science practical skills. Results of this study reveal that students' awareness of acceptable laboratory practices is enhanced through this innovative method of evaluating science practical work.