

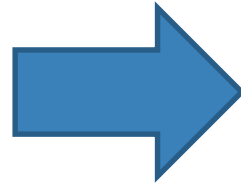
Students' perceptions and attitudes towards peer assessment

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INTRODUCTION

**Traditional
5-scale grading**



**Criteria-based
assessment**

Formative assessment

Peer assessment



RESEARCH PURPOSE

The purpose of this study is to explore school students' experiences and attitudes towards peer assessment in the classroom:

- the ways students assess each other during the lessons
- difficulties that students have
- useful guidelines for teachers on how to better introduce peer assessment in the classroom.



RESEARCH QUESTIONS

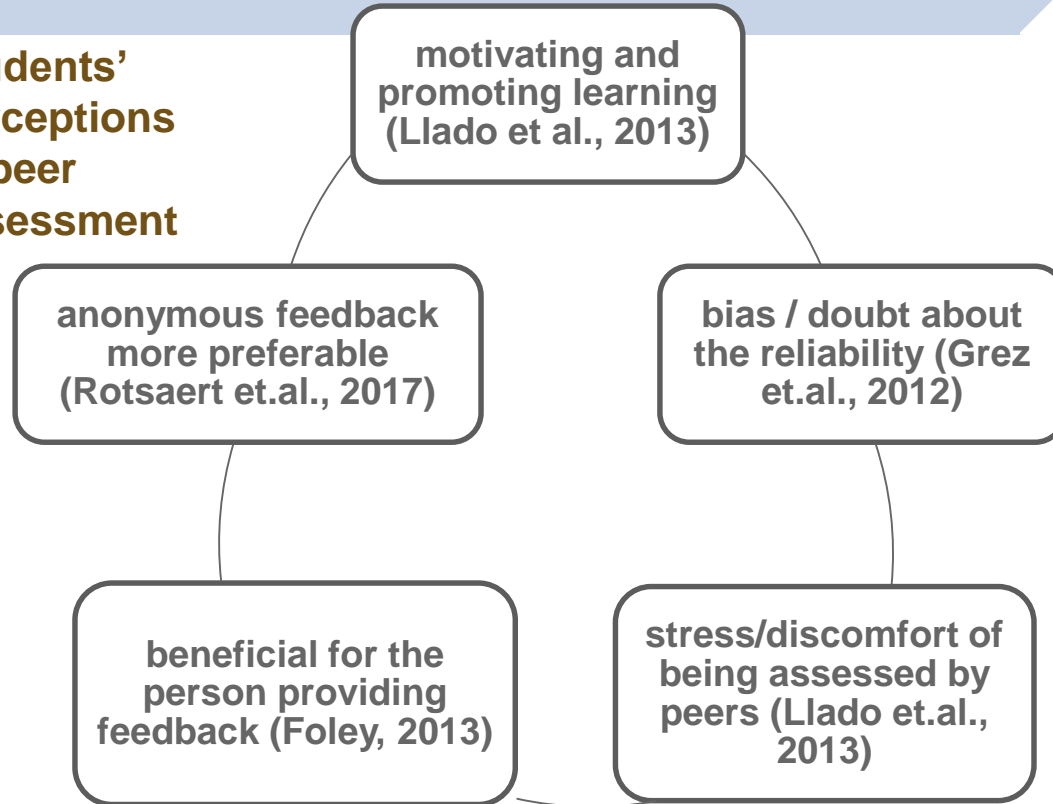
What are 8th and 12th grade students' experiences and attitudes towards peer-assessment in the lessons?

- How is peer-assessment implemented in the classroom from the perspective of the students?
- What are students' attitudes towards being evaluated by their peers and evaluating peers?
- What are the challenges and benefits of peer-assessment for students?



LITERATURE REVIEW

Students' perceptions of peer assessment



“Peer assessment is an umbrella term, encapsulating a number of related activities” (Reinholz, 2016, p.301)



LITERATURE REVIEW

Merits of peer assessment

development of meta-cognitive skills (Isaacs et.al., 2013)

deeper understanding of the assessment process (Jones, 2016)

understanding own strong and weak points (Sebba et.al., 2008)

Limitations of peer assessment

time consuming (Isaacs et.al., 2013)

over/underestimating peers performance (Grez et.al., 2012)

lack of reliability and accurateness (Theising et.al., 2014)



METHODOLOGY

**Research
design:
qualitative
(case
study)**

**Participants:
purposeful
sampling**

**Data
collection:
semi-
structured
interviews**



FINDINGS and DISCUSSION

RQ1. How is peer assessment implemented in the classroom from the perspective of the students?

<i>8th grade students</i>	<i>12th grade students</i>
<ul style="list-style-type: none">▪ practice peer assessment very often	<ul style="list-style-type: none">▪ used to practice it more in the previous years
<ul style="list-style-type: none">▪ p/a is used almost in all subjects	<ul style="list-style-type: none">▪ more on humanitarian subjects and less on science subjects
<ul style="list-style-type: none">▪ various forms of p/a (peer feedback, peer evaluation)	<ul style="list-style-type: none">▪ various forms of p/a (peer feedback, peer evaluation)
<ul style="list-style-type: none">▪ teacher is actively involved into the process of p/a	<ul style="list-style-type: none">▪ teacher is actively involved into the process of p/a

❑ *“peer assessment is an umbrella term, encapsulating a number of related activities” (Reinholz, 2016, p.301)*

It coincides with the participants responses in which they described various activities through which peer assessment conducted in the lessons like assessing peers’ posters, presentations or written pieces of work. Overall, this finding illustrates the existing practice of peer assessment in the lessons, students’ involvement into it, and their awareness of the nature of this assessment approach.



FINDINGS and DISCUSSION

RQ2. What are students' attitudes towards evaluating peers and being evaluated by peers?

<i>8th grade students</i>	<i>12th grade students</i>
<ul style="list-style-type: none">▪ relatively positive feelings	<ul style="list-style-type: none">▪ both positive and negative feelings
<ul style="list-style-type: none">▪ serious attitude towards the process of p/a	<ul style="list-style-type: none">▪ negative attitude due to negative effect on students' relationships
<ul style="list-style-type: none">▪ feeling scared / negative effect on students' self-esteem	<ul style="list-style-type: none">▪ feeling OK about peers' feedback
<ul style="list-style-type: none">▪ learn from peers' feedback	<ul style="list-style-type: none">▪ find teacher's feedback more beneficial

negative effect of peer assessment on students self-esteem

This finding reveals an issue which should be addressed by the teacher since students' feelings about the peer assessment process negatively impact the whole attitude to the approach. Thus, teachers need to create a friendly atmosphere in the classroom and develop skills needed for evaluating peers. The importance of teaching skills necessary for peer assessment are highlighted in the report by Sebba et.al. (2010).



FINDINGS and DISCUSSION

RQ3. What are the benefits and challenges of peer assessment for the students?

<i>8th grade students</i>	<i>12th grade students</i>
<ul style="list-style-type: none">▪ helping peers to develop further	<ul style="list-style-type: none">▪ learning from peers
<ul style="list-style-type: none">▪ developing skills in analysis	<ul style="list-style-type: none">▪ enhancing communicative skills
<ul style="list-style-type: none">▪ improving critical thinking skills	<ul style="list-style-type: none">▪ improving skills in making presentations
<ul style="list-style-type: none">▪ preventing students from making the same mistakes	

□ *peer feedback provided for presentations can improve presentation skills (Topping, 2009)*

This conclusion aligns with the idea mentioned by 12th grade students that the quality feedback on their presentation helped them to improve skills in making presentations. Thus, it is important for teachers to involve students into assessing peers' through peer feedback.



FINDINGS and DISCUSSION

RQ3. What are the benefits and challenges of peer assessment for the students?

<i>8th grade students</i>	<i>12th grade students</i>
<ul style="list-style-type: none">▪ lack of skills for assessing peers	<ul style="list-style-type: none">▪ prejudiced attitude
<ul style="list-style-type: none">▪ poor quality of feedback gained from certain students	<ul style="list-style-type: none">▪ negative impact on students' relationship
<ul style="list-style-type: none">▪ overestimating or underestimating some peers	<ul style="list-style-type: none">▪ possibility of plagiarism
<ul style="list-style-type: none">▪ concerns about peers' feelings	

negative impact of peer assessment on students' relationship

This finding contradicts the finding of another study which revealed that the content and quality of feedback depended on students relationship with peers (Foley, 2013). In case of this research, it is peer assessment which affects the students relationship. It proves the importance of creating a friendly environment in the classroom and providing clear instructions on how and what to assess.



CONCLUSION and IMPLICATIONS

- **conduct training for students on benefits of peer assessment:**
 - to encourage them to provide more quality feedback to peers
 - to prevent negative impact of peer assessment on students' relationships
- **create a positive atmosphere that counters negative processes**
- **keep on practicing peer assessment in high school**
- **include peer assessment related activities on science subjects in high school**
- **provide students with clear instructions and examples of how and what to assess**

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**THANK YOU FOR
ATTENTION!**