

The Effect of Peer Assessment on the Evaluation Process of Students

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Abstract

This study aims at finding out the effect of peer assessment on the evaluation process of students. The hypothesis underlying this study is that assessment is an integral part of the learning process, which should play an important role in the educational model. The current study will emphasize the importance of using peer assessment as a tool to engage students in the evaluation process, clarify the role of peer assessment in promoting student learning, diversify the scope of the evaluation through the frameworks of theory and methodology to get to understand the uses and limitations of peer assessment as a tool for assessment, and discuss the goals and benefits that can be achieved by the students from practicing peer assessment in accordance with scientific standards and bases, which emphasize active participation of the students in their learning and responsibility. Additionally, this study will check the credibility of peer assessments as a suitable tool in the assessment process. Findings show that there is a statistically significant relationship between the assessment of peers to each other, as well as between peer assessment and teacher assessment.

Keywords: peer assessment, evaluation process, assessment tool, credibility of peer review

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1. Introduction

Focus on learning and learners are now a central theme in the educational policies and practices. While there are still huge needs for achieving higher grades as measured in accordance with the evaluation criteria, benefiting of students from their own learning, and involving them in assessing their own learning and the ability to make a decision (Deakin-Crick et al., 2005). Peer assessment is an important element of designing learning environments in order for them to become more participatory among students, which can achieve concepts such as learning between peers, collaborative learning, and problem-solving based learning (Kollar & Fisher, 2010; Tan & Keat, 2005).

Peer assessment in the education field has been achieved at an increasing rate in recent decades, using it as an assessment tool (Gielen et al., 2011). It represents a system for learning built on the basis of that learning directed around the learner with the other in depending on effective learning, which focuses on the full integration of the student in the process of collaborative learning with peers under the supervision of the teacher (Thomas et al., 2011). Peer assessment is used to enhance learning as an effective way to increase motivation for students by engaging them in the evaluation process which has received attention in recent years from a number of international universities (Rimer, 2007), and to encourage peers to help each other to master the topic of learning.

Peer assessment also aims to describe the assessment processes that foster future learning and mitigate difficulties that are expected to occur. It also aims to transform students from mere receivers of knowledge from teachers to memorize and recall on tests to active learners and participants in learning and evaluation process, interact, search and explore, and reach to relationships between objects in order to generate new knowledge characterized by critical thinking and creativity. Peer assessment also helps to ensure a quality education for all