Written Assignment Unit 4

Student Name

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What is peer assessment, and why do we use it at University of the People?

Peer assessment is a process where students review each other's work and offer feedback. Peer assessment is a key element of the educational process at the University of the People (UoPeople). UoPeople promotes collaborative learning, critical thinking, and effective communication among its students by including peer assessment into the learning process. Moreover, peer assessment encourages students to actively interact with their peers in a supportive and engaging learning environment, which benefits both their own learning and that of others.

What are the benefits of peer assessment?

Although peer evaluation can be used as a distinct teaching strategy on its own, it is frequently used in conjunction with peer learning, in which student peers collaborate to promote one another's learning and subsequently peer assess one another's development. Peer work can help students develop a competitive mindset where they strive to outperform one another (Chin, 2016). Peer evaluation also encourages cooperative learning, in which students work together to attain a common objective, despite some critics' claims that cooperative learning is merely a front for individualism (Chin, 2016). However, most people today tend to refer to peer contact as a means of fostering deeper learning. Cooperative learning may be conceptually distinct from collaborative learning. Peer cooperation aids in the promotion of learning through social interaction, the growth of self-confidence, the creation of a support system, and the support of mixed-ability students in order to achieve the demands of the curriculum and the desirable outcomes, both individually for students and collectively (Chin, 2016). Therefore, the strongest force in undergraduate education is typically peer influence.

Peer assessment has advantages for students beyond those directly related to their subject-related learning and comprehension. It can aid in developing self-reflection, transferable skills like better time management and critical thinking, and the potential to reduce task time (Chin, 2016). Alzaid (2017) talked about how peer evaluation affects students' evaluation processes and discovered a statistically significant correlation between peer evaluations of one another. Peer assessment seeks to change students from being passive recipients of information from teachers to memorising and recalling on tests to active learners and participants in the learning and evaluation process, interacting, searching and exploring, and reaching for relationships between objects to generate new knowledge characterized by critical thinking and creativity (Alzaid, 2017). Developing learners' self-direction as one of the quality indicators in education is another way that peer evaluation contributes to ensuring a quality education for all students (Alzaid, 2017). Therefore, peer-assessment empowers students to become assessors, which may challenge them on the need to work hard in order to give proper evaluation of the peer's work.

Instead of concentrating on abilities like teamwork, critical thinking, communication, and problem-solving, assessment guideline students receive from teachers helps to evaluate their competencies and test their knowledge of the content. By using the conventional methods of knowledge-based content measures, these competencies are difficult to evaluate (Alzaid, 2017). As a result, peer and learner assessments focusing on problem-solving have gained more attention in the field of education. The European Commission of Higher Education stressed the significance of emphasizing peer assessment skills as a new perspective where student evaluation shifts away from traditional testing and gives students an active part in the learning and assessment processes (Alzaid, 2017). The need to prepare students to take ownership of their learning and ongoing professional and personal development has grown due to the shifting demands of the global labor market. In

order to provide the students with this responsibility, problem-based learning was suggested as an effective methodology (Alzaid, 2017). Therefore, taking ownership of learning and self-reflection of learning help students to become active learner in the long run.

What are the challenges of giving peer feedback in peer assessment?

Perceived expertise is the main challenge of giving peer feedback in peer assessment. Students are generally considered as novices in the field for making sound judgements, which is also termed a lack of epistemic authority. This has an impact on students believing that the job of conducting assessment should belong to academics, and not taking seriously other forms of assessment (including self and peer assessment) (Adachi et al., 2017). With their stance as novices, students might also fear immaturely helping their peers (who can also be perceived as their competitors) do better than themselves, and having an impact on others' grades if the assessment was a summative task.

What are the challenges of receiving peer feedback in peer assessment?

The primary challenge with receiving feedback in peer evaluation is doubting the accuracy and reliability of other students' judging skills. Based on the presumption that students are novices in the subject matter and academia, deeply ingrained beliefs suggest that students' marking is readily erroneous and untrustworthy (Adachi et al., 2017). As a result, the peers will never trust their fellow students' evaluations of them since they think that only the teacher can give a trustworthy assessment of their responses.

What strategies will you use to peer assess written assignments?

To peer assess the written assignment, I will check whether the student accurately defined peer assessment, described why peer assessment is used at UoPeople, described the benefits of peer assessment, described several challenges for giving feedback in peer

assessment, described several challenges for receiving feedback in peer assessment, described how they will peer assess written assignments, described how they will assess discussion posts. Additionally, I will ensure that the student's paper includes the following formatting elements: a length of at least 1-2 pages, double spacing, 1-inch margins, and Times New Roman 12 font.

How will you assess discussion assignments?

I will assess the UoPeople Catalog's Code of Academic Integrity to determine the student's understanding, critical thinking skills, and ability to effectively communicate their thoughts. The response should include a clear understanding of the Code of Academic Integrity, reflection on surprising information, exploration of reasons for plagiarism, and strategies to avoid it. Coherence and organization should be considered, with clear and logical presentation of ideas. Grammar and mechanics should be evaluated for grammar, punctuation, and spelling errors. By evaluating these criteria, I will be able to determine the student's understanding, critical thinking skills, and ability to effectively communicate their thoughts in response to the discussion question.

References

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