

THE USE OF PEER ASSESSMENT IN THE LEARNING PROCESS

ИСПОЛЬЗОВАНИЕ ВЗАИМНОЙ ОЦЕНКИ В ПРОЦЕССЕ ОБУЧЕНИЯ

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Peer feedback and assessment are important aspects for learning practice, which is reported in previous studies by Falchikov (2001), Ngar-Fun Liu and David Carless (2006), Strijbos and Sluijsmans (2010). Student assessment of other students' work has many potential benefits to learning. It encourages student autonomy and higher order thinking skills. At the same time there are numerous pitfalls but they can be avoided with anonymity, multiple assessors, and tutor moderation. This paper also explores the reasons why academics and students can be resistant to peer assessment.

Keywords: assessment; peer feedback, peer assessment; formative assessment; summative assessment.

Взаимная обратная связь и оценка являются важными факторами процесса обучения, что уже сообщалось в предыдущих исследованиях Falchikov (2001), Ngar-Fun Liu and David Carless (2006), Strijbos and Sluijsmans (2010). Существует много потенциальных преимуществ в оценивании работ сверстников самими студентами. Этот процесс стимулирует студента к автономности и развитию навыков критического мышления. В то же время существует ряд трудностей, которые можно избежать, используя анонимность, несколько человек для оценивания и регулирование процесса преподавателем. Здесь также приводятся причины, почему преподаватели и студенты сопротивляются применению взаимной оценки.

Ключевые слова: оценка; взаимная обратная связь; взаимная оценка; формативная оценка; итоговая оценка.

Assessment is one of the most essential parts of the pedagogical process through which an instructor can receive feedback and feedforward from students about whether his teaching is effective and if he achieves the aims and objectives of the lesson. The term “assessment” is often related to marking, grading, measuring or ranking and, consequently, peer assessment can be

viewed as the process when students give marks or grades to each other. Recently there have been trends to involve students in the assessment process. Loads of questions may arise while organizing and conducting the process: Can students assess their peers? What are the criteria for assessment? What activities can be assessed by them? Can they give marks or oral feedback? What skills are they able to assess?

When we speak about peer assessment we should mention peer feedback first. Falchikov (2001) states that peer feedback is the process of students' communication connected with performance and standards while peer assessment means grading the work or performance of peers applying relevant criteria. Consequently peer feedback is based on rich detailed comments but without formal grades when peer assessment denotes grading with or without comments. Ngar-Fun Liu and David Carless conclude that "a peer feedback process is an end in itself or a precursor to peer assessment using grades". They also add that "peer feedback has greater potential for a learning process than peer assessment but the combination of the two may be necessary for pragmatic reasons". [1, p. 280] Peer-assessment is "an educational arrangement where students judge a peer's performance quantitatively and/or qualitatively and which stimulates students to reflect, discuss and collaborate". [4, p. 2] Tim Roberts (2006) declares that peer-assessment is the process when the readers critically reflect on and grade their peers for learning. Falchikov (2005) reports that students apply standards to judge the performance of their peers with the help of relevant criteria. Reinholz (2016) suggests that when students make analysis of the work of others, they are exposed to a number of examples that help them better determine gradations in quality.

There are two types of peer assessment. It can be either formative or summative. Formative peer assessment involves students giving feedback to each other to improve further learning. It is possible to do it in class or online, in writing or orally so as to appreciate the performance of others based on a given set of criteria. Summative peer assessment happens when students grade each other's work. It can be done in many ways and with many tasks. Grading a written assignment can be graded carried out on the basis of a scoring rubric you provide for the class. A scoring form can be used to assess an oral presentation. In a team project, within a team students can be offered to negotiate and distribute a number of marks among themselves depending on the contribution to the team. Peer assessment grades usually complement the instructor's grades in summative assessment.

The student is placed at the heart of the assessment process, which means that student learning is of more importance. Peer assessment turns out to emphasize the development of student autonomy which is necessary for becoming an effective student. Thus, to establish proper peer assessment a good

communication process between an instructor and a student in terms of appropriate tasks and activities is required.

The benefits and the reasons why peer assessment should be used in the learning process are plenty. Peer assessment appears to be a part of self-regulated learning as it enables students to actively participate in the management of their own learning. Including peer assessment in evaluating various tasks and activities helps students monitor their performance and make progress using internal and external feedback as trigger for further learning. Moreover, when students analyze and comment on the work of peers they become more objective in relation to standards which is then transferred to their own work. Many students find the process appealing, useful and fun. Still another reason for using peer feedback and assessment is that students are sometimes more eager to receive it from their peers. One of the most important and common ways we learn is through expressing and articulating to others what we know or understand. Thus, the process can provide students with opportunities to explore and articulate criteria and standards while working on particular assessment tasks.

Furthermore, peer learning and assessment seem quite effective as soon as students develop their critical thinking, i.e. higher order thinking, communication skills, collaborative skills, sense of ownership, responsibility, and motivation. Peer assessment more frequently occurs in the context of group work so it is characterized as the process of cooperative learning, which is also advantageous to students.

As mentioned earlier, one of the benefits of peer involvement in assessment is that it encourages students to be more active with the identification of standards and the criteria representing these standards. This in its turn can assist them in developing conceptions of quality approaching that of their lecturers and, so, have a better feeling and be in a better position to perceive tutor feedback. It stands to reason that all actions which help students to increase the transparency of assessment are likely to be effective. Understanding criteria and the grade you get for your performance is challenging and requires training. One of the strategies to support student engagement in the process is student development of assessment criteria as they may feel better to make sound judgments if they have been involved in the generation of the criteria.

But why then so few instructors invest in this approach and use it?

Since instructors themselves may not be secure in providing constructive feedback, sufficient training and regular practice for students and with students are desirable. The principles of assessment need careful planning and caution as many learners may complain that their instructor is trying to abdicate responsibility. There can also be a fear that if the process becomes a re-

quirement rather than a voluntary activity, it may be perceived as routine, procedural, and cynical.

There must be some difficulties with the validity and reliability of assessment done by students. They can be improved by the use of clear criteria, sometimes double anonymity of assessors and those who are assessed, and by having numerous assessors of each piece of work. Challenges associated with peer assessment may be addressed by making certain that students understand the benefits and pitfalls of peer assessment and get involved with aspects of its design to promote ownership. In this process students are trained either through practice sessions or watching demonstrations to be given examples. Behavioral ground rules, time, attention to issues of emotional intelligence given to support the building of trust and authentic, congruent behavior are discussed and agreed on beforehand. The teacher observes interactions carefully and challenges any inappropriate conduct. Finally, clear and thoroughly crafted assessment criteria are provided and/or are mutually developed for easier use.

Still quite many students can show dislike in analyzing friends' performance and, moreover, grading it. They can feel neither comfortable nor confident due to their own perceptions of inability. Students can have a tendency to give everyone the same mark, or there can be discrimination against one group member. In addition, peer assessment is time-consuming because training, preparation, and monitoring are needed, which increases an instructor's workload.

Ultimately, the value of student assessment will depend on the many variables and factors impacting learning in a specific course.

Although there are quite many fears it is important to encourage colleagues to start applying alternative assessment like peer feedback and peer assessment. The main reasons are:

- distance-learning and modular learning make assessment communities more fragmented;
- today, assessment more frequently involves more just one person, or even one subject area, which may challenge the development of standards shared in a familiar community.

Thus, it can be concluded that some strategies like more involvement, enough training and support, and clear assessment criteria can improve learners' perception towards peer-assessment. Although there are benefits for both assessors and assesses, some students often doubt on peers' qualifications and knowledge for assessment. There are more substantive arguments to apply peer feedback rather than peer assessment. Consequently, more studies and research need to be carried out on students' attitudes and perceptions

about peer-assessment. At the same time the process has positive effect on group work, social skills, and motivation.

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КОНСТРУКТИВИСТСКИЙ ПОДХОД В УЧЕБНО - ОБРАЗОВАТЕЛЬНОЙ СФЕРЕ НА ПРЕДВУЗОВСКОМ ЭТАПЕ ОБУЧЕНИЯ ИНОСТРАННЫХ УЧАЩИХСЯ

CONSTRUCTIVISM IN TEACHING FOREIGN STUDENTS AT THE PRE-UNIVERSITY STAGE

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Обсуждается конструктивистский подход в учебно-образовательной сфере предвузовского этапа обучения иностранных учащихся, важность создания условий для формирования у иностранных учащихся конструктивных навыков и конструктивного мышления, способностей к самореализации своих потенциальных возможностей, самоконтролю и самообразованию. Рассматриваются некоторые трудности в организации обучения на предвузовском этапе и пути их преодоления.