Peer Assessment in Higher Education. A Case Study

Abstract

The need to use other grading methods that will help to certify and/or qualify teachers’ grades in extensive groups of students led us to implement peer assessment. Our research was carried out over the last two years, and the students assessed one of the practices among themselves, using one of the tools from a virtual teaching platform. Their grades were subsequently analysed to see if they showed similar results to the teachers’ grades, by means of a correlation analysis. The high correlation found suggests that teachers could take the students’ grading into account if necessary.

Key words: higher education; evaluation; educational technology; electronic learning; benchmarking.

1. Introduction

The study was carried out at the Faculty of Education Sciences at the University of Malaga (Spain) within the New Technologies applied to Education (NTAE) subject, which at our University has groups of one hundred students on average.

We believe it is advisable for our students to acquire the professional ability to assess projects and tasks, an ability that can be achieved through participation in assessment tasks (Ibarra, Rodríguez & Gómez, pp. 9–10). The reason for this is that assessing will be a major task in their future professional life. Assessment at university has traditionally, and almost exclusively, been the job of the teaching staff, (Liu & Carless, 2006, p. 285; Nicol & Macfarlane-Dick, 2006, p. 180), and this