Abstract

Although at first MOOC (Massive Open Online Courses) did not use peer reviews, this kind of assessment has increasingly demonstrated the benefits that it can contribute to this type of course by improving the learning process, increasing decisions making abilities, and developing several other academic skills. Other MOOC assessment instruments do not provide students with these opportunities. This paper discusses the results obtained by the most commonly used massive online course platforms, detailing their features and limitations, as well as the experience in the implementation and use of a peer review system for a course of more than 7300 students. This study also comments on how evaluation rubrics are created, along with the final results, and the impact of the inclusion of this type of evaluation in MOOC.

Keywords: MOOC, evaluation, peer, automatism, massive

It is first necessary to define and frame the concept of peer review, currently used by most scientific journals in the context of massive online courses. The evaluation system of scientific work by community members called peer review or referee system is a process that begins when a scientist submits an article to a magazine editor with the intent of it being published. Then selected specialists (referees) evaluate the quality of the work and determine if the product of research has potential for the stated purpose, or if some additional work has to be done before publication. (Mestaza and Cuevas, 2002)