

Quality Assignments: Exploring the Use of Peer Assessment

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ABSTRACT This study reported the findings of the research that explored the use of peer assessment to maximize the submission quality assignments by students registered for a Special Education module in a Bachelor of Psychology program. The objectives were to report the nature of experience respondents went through when engaging in peer assessment as assessor; and to report benefits and challenges associated with peer assessment exercise. A questionnaire comprising of open-ended questions was used to evaluate the peer assessment practice. Qualitative data analysis was employed. The results also revealed being assessed in an uncomfortable experience accompanied by arrange of feelings. Findings indicated that students perceive peer assessment positively in that it enabled them to reflect on the quality of their assignments whilst assessing the work of peers. Furthermore, the investigation revealed that participants felt inadequate to administer the process. Finally, findings from this study indicate that respondents were sceptical about the fairness of the peer assessment process.