PRINT: ISSN 0971-8923 ONLINE: ISSN 2456-6756
J Soc Sci, 42(1,2): 89-96 (2015)
DOI: 10.31901/24566756.2015/42.1,2.10

Quality Assignments: Exploring the Use of Peer Assessment

J. D. Adams and M. S. Mabusela*

Department of Curriculum and Instructional Studies, University of Zululand, Private Bag, X1001, Dlangezwa, 3886, South Africa
**Telephone: 27835909432, *E-mail: mabuselam@unizulu.ac.za*

KEYWORD Peer Assessment. Institutions of Higher Education. Rubrics. Sloppy Assignments

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.

INTRODUCTION

Lecturers in institutions of higher education are continually challenged with students who submit poor quality assignments despite the fact that students receive guidance on how to write assignments. This situation leaves much to be desired and thus points to a need for a strategy to address the issue as it impinges on student achievement. Bevitt (2015) posited, in United Kingdom, United States, Australia and New Zealand, it is now essential to develop innovative assessment (for example, change in timing, choice of assessment methods, balance between assessment performance and assessing evidence) in high education. Holmes (2015) argued that the choice of assessment is crucial, and correctly aligning the assessment to the learning outcomes can create a positive learning experience. The introduction of peer assessment procedure is one way of addressing this kind of a problem, as it can help reduce the 'carefree' attitude when writing their assignments as students will be aware that their contribution will be graded by peers. Yucel et al. (2014) posited that if the feedback is given by a peer, it gives all students further opportunities to actively engage with the assessment. Peer assessment is a process whereby individuals evaluate the performance of their peers (Falchikov 1995; Freeman 1995). It is also understood as an educational arrangement in which students consider the amount, level ,value, worth, quality ,or success of products or outcomes of learning of peers (Toppings 1998), and the quality of work of their fellow students for formative or summative purposes (Toppings 2003). It takes place between equal status learners (Toppings 2009). "The fundamental tenet of peer assessment is that it involves giving assessment (for instance criticizing, appraising or evaluating the work of other students) and in turn receiving assessment" (Gallagher and Stevens 2007: 332). Students benefit from being either assessor or assesse (Toppings 2009). "Peer assessment may take place in groups, where the aim may be as much the development of group processes as promotion or judgement of individual learning. It may also take place in pairs" (Protocol 2005: 3). This process requires a larger involvement of students (Van Hattum-Janssen and Vasconcelos 2007), including familiarising students with the principles of peer assessment. It is only then that it can yield positive results.

There are ways of facilitating successful peer assessment. Peer assessment can be more successful when students are involved in developing the assessment process. This may include establishing their own assessment criteria through consultation with teaching staff. Yucel et al. (2014) argued that a key to successfully training of students in peer assessment is to provide opportunities for discussion of assessment criteria and standards. Alternatively, with

sample self and / or peer assessment criteria (The Learning and Teaching Office- Ryerson University 2013), such as a rubric. The use of rubrics is encouraged in higher education as spelt out (Institute of People Development 2009) that "rubrics are commonly used as part of an education and training process." The authors make us aware that rubrics can be used for observing processes, evaluating products or assessing knowledge. Using an agreed predetermined list of criteria such as a rubric, reduces confusion about assignment outcomes and expectations. The criteria for evaluating the task must be shared openly with the students at the outset of the assignment and feedback must target only the pre-planned criteria, (Meyer and Niven 2007). Besides, the success of the peer assessment lies in good peer assessment practices that are characterised by good appraisal practices.

Literature Review

Studies on peer assessment abound (Falchikov 1986; Weaver and Cotrell 1986; Williams 1992; Falchikov 1995; Cheng and Warren 1997; Freeman 1995; Warren et al. 2001; McLaughlin and Simpson 2004; Wen and Tsai 2006; Van Hattum-Janssen and Vasconcelos 2007; Kaufman and Schunn 2008; White 2009; Yucel et al. 2014). These studies focus on different fields, for instance a civil engineering course (Van Hattum-Janssen and Vasconcelos 2007); a public speaking course (White 2009); writing across disciplines (Kaufman and Schunn 2008); English for Academic Purposes (Cheng and Warren 1997); peer assessment in group work (Grajczonek 2009) and different aspects such as stress (Nigel and Pope 2005) among others. These studies have reported benefits and challenges of peer assessment.

A number of benefits are purported to be associated with peer assessment. For instance, Toppings (2005) unveiled that peer assessment increases student engagement in their learning and in addition provides a platform from which independent learning can be gained. Stryven et al. (2002) on the other hand reported Falchikov 1995 that peer assessment stimulates deep-level thinking and learning. Peer assessment also gives students a voice in that they have "more to say in how they approach their learning and its assessment" (Williams 1992: 55). Ballantyne et al. (2002) in their study on developing procedures for implementing peer assessment in large classes using an action process; found that peer assessment enhanced the metacognition of learners and improved understanding of subject matter. Papinczak et al. (2007) reported that feedback from peers assisted them in identifying deficiencies in their understanding and skills that were not readily apparent. Gatfield (1999) in his study peer assessment found that student were generally satisfied with peer assessment; through an active participation in the assessment process, students develop skills on critical reflection, communication and management (Edward 2003). McLaughlin and Simpson (2004) in their study in which first year students were asked to assess the group work of their peers, the respondents reported that they have learnt great deal and enjoyed assessing the peers' work. Peer assessment can promote better understanding on how their own work is assessed (Bloxham and West 2004) that included acquiring skills on how to judge the work of peers. In essence empirical findings of the advantages of peer assessment are suggestive to the fact that peer assessment does not only develop assessment skills, but also develops cognitive skills.

Although, studies alluded to seem to support peer assessment, there are, however, several challenges that have been associated with the process of assessing others. For instance, students find the peer assessment process difficult and students can exhibit outright hostility toward it (Hanharan and Isaacs 2001); because they feel uncomfortable and unqualified to judgements about their peers (Orsmond et al. 1997). Participants, may in addition not be committed to the responsibility to peer assess (Falchikov 1995). Further, issues about the validity and fairness of the peer assessment process have been raised by a number of scholars (Falchikov 1995; Cheng and Warren 1997; Ballantyne et al. 2002; Stryven et al. 2002). Concerns about fairness revolved around feelings that peers were either easy or hard markers (Ballantyne et al. 2002). The process is also seen as subjective in nature; having a potential process of to alienate friends (Kaufman and Schunn 2010). The challenges associated with peer assessment echo and support the sentiments of the traditional view to peer assessment. The traditional view is that it is pedagogically unsound to have students assessing the work of peers, as it is fraught with too many pitfalls (Gallagher

and Stevens 2007: 332). The authors further argued that students lack the depth and breadth knowledge necessary, they are not trained to assess work, nor do they have breadth of skills required for such assessment; they opine that students' motivation are also not impartial. This assertion by traditionalists suggested that when implementing peer assessment caution must be exercised to avert eminent challenges.

Literature has reported that students see peer assessment as beneficial. Literature has also revealed the potential challenges associated to the peer assessment process. While the positive and the negative aspects of peer assessment in different fields and different focus areas are known, less is known regarding student experiences of peer assessment of written assignment in Special Education module. The choice of a written assignment as a target of being peer assessed was necessitated by an observation that students submit sloppy work which is sometimes not well thought of. Based on this problem and the fact that the researchers have never subjected these students to peer assessment, the researchers opted to explore the use of this assessment method in order to avert this problem. The researchers hypothesized that awareness of students that their work was going to be subjected to peer review was going to lead to behaviour change in terms of the quality of assignments to be submitted. The study aimed to find out how students view the peer assessment process; and it will therefore attempt to answer the following research questions:

1. How did you experience marking a peer's assignment?
2. How did you feel when a peer was marking your assignments?
3. What are the benefits of peer assessment?
4. What are the challenges associated with peer assessment?

The significance and contribution of this study will be enormous. Amongst other things it will reveal empirical evidence of how students view peer assessment process. It will also reveal whether assessment can result to behaviour change in terms of the quality of assignments.

METHODOLOGY

The study adopted the non-experimental design and was guided by underlying the qualitative paradigm. Targeted participants were 48, second year Bachelor of Psychology students enrolled for a Special Education module. All the students registered for this module were given a Course outline with an assignment topic, the rubric and two submission dates. The first date was meant for the submission of the draft assignment by all students. The students were made aware that the draft assignments were going to be peer assessed. The second date was meant for the submission of the final assignment. Long before the submission date, participants were taken though the assignment rubric. "One of the ways in which students internalize the characteristics of quality work is by evaluating the work of their peers. However, if they are to offer helpful feedback, students must have a clear understanding of what they must look for in their peer's work" (The Learning and Teaching Office-Ryerson University 2013), hence the briefing and the provision of the assignment rubric. On the submission date the researchers collected all assignments accompanied by rubrics and redistributed them to individual peers who were present in the lecture - for peer assessment. Anonymity of authors was not possible as the assignment covers bore their identifying details, but the assessors were anonymous. The goal of the assessment activity was explained to students and the understanding of goal directions was checked.

Data were collected after the peer assessment activity from respondents by means of an evaluation questionnaire. The questionnaire comprised of four open ended questions. The reason for including open-ended questions was to provide students with an opportunity to express them freely regarding the entire peer assessment experience.

Prior completing the evaluation questionnaire, participants were given consent forms to complete, that included consent to participate and to withdraw from the data collection at given time. Part of the briefing also included informing the participants of the purpose of research and the use of the results. All the students who attended the lecture (44) participated in the study. Four students were not part of the study as they were absent from the lecture. On the date of the final submission, students who participated in the study were instructed to submit both the peer review assignment and the revised assignment. The reason for this request was to compare the two assignments to estab-

lish whether respondents did implement revisions in the final assignment. Collected data was analysed qualitatively by coding it and categorising it into various themes.

RESULTS AND DISCUSSION

The study sought to answer four research questions. The results are, therefore, tabled according to the four research questions.

The Experience Marking the Peer's Assignment

To investigate how students experience peer marking, students had to respond to the following question: How did you experience marking the peer's work? Respondents expressed of a range feeling towards marking a peer's assignment. For a majority of respondents, marking a peer's assignment was a wonderful and exciting experience that enabled them to identify the peer's strengths and weaknesses and assist. In addition it gave them an opportunity to reflect on their work and improve it. Comments to this effect were:

'It was a wonderful experience because I got a chance to see my peer's abilities and weaknesses, and I helped him.'

'Marking my peer's assignment was quite interesting, because as I was marking I was able to see where I lack and learnt something from marking the assignment.'

'It was a good experience to be involved and to make a comparison of your peer's work and that of your own.'

In addition, students participating in peer assessment elevated students to the position of a lecturer and exposed students to lecturers' marking plight.

'When I was marking I felt I was a teacher marking learners' work'.

'It was a quite a good feeling to mark my peer's assignment, because I got to experience what lecturers go through when they mark our scripts and I got to see that every mark a student gets is not because of the lecturer, but what a student deserves.'

'When I was marking my peer's assignment I had a chance to learn how lecturers mark and what I ought to do to score great marks in future.'

Students learnt that marking is a process guided by evaluation criteria.

'I was worried that I would not manage to mark the assignment, but the presence of the rubric made things easy for me.'

Qualitative data indicate that for a majority of respondents, marking a peer's assignment was a wonderful and exciting experience. These findings are suggestive to the fact that students were receptive to be participating in peer assessment as assessors.These findings accord with Gatfield's (1999) findings that student were generally satisfied with peer assessment. The implication of this finding is that lectures must use this positive drive of students to their advantage by exposing students to this process so that it becomes norm that they are partners in teaching and learning process. The most encouraging finding is that students feel that marking a peers' work has elevated them to the status of a lecturer, and has thus exposed them to quality of work lecturers have to mark, the marking process and the actual use of the marking guide (the rubric). In essence participants are of a view that peer marking enables one to put oneself in the shoes of the lecturer, and thus understand the situation of lecturer regarding the whole process of marking, allocating marks; including the feelings that accompany the quality of work submitted. The result is consistent with the findings of Bloxham and West (2004) that peer assessment promoted better understanding on how their own work is assessed. In line with literature (for instance, Institute of People Development 2009; Meyer and Niven 2007; The Learning and Teaching Office-Ryerson University 2014), this study found that the provision of proper guidelines is essential. The researchers are of the view that the provision of a rubric does not only serve as a guideline for assessing performance, but also serves as a confidence booster to the assessor, and trust crystalliser to the assesse.

Feelings Experienced When a Peer was Marking One's Assignment

Regarding the question: How do students feel when a peers mark their assignments? Most respondents expressed negative feelings. Dominant feelings expressed were: anxiety, fear, discomfort and nervousness. Pertinent comments here were:

'I was frightened because I knew there were mistakes somewhere.'

'To be honest I was scared of what my peer would think of my work, if it was not to the level expected …thinking that my assignment will be a laughing stock.'

'I was unhappy but I repressed those feelings by reminding myself of what peer assessment is meant to do.'

'Looking at what and how we students write our assignments I did not feel good that a peer is marking my assignment. Actually I was nervous. The question that was going in my mind was what if my peer becomes too strict?'

'Anxious and nervous as some students may be harsh when marking'

A handful expressed a contrary view:

'It did not worry me because even though I knew that my work wasn't guaranteed 100%, the fact that I tried my best gave me confidence to give anyone my assignment for marking'.

'I felt great when my peer was marking the assignment because I knew that he/she was going to give me feedback that was going to help me to get a better mark in the final assignment.'

'I felt good, because I knew that he /she was going to rectify my mistakes I could not detect on my proofreading'.

And finally, mixed feelings were expressed as highlighted by the following respondents' comments:

'I was nervous when my peer marked my assignment but at the same time I was happy I was going to be able to see what I did wrong in my assignment and what I should do to amend it'.

'It was nerve-wrecking at first but once you get the good feedback you realise that it was criticism you couldn't have seen yourself'.

'I was unhappy but I repressed those feelings by reminding myself of what peer assignment marking was meant to do'.

With regard to feelings the respondents went through as their assignments were peer assessed, respondents expressed a variety of feelings. Most respondents expressed discomfort and anxiety, as they viewed the process as having a potential exposing work fraught of mistakes to the scrutiny of peers; and a potential of subjecting their work to peers might be mean too strict. This is consistent with the work of Bevitt (2015) which stated that the impact of anxiety can be ambiguous, damaging performance in some of the students. A handful did not express any negative feelings; but felt good that the process as exposed their well-conceived work to peers. Findings further revealed that being exposed to the peer assessment can evoke mixed feelings and create ambivalence about being assessed by peers. Going through such feelings is not a surprising finding, considering the fact that their work is exposed to the criticism of peers. Students must understand that the only way to eliminate negative feelings in particular; is putting an effort and getting into the culture of subjecting ones assignment for peer assessment.

Benefits of Engaging in the Peer Assessment Exercise

One of the aims of the assessment exercise was to find out if students benefitted from the peer assessment exercise. The quantity and quality of feedback provided indicates that this aim was achieved to some extent as highlighted by varied comments from participants:

'The benefit of peer marking is that it encourages us to put more effort in the assignment'.

'It motivated students to do their best when doing assignments, because every student will want to impress and be known to other students as the best achiever not a failure'.

'Peer assessment is very important. I believe many people benefitted from it, like I have. The reason is that without it we were going to submit assignments with many errors; thus we were going to fail'.

There was also a sense that respondents saw the benefits of the exercise as being beneficial for lecturers as well. One representative comment was:

'It exposes lecturers to better written assignments and assignments with fewer mistakes because we use the feedback from our peers to prepare a final assignment'.

One respondent used that activity to express empathy for lecturers:

'The benefits of this exercise is that it shows us what lecturers face in their offices when they are marking unfinished and not clearly throughout of work.'

The results showed that the students view peer assessment as beneficial to both students and lecturers. The findings revealed that it motivated students to do their best when doing as-

signments, because every student will want to impress and be known to other students as the best achiever not a failure'. In addition it encouraged striving to comply with assignment writing requirements such as proofreading to minimize errors, thus, resulting to quality assignments. It is only when students engage in a peer assessment activity that participants can identify and own their shortcomings and weaknesses. This in essence means that through active participation in the peer assessment process participants have developed their critical reflection skill as Edward (2003) rightfully argued. Further, it affords them an opportunity to see mistakes their peers have committed; resulting in them avoids such in their final assignment. The findings revealed that through peer assessment one gets to understand the process of assessment and what lecturers go through when marking both good quality and poor quality work.

Basically, the results have shown that students benefitted as both assessor and assesse, a finding consistent with Toppings' (2009) observation. The final benefit is that it exposes lectures to better written assignments with few mistakes. The implication is that students should be made aware of the benefits of peer assessment, particularly as a means of quality assurance of written assignments. In addition lectures must view students as partners in the assessment process, by so doing students will not only understand the assessment process, but will ensure they bench mark their work according to the assessment criteria.

Challenges Associated with Peer Assessment

Research question number four intended to establish if participants identified any challenges associated with the peer assessment process re-assignments. Demerits identified were mainly related to lack of competency:

'Students feel ill-equipped to undertake the assessment, and may be reluctant to make judgements regarding their peers' and 'It might happen that you find somebody who has a limited understanding of the topic and thus end up' correcting' your rights (changing correct information).'

'Others make comments which do not make sense.'

Finally

'Sometimes the peer's judgement cannot be fair.'

Some demerits were concerned with peers not completing their task of marking as the following excepts highlight:

'The person who was marking my assignment did not finish marking.'

'There was an unmarked question in my assignment, and that resulted in me earning low marks.'

And committing errors when marking, as responses show:

'Students can commit some errors when marking the assignment; that can disturb the owner of the assignment.'

Although, the findings indicated that respondents embrace peer assessment, there are those who feel aggrieved by its use. Bevitt (2015) argued that new assessment methods presented in an unfamiliar way increase extraneous cognitive load and this make it difficult for students to apply latent learning from feedback on earlier assess work. In this research participants view peer assessment as susceptible involve ill-equipped peers who might not be confident to judge the assignment peers. Such findings are consistent with literature. For instance, Osmond et al. (1997) found that students feel uncomfortable and unqualified to judgements about their peers. Findings further revealed other demerits associated with peer assessment, which involved unfair marking and lack of commitment in discharging the peer assessment task. These findings are consistent with other studies (for instance, Falchinov 1995; Cheng and Warren 1997; Ballantyne et al. 2002; Stryven et al. 2002), which found that students were concerned about the fairness of peer assessment. Bevitt (2015) posited that being assessed is emotional and that workload associated with assessment activity has been shown to impact on student mood. The first challenge that need to be resolved, is involving ill-equipped students as judges in the peer assessment process. This concern would be addressed by continually subjecting students to peer assessment activities; in this way the challenges such as unfair marking will be addressed as students will be equipped in the process. This step is in line with research (Wen and Tsai 2006) on peer assessment that argued for continued exposure of students to peer assessment. Yucel et al. (2014) state that major criticisms of peer assessment include a perception

of bias due to friendship within students, lack of confidence in their own and their peers' ability to provide feedback. Exposing students continually to peer assessment will besides equipping them with assessment skills will encourage students to strive towards excellence.

CONCLUSION

The findings from this study have demonstrated that peer assessment can be a useful tool in promoting student commitment to writing quality assignments, due to the fact that students generally feel that being involved in peer assessment as an assessor is a wonderful experience. This research has also demonstrated that being assessed in peer assessment process arouses uncomfortable experience accompanied by arrange of feelings including mixed 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. Finally, findings from this study indicate that respondents are sceptical about the fairness of the peer assessment process.

RECOMMENDATIONS

For peer assessment to be affective as a tool for submitting quality assignments, issues of the feelings of inadequacy regarding discharging the responsibility of assessment and the fairness the assessment process need to be addressed. Overall peer assessment benefitted respondents by giving an indication of how they should improve the final assignment which was due for submission. The researchers did notice a positive change in the quality of written assignments, as the researcher compared the draft assignment to the final assignment. The investigation fills the gap in literature regarding the use peer assessment to improve the quality of written assignments, including of experience respondents went through when engaging in peer assessment as assessor and assesse. Scholars are encouraged to experiment with, peer assessment for improving the quality of written assignments in their modules.

REFERENCES

Ballantyne R, Hughes K, Mylonas A 2002. Developing procedures for implementing peer assessment in large classes using an action research process. *Assessment and Evaluation in Higher Education*, 27(5): 427-441.

Bevitt S 2015. Assessment innovation and students experience a new assessment challenges and for multi-perspective approach to assessment research. *Assessment in Higher Education*, 40(1): 103-119.

Bloxham S, West A 2004. Understanding the rules of the game: Marking peer assessment as a medium of developing students' conception of assessment. *Assessment and Evaluation in Higher Education*, 29(60): 721-723.

Cheng W, Warren M 1997. Having second thoughts: Students' perceptions before and after a peer assessment exercise. *Studies in Higher Education*, 22(2): 233-239.

Edward N 2003. Mark my words: Self and peer assessment as an aid to learning. *European Journal of Engineering Education*, 28(1): 103-116.

Falchinov N 1986. Product comparisons and process benefits of collaborative peer group and self-assessment. *Assessment and evaluation in Higher Education*, 22(2): 146-166.

Falchinov N 1995. Peer feedback marking: Developing peer assessment. *Innovations in Education and Training*, 32: 175-187.

Freeman M 1995. Peer assessment by groups of group work. *Assessment and Evaluation in Higher Education*, 20: 289-300.

Gallagher JG, Stevens DP 2007. Peer assessment: Incorporating peer feedback into summative assessment using case studies. *International Journal of Case Method and XIX*, 4: 330-341.

Gatfield T 1999. Examining student satisfaction with group projects and peer assessment. *Assessment and evaluation in Higher Education*, 24(4): 365-377.

Grajczonek J 2009. Exploring students' perception of peer assessment in group work for allocation of individual marks in Higher Education, *The International Journal of Learning*, 16(3): 105-126.

Hanharan S, Isaacs G 2001. Assessing self- and peer-assessment: The students view. *Higher Education Research and Development*, 20(1): 53-70.

Holmes N 2015. Student perception of their learning and engagement in response to the use of a continuous e-assessment in an undergraduate module. *Assessment and Evaluation in Higher Education*, 40(1): 1-14.

Institute of People Development 2009. From <www.poepledev.co.za> (Retrieved on 13 March 2014).

Kaufman H, Schunn D 2010. *Students, Perceptions About Peer Assessment Writing: Their Origin and Impact on Revision.* USA: University of Pittsburgh.

McLaughlin P, Simpson N 2004. Peer assessment in first year university: How students feel. *Studies in Educational Evaluation*, 30: 135-149.

Meyer W, Niven P 2007. Critical Reflections on the role of identity in two respondents' formative assessment practices. *English Academy Review*, 24(2): 121-133.

Nigel K, Pope N 2005. The impact of stress on self- and peer assessment. *Assessment and Evaluation in Higher Education*, 30(1): 51-63.

Orsmond P, Merry S, Reiling K 1997. A study in self-assessment: Tutor and students' perceptions of performance criteria. *Assessment and Evaluation in Higher Education*, 22(4): 357-369.

Papinczak T, Young L, Groves M 2007. Peer assessment in problem-based learning: A qualitative study. *Advances in Health Sciences Education*, 12(2): 357-369.

Protocol October 2005. Research Evidence of the Impact on Students of Self- and Peer Assessment. From <http://eppi.ioe.ac.uk/eppiwebcontent/reel/review_groups/assessment/assessment_protocol5.pdf> (Retrieved on 14 February 2014).

Stryven K, Dochy F, Janssens S 2002. Students Perception About Assessment in Higher Education: A Review. From <http//www.ac.uk/educol/documents/00002255.html> (Retrieved on 13 February 2014).

The Learning and Teaching Office Ryerson University 2013. Peer and Self-assessment of Student Work. From<http://www.ryerson.ca/It/resources/assessment/> (Retrieved on 23 August 2013).

Toppings KJ 1998. Peer assessment between students in colleges and universities. *Review of Educational Research*, 68(3): 541-556.

Toppings KJ 2003. Self and peer assessment at school and university: reliability, validity and utility. In: MSR Segers, FJ Dochy, EC Casscallar (Eds.): *Optimizing in Search of Quality and Standards*. Dordrecht: Kluwer Academia, pp. 55-87.

Toppings KJ 2005. Trends in peer learning. *Educational Psychology*, 25(6): 631-635.

Toppings KJ 2009. Peer assessment. *Theory into Practice*, 48(1): 20-27.

Van Hattum-Janssen N, Vasconcelos RM 2007. Perception of Peer Assessment by Civil Engineering Students. *International Conference of Engineering and Computer Education*, March 11-14 , Sao Paulo, Brazil.

Weaver W, Cotrell HW 1986. Peer evaluation: A case study. *Innovative Higher Education*, 11: 25-39.

Wen M L, Tsai CC 2006. University students' perceptions and attitudes toward (online) peer assessment. *Higher Education*, 21(18): 27-44.

White E 1992. Student Perspectives of Peer Assessment in a Public Speaking Course. Asian EFL Journal, 33. From<http//www. slideshare.net/white/ student -perspectives -of -peer –assessment-for-learning > (Retrieved on 11 September 2013).

Yucel R, Bird F, Young J, Blanksby T 2014. The road to self-assessment: Exemplar marking before review develops first-year students' capacity to judge the quality of a scientific report. *Assessment and Evaluation in Higher Education*, 39(8): 971-986.

Williams E 2009. Students' attitudes towards approaches to learning and assessment. *Assessment and Evaluation in Higher Education*, 17(1): 45-58.