

ACTION RESEARCH ON IMPLEMENTATION OF PEER ASSESSMENT AS AN EFFECTIVE LEARNING STRATEGY: EVIDENCE FROM WIUT

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ABSTRACT

This paper examines the effect of peer assessment in higher education by implementing mixed-method action research study. The paper describes the way the method was introduced and provides students' reactions to its implementation. The study involved students from four groups studying Business Administration at Westminster International University in Tashkent (WIUT). The objective of the study was to utilize one of the elements of student-centered learning approach, in which the students were suggested to take the role of an assessor of their peer's work, and to analyze how the teacher would be able to use peer feedback as a potential learning source in explaining the topic. The evaluation focused on (i) students perception of this type of assessment, (ii) possible drawbacks that could arise while implementation peer assessment. The methodological approach taken in this study is a mixed methodology based on the idea of triangulation that could ensure the validity of the action research. In particular, three different data collection instruments such as personal observations, survey and structured interview were applied in order to answer the research question. Overall, the participants of the research showed positive perception and attitude towards the use of peer assessment as a learning tool in the classroom and considered it as one more alternative means for knowledge sharing. Yet, the study also demonstrated certain problems which could arise while implementing peer assessment techniques. Particularly, students were concerned that it could have a negative impact on students' personal relationship within a group. One more negative point of this type of assessment was the collusion between the group members, which means they could discuss each member's mark and decide to give good marks to everybody within the group.

Keywords: Action research, peer assessment; peer evaluation; peer review; peer feedback.