

عنوان مقاله:

The Effect of Teacher, Peer, and Self-Assessment on Subsequent Learning: The Case of Oral Presentations

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خلاصه مقاله:

There has been a burgeoning of research in teacher, peer, and self-assessment in terms of reliability and validity, the use of rubrics, the implementation of these kinds of assessments in different academic settings, the effect of demographic variables in these assessments, and the benefits of these assessments. However, the effect of these assessments on subsequent learning has rarely been explored. To fill that void, this study set out to examine the effects of these kinds of assessments on subsequent learning as evidenced by students' final exam scores. Two intact classes were chosen and teacher, peer, and self-assessments were employed in a general English class. The scores achieved on the students' oral presentations exhibited a statistically significant correlation between the teacher awarded scores and those on the final examination of general English proficiency as a course. Peer awarded scores could also predict final exam scores, though not as good as teacher awarded ones. Self-assessment failed to correlate significantly with final exam scores and teacher/peer assessments. The reasons for the findings are discussed further in the paper.

کلمات کلیدی:

self-assessment, peer-assessment, teacher-assessment, Regression Analysis, subsequent learning

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