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Factors Influencing Self and Peer Assessment Experiences Among Students

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Self and peer assessment are important tools in the educational process, especially in higher education. There are several factors that influence the effectiveness and outcomes of these assessment methods among students. The following are five (5) of key factors that can be found in literatures (as shown in Figure 1)



Figure 1: Factors Influence of Self and Peer

Self-Efficacy and Confidence

Students with higher values of Self-belief and maturity are more likely to have a higher confidence level and know about their abilities in completing any task given or assignment. Normally those students can accurately assess their own grade achievement as what they aim to accomplish. On the other hand, students with low self-efficacy are more likely to have the tendency to affect the assessment estimation by either overstating or understating the marks for other team members (Fathi et al., 2021; Nicol et al., 2021). Research done by Panadero et al. (2013) highlighted that transparency of assessment criteria and feedback in formative assessment if shared directly with the students will also help to reduce anxiety, improve self-efficacy and self-regulation among students.

Metacognitive Skills

Metacognitive skills can be described as the ability to reflect on one's own learning process and understanding. These skills can be acquired in self or peer assessment activities where students are encouraged to do reflection on their learning, assignment and group project work. Students have an opportunity to experience how to evaluate and provide feedback on each other's work. Thus, strong metacognitive skills enable students to better judge the quality of their work and identify areas for improvement in their learning activities (Nicol et al., 2021).

Understanding of Assessment Criteria

One of the important tools in implementing self or peer assessment activities are assessment criteria or standard of measurement. This standard will substitute the lecturer's role or task that are normally performed by the lecturer. Therefore, the clarity and understanding of the standards or criteria used for evaluation by students is crucial. On top of that, students who utterly understand the assessment criteria are more likely to provide accurate self-assessments (English et al., 2022).

Feedback and Training

Like instructors or lecturers who must pass through training to do their jobs, students also require proper and adequate hands-on training on how to conduct self-assessments and need feedback on previous assessments. The guidance and relevant example should be explained to students before they are allowed to do self or peer assessment. Prompt feedback given by the lecturer enables the student to take appropriate action to overcome their weaknesses. In short, training and feedback improve the accuracy and reliability of self or peer assessments by guiding students on what to look for in their own work and other peers. Proper training also ensures that students understand how to give constructive feedback and use assessment criteria effectively (Nguyen, 2017).

Motivation and Attitude

Another focal factor that influences the student's experience in self and peer assessment activities is the intrinsic and extrinsic motivation to learn and improve in learning activities. By using rubric in self and peer assessment normally students can take ownership of their learning and act as resources for one another. With this notion, it allows students, peers and the lecturer to work together to meet individuals' learning goals (English et al.,2022). Smit and Birri (2014) revealed that students using rubrics could enhance their motivation since they knew what higher competencies looked like and what to aim for good achievement. In addition, what is vital here is to encourage students to be more engaged in self-assessment and use it as a tool for learning, rather than just for the fulfilment of requirements.

Conclusion

In conclusion, there are several factors that influence the effectiveness of self and peer assessment among students, including individual characteristics like self-efficacy and metacognitive skills, as well as external factors like understanding of assessment criteria, training, motivation and attitude. Significant consideration of these factors can provide valuable insights into student learning and performance as well as curriculum review.

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