Enhancing Co-assessment of Presentations by Peers (CAPP) system using smartphones

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Abstract:

From the previous TDG project Learning from peers: Fostering knowledge discovery through co-assessment by peers (no. 6000498), a web-based Co-assessment of Presentations by Peers (CAPP) system was developed. In the trials, we evidenced that engaging students showed resistance to conduct assessment for their peers, students generally listened to others' presentations in a more attentive manner. However, CAPP operations in computers, which bring restriction to the presentation venue. Besides, the CAPP platform developed in the above mentioned TDG project mainly focuses on peer presentations. The self-assessment component, which is advocated by many researchers, is not included.

The benefits of self- and peer-assessment for group projects cover a range of transferable skills, such as critical/ reflective thinking, communication and collaborative skills (Yucel et al. 2014). The two assessments allow students to actively participate in the assessment, provide them with opportunities to observe their own as well as their peers' work, thereby developing students' self-regulating skills (Falchikov, 2015). Good integration of the peer assessment ad the self-assessment can lead to deep learning (Davies, 1994). In case of student presentation, the entire process can embed a deep learning approach which promotes creativity and knowledge discovery.

The proposed project aims to integrate the existing peer assessment platform (CAPP) developed in earlier TDG with the new self-assessment module, and to extend it to a CAPP 2.0 system that can operate in the smartphone environment. The new system should be more user-friendly to both students and teachers. The proposed CAPP 2.0 will stimulate more in-depth investigation and development on ways to integrate information technology with instruction/ assessment models.