Formative peer assessment in a CSCL environment

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Formative peer assessment in a CSCL environment: A case study

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In this case study our aim was to gain more insight in the possibilities of qualitative formative peer assessment in a computer supported collaborative learning (CSCL) environment. An approach was chosen in which peer assessment was operationalized in assessment assignments and assessment tools that were embedded in the course material. The course concerned a higher education case-based virtual seminar, in which students were asked to conduct research and write a report in small multidisciplinary teams. The assessment assignments contained the discussion of assessment criteria, the assessment of a group report of a fellow group and writing an assessment report. A list of feedback rules was one of the assessment tools. A qualitative oriented study was conducted, focusing on the attitude of students towards peer assessment and practical use of peer assessment assignments and tools. Results showed that students' attitude towards peer assessment was positive and that assessment assignments had added value. However, not all students fulfilled all assessment assignments. Recommendations for implementation of peer assessment in CSCL environments as well as suggestions for future research are discussed.