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College Students' Perceptions of and Attitudes toward Online Peer
Assessment

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Abstract

To investigate students' perceptions of online peer assessment, we developed a questionnaire and conducted an exploratory factor analysis using data from 257 college students. The instrument contains 4 subscales: positive attitude (PAS), online attitude (OAS), understanding-and-action, and negative attitude subscales. Individual ANOVAs were conducted to investigate the effects of gender, education level, past experiences and major on each subscale. Results showed that female college students were less positive toward peer assessment than males, and students with past experiences had better attitudes toward peer assessment than those without. Interestingly, female and male students had similar attitudes toward online peer assessment, indicating acceptability of using peer assessment in an online environment for females. A comparison of the PAS and OAS scores was conducted and revealed that students liked PAS more.

Key words : Assessment; Attitudes; Students