

PEER EVALUATION SYSTEM IN EDUCATION

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Abstract

Currently, one of the components of a quality assurance system is peer assessment or review of teaching. Peer review is nonetheless occasionally viewed with apprehension and the sense that it could not be impartial and fair. This essay investigates how instructors view peer review as a tool to improve instruction. In two higher education institutions in the Sultanate of Oman, forty teachers were given a questionnaire to complete. The study produced several findings related to the instructors' perceptions of peer assessment and its effect on improving teaching quality.

Keywords: peer evaluation, evaluation methods, platform, group observation, peer review.

Introduction

The establishment of effective techniques for decision-making and the development of ideas through teamwork is a crucial activity. In this respect, evaluation of group members' contributions and actions, as well as their collaboration and involvement in achieving a shared goal, is crucial. There are several ways to accomplish the goals of developing a peer review system to track the work done by a group. To accomplish this work, a number of factors must be taken into consideration, including group meeting attendance, effective contributions, clear communications, listening attention, task review and completion, independence of thought, tenacity, and attitude.

This assessment suggests an evaluation method based on these variables so that operational plans for these groups may be developed. The assessment of group issues includes how organization, timeliness, and leadership are seen in relation to these ideals.

The evaluation may begin with a review of each individual meeting when members of the group are either present or not. In essence, the team's corporation is important in assessing collaboration.

In reality, concepts that have undergone extensive thought-review by several individuals or have been the topic of contentious discussions may be powerful. Arguments among group members that share a shared interest in achieving a goal not only provide opportunities for different views, but also offer guidance for better and more knowledgeable hypotheses. The group's everyday activities, such as listening, offering feedback, and completing tasks, are used to gauge peer performance.

Peer assessment is a powerful method of reviewing instruction that uses questions, observations, and interviews (Gil & Vista, 2001). It is crucial to do this evaluation in order to confirm that the group members comprehend the value of cooperation and socializing in this exercise.

Once a month, this instrument is utilized at the conclusion of the course. Because they have a chance to provide accurate assessment replies as the interested parties, the students are involved in filling out the evaluation form to provide information about their group activities. The data from this evaluation enables teachers to offer curriculum to pupils more effectively (Ulrich & Nedelcu, 2012).

In a case that is managed by the group, students have the chance to come up with ideas through discussions (Brookhart, 2010). Since they can provide objective information, the pupils and another instructor fill this instrument.

According to Danielson's (2007) argument, effective teaching is improved by students' ability to regulate their own learning. The data gathered might be shared with the class in the following lesson to provide the pupils a report on their development. The management is supported by the members' participation and motivation, which are crucial in establishing the students' views toward the teacher and the discussion subject.

Peer evaluation's usage at the appropriate time is also acceptable. Adopting this tool in the midst of the course work gives the instructor a platform for evaluation so that they can quickly respond to the expectations of the students (Danielson, 2007). A chance for the teacher to evaluate their performance in light of the established criteria for the school is also given by having the assessment done at such a precise period.

Additionally important as a method for evaluating group work is group observation. The assessment form's listed questions may be completed quickly and easily. Danielson (2007) makes the argument that using terminology simply results from comprehension of the topic concepts.

As a result, the instructor simplifies the material so that the pupils can grasp it. The selection of the questions is appropriate since it will allow the instructor to assess if the pupils have understood the vocabulary he has used. Interactions between the teacher and students, subject-specific practice, and the apparent classroom process are the factors to be measured with this instrument (Danielson, 2007).

Participants, learning/action materials, and equipment sharing are just a few of the factors that go into group planning. The participants will be organized in accordance with their duties with an eye toward organizing the future group. For example, group members can be divided based on their job functions, availability, competition teams, or columns in the case of students.

The arrangement of the groups can be influenced by resources in order to promote efficient peer review. For instance, a projection of a white blackboard will be set up at the front wall so that students can conveniently follow along with examples. The multifunctional white

blackboard will be projected with information using a permanent projector that will be installed on the roof.

Conclusion

As a result, peer assessment and review of teaching should be encouraged and promoted among instructors. Peer evaluation and review of teaching is an essential step in modern teaching methods. In this regard, institutions of higher learning may need to foster cooperative competition among academic staff members, quality assurance culture, effective teaching methods, and new ideas. They may also need to set out teaching standards. In order to promote excellent teaching for quality learning practices, it is also thought vital to construct teaching development centers for improving academic performance and training. By doing this, conflicts about peer review may transform to eagerness to engage in the process.

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