

A systematic literature review on the social nature of peer assessment

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Introduction and research questions

Peer assessment is by nature a **social activity** and this social aspect can **impact students’ learning or well-being**. Up to now, two systematic literature reviews have been carried out on the subject:

- van Gennip et al. (2009) found only four studies on the subject, none relating the social nature of peer assessment to its learning benefits.
- A few years later, Panadero (2016) found 26 studies on the subject, which establish the importance of taking these social aspects into account. However, he also identified important gaps in the literature and proposed several avenues for research.

Since these reviews, a significant number of studies on the social nature of peer assessment have been published. Therefore, we are conducting an update and extension with three research questions:

- **What do researchers mean by “the social nature of peer assessment”?**
- **How are peer assessment activities impacted by their social nature?**
- **How can we decrease the potential undesirable effects of the social nature of peer assessment activities?**

Methodology

Search string consists of three parts:

- Keywords linked to **peer assessment** (e.g. peer evaluation, peer feedback, peer grading, peer review...)
- Keywords linked to **educational contexts** (e.g. student, school, college, elementary education...)
- Keywords linked to **the social nature** of peer assessment (e.g. interpersonal, relation, trust, emotion...)

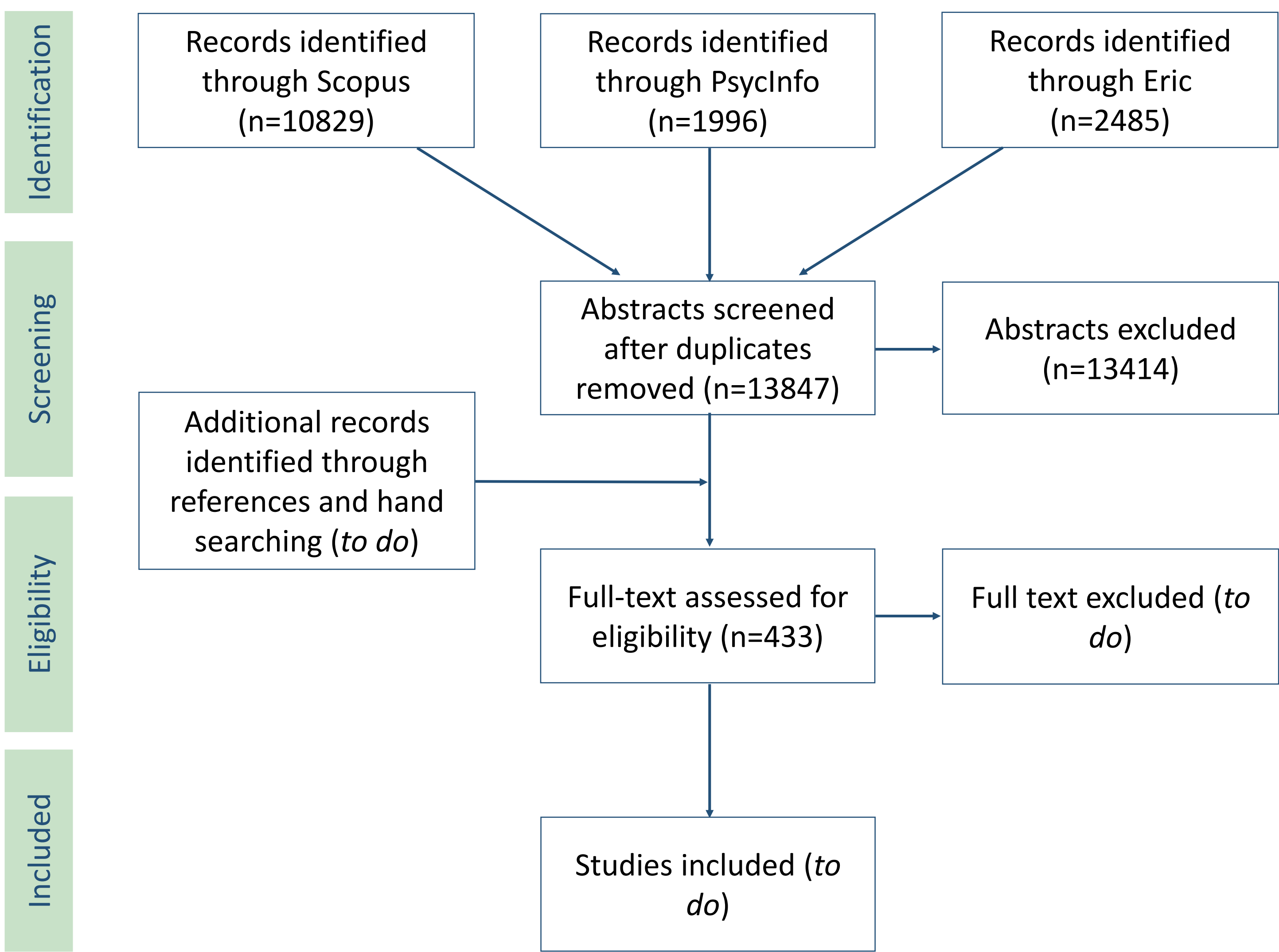
The **inclusion criteria** are the following:

- **language** (the study is in English or French)
- **study design** (the study involve empirical research)
- **study population and setting** (the study was conducted in the context of primary, secondary or higher education)
- **study focus** (the study is focused on the social nature of peer assessment)



Points of discussion:

- 10% of the references were checked for **reliability** by a second coder. Agreement rate = 97,76%, but kappa = 0,331 → paradox of the kappa (Gwet, 2014)
- Do the advantages of including **grey literature** outweigh the disadvantages?
- What is the best way of conducting **quality appraisals** for quantitative and qualitative research?



Importance of the study

Peer assessment can help to improve student learning even more than teacher assessment (Double, 2020). However, if peer assessment is used without taking into consideration its social nature – and student’s concerns related to it – it could negatively affect students’ well-being or learning. This review will give us a clearer picture of current knowledge on the impact of the social nature of peer assessment, and therefore a better idea on **how to implement peer assessment in a way that maximizes its numerous benefits while ensuring that students feel comfortable**. Moreover, it will also allow us to identify gaps in the literature and avenues for research.

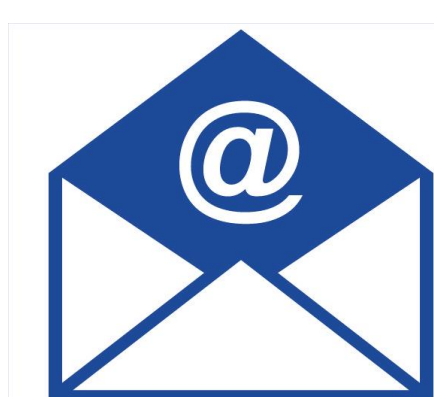
References

Double, K. S., McGrane, J. A., & Hopfenbeck, T. N. (2020). The Impact of Peer Assessment on Academic Performance: A Meta-analysis of Control Group Studies. *Educational Psychology Review*, 32(2), 481–509. <https://doi.org/10.1007/s10648-019-09510-3>

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Panadero, E. (2016). Is it safe? Social, interpersonal, and human effects of peer assessment. In *Handbook of human and Social Conditions in Assessment* (pp. 247–265).

van Gennip, N. A. E., Segers, M. S. R., & Tillema, H. H. (2009). Peer assessment for learning from a social perspective: The influence of interpersonal variables and structural features. *Educational Research Review*, 4(1), 41-54.



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