

THE INFLUENCE OF PEER AND SELF-ASSESSMENT ON LEARNING AND METACOGNITIVE KNOWLEDGE: CONSEQUENTIAL VALIDITY¹

Assist. Prof. Dr. İrfan YURDABAKAN
Dokuz Eylul University
Faculty of Education
İzmir, TURKEY

Müge OLGUN
İşikent Education Campus
Yesilova, İzmir, TURKEY

ABSTRACT

The validity of peer and self-assessment is discussed under the title consequential validity. One of the important reasons is the conception of what influence the peer and self-assessment practices in group works would have on learning and metacognitive knowledge levels of students. This study aims to identify the influence of peer and self-assessment methods used during group work studies on students' learning and metacognitive knowledge levels. For treatment-control group, pre-post test design was used in this research. The results of the study revealed that learning and metacognitive knowledge levels in the treatment group were higher than those in the control group.

Keywords: Cooperative learning, self-assessment, peer assessment, consequential validity

¹ This study was adapted from the unpublished Master's Thesis Report, Dokuz Eylul University, Faculty of Education, 2011.