# Self, Peer, and Group Assessment in E-Learning

## Table of Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>........................................................................................................</td>
<td>vii</td>
</tr>
<tr>
<td>Chapter I</td>
<td>Self, Peer, and Group Assessment in E-Learning: An Introduction.......</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><em>Tim S. Roberts, Central Queensland University, Bundaberg, Australia</em></td>
<td></td>
</tr>
<tr>
<td>Chapter II</td>
<td>A Case Study in Peer Evaluation for Second Language Teachers in Training</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td><em>Pamela L. Anderson-Mejías, University of Texas-Pan American, USA</em></td>
<td></td>
</tr>
<tr>
<td>Chapter III</td>
<td>Peer and Self-Assessment in Portuguese Engineering Education........</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td><em>Natascha van Hattum-Janssen, University of Minho, Guimarães, Portugal</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Pedro C. C. Pimenta, University of Minho, Guimarães, Portugal</em></td>
<td></td>
</tr>
<tr>
<td>Chapter IV</td>
<td>Learning and Assessment: A Case Study–Going the Full Monty ..........</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td><em>Mary Panko, Unitec New Zealand, New Zealand</em></td>
<td></td>
</tr>
</tbody>
</table>
Chapter V
A Case Study of the Integration of Self, Peer, and Group Assessment in a Core First-Year Educational Psychology Unit through Flexible Delivery Implementation .................................................. 101
Rozz Albon, Curtin University of Technology, Western Australia

Chapter VI
Culture of Critique: Online Learning Circles and Peer Reviews in Graduate Education ................................................................................................................. 142
Margaret Riel, Pepperdine University, USA
James Rhoads, Citrus College, USA
Eric Ellis, Treasure Valley Community College, USA

Chapter VII
Learning English for Technical Purposes: The LENTEC Project .... 169
Anne Dragemark, Göteborg University, Sweden

Chapter VIII
Self and Peer Assessment in a Problem-Based Learning Environment: Learning English by Solving a Technical Problem—A Case Study .......................................................... 191
Bernarda Kosel, University of Ljubljana, Slovenia

Chapter IX
Evaluating Designs for Web-Assisted Peer and Group Assessment .......................................................................................................................... 210
Paul Lam, The Chinese University of Hong Kong, Hong Kong
Carmel McNaught, The Chinese University of Hong Kong, Hong Kong

Chapter X
How's My Writing? Using Online Peer Feedback to Improve Performance in the Composition Classroom ................................................................. 245
Vanessa Paz Dennen, Florida State University, USA
Gabriel Jones, San Diego State University, USA

Chapter XI
Interpersonal Assessment: Evaluating Others in Online Learning Environments ........................................................................................................ 259
Aditya Johri, Stanford University, USA
Chapter XII
A Framework for Assessing Self, Peer, and Group Performance in E-Learning
Thanasis Daradoumis, Open University of Catalonia, Barcelona, Spain
Fatos Xhafa, Open University of Catalonia, Barcelona, Spain
Ángel Alejandro Juan Pérez, Open University of Catalonia, Barcelona, Spain

Chapter XIII
E-Assessment: The Demise of Exams and the Rise of Generic Attribute Assessment for Improved Student Learning
Darrall Thompson, University of Technology, Sydney, Australia

About the Authors

Index