

Chapter 16

The Power of Peer Review: Harnessing Collaborative Insights for Authentic Assessment

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ABSTRACT

This chapter delves into the transformative power of peer review in educational settings, exploring its application in fostering critical thinking, collaboration, and metacognitive skills among students. It examines various peer review methodologies, emphasizing their role in enhancing student engagement, motivation, and soft skills development. The chapter highlights the significance of integrating peer review into teaching strategies, outlining its benefits in building a cooperative learning environment. Through case studies and practical applications, the chapter demonstrates the efficacy of peer review in improving academic outcomes and fostering a culture of continuous improvement and innovation in educational practices.

INTRODUCTION

In Education field, peer review is a collaborative learning technique wherein students assess other student's work and provide feedback to help them improve the overall learning process. It also assists the students to get insights and gain understanding about peer's work; hence, it tends to improve the quality of the learning experience. In many literatures, peer review is referred to peer evaluation, response or

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The Power of Peer Review

peer assessment in which students are involved to review the material from critical perspective with different approaches (Topping, 2023). This activity is typically beneficial in triggering critical reasoning and self-assessment skills in students. Peer review has proved to be a powerful evaluation strategy which brings numerous advantages to the students such as facilitating student's acquisition and developing skills that promotes self-direction of own learning.

In recent years, the concept of peer review in higher education has gained attention due to its impact on collaborative learning. Over three decades, peer review has been used in different disciplines and especially in education as a formative process that aims to improve student's learning experience. In student-learning context, peer review is termed as a process wherein students evaluate the value and quality of fellow student's work by simply giving feedback or response as per own understanding. As per the study of Peters et al., (2023), student peer- review shifts the traditional notion of assessment by teachers only as it encourages the students to take an active role in managing their own learning.

In contemporary classrooms, peer- review comes in varied forms such as evaluating written assessments, oral presentations, artwork, programming and code reviews in different teamwork. In classrooms, the activity of peer review is used to help students invest in writing and to understand the relationship between their writing and their coursework. Hence, it engages the learners to encourage self-reflexivity which eventually fosters critical thinking skills (Noroozi et al., 2023). At the same time, it provides a structured learning process for the students wherein they can assess other's work and develop collaborative learning experience by focusing on new techniques and ways to improve the learning journey. Peer review assist the students to engage in metacognitive reflection in which they learn the correct as well as incorrect aspects in the answers by understanding the criteria outlined by the instructors. Therefore, this is effective in opening doors for collaborative exchange of ideas among students which not only improves their understanding but also helps them to produce better work in the future. Hence, according to contemporary classroom settings, peer review is more likely to create a cohesive community which develops various skills in students such as communication, collaboration and critical thinking ability (Martin & Bolliger, 2023).

Role of Peer Review in Education

It encourages students to evaluate the work of others which is an important prospect of developing critical thinking skills as this requires analyzing competencies as well as weaknesses of fellow student's work. Also, engaging the students in peer review sessions allows them to receive as well as provide constructive feedback on their writing skills. This is helpful in refining the work. From the recent study of Werder & Otis (2023), it is analyzed that peer review process empowers the students to take ownership of their own learning as it shifts the role of instructor from being evaluator of own work (Alqodsi, E., & Aljahoori, 2023).

Objectives of the Chapter

- To analyze the benefits of peer reviews in educational setting
- To ascertain the impact of peer review on student's learning and skill development
- To analyze criteria that is used to design peer review activities.

SECTION ONE: THEORETICAL FRAMEWORK OF PEER ASSESSMENT

Pedagogical Theories Underpinning Peer Assessment

Pedagogical model is based on five-evidence based domains which not only ensures high-quality learning practice but also it maintains student improvement in academic areas. For example, the first domain is Engage in which students are taught to engage and build supportive as well as inclusive environment wherein they can motivate others and can manage their own learning. Explore is another domain in which students are presented challenging tasks so that they can come up with innovative ideas. This is essential to expand student's understanding perspectives; hence, it prepares them to navigate their own leaning (Terrin & Triventi, 2023). Students are also explained about connecting with new technologies and ways so that they can monitor their progress and can emphasize on structured opportunities to develop new skills. As per the model, teachers challenge the students to move to deep learning and develop the ability to transfer and generalize their learning. They support the students to focus on developing reflective as well as self-monitoring skills. In addition to this, teachers also assist the students to use multiple forms of assessment to improve their learning. However as per the study of Burgess et al., (2021), peer review can be conducted with different approaches such as in Texas Tech method there is a mix of qualitative and quantitative feedback which is included in student's final grades. Another example is the Koles method in which the quality of the feedback is rated by the facilitator and then it is embedded in the peer review score.

Psychology of Evaluation

Usually, students have the psychological belief in which they give value to teacher's assessment considering their expertise and knowledge. However, Liang & Leng, (2023) in this context says that many students enjoy receiving feedback from fellow students as they learn new things and new perspectives about teamwork aspects. Also, it develops collaboration among learners, and they tend to form new groups for improving their learning journey. Also, students prefer to give feedback to those who have assessed their work as this gives them the idea about the reliability of assessment.

Constructivist Approaches

With various traditions and approaches to critical thinking, the traditional approach is being given importance which defines the capacity to interpret information and find new ways to solve the problems. However, this approach is also criticized as it manifests arguments on diverse perspectives; hence, it further raises question on its applicability in all areas. Thus, relating it to peer review, students not only think differently while reviewing other's writing but also, they ask questions about the topics which apparently transfers knowledge among peers. Alongside, it also supports constructivist learning which builds knowledge level of students as they develop interactions with fellow students (Nguyen & Habók, 2023).

SECTION TWO: BENEFITS OF PEER REVIEW

Enhancing Engagement and Motivation

Feedback is one of the critical parts of the learning process as it not only motivates students but also change their behavior and improve the learning journey. Peer review process exposes the students to involve in learning greater diversity of perspectives by focusing on fellow student's assignments and project work. Student's motivation improves when they are involved or allowed to collaborate and learn in groups. (Chan & Hu, 2023). For example, involving the students in peer review process not only helps them to communicate with other learners but also, they gain knowledge about the perspective of other students and how they learn and implement the knowledge.

In student peer review, students are engaged to evaluate the fellow student's assignment or coursework in which they review the answers as per own knowledge. This gives them the motivation to feedback to others and to learn from other students. The process eventually leads to collaborative work wherein students themselves take accountability of their own work and develop understanding about the mistakes and errors. Peer review develops self-reflection ability which allows the students to correct the mistakes on their own and understand the evaluation process effectively. Also, Einstein, (2023) says that peer review involves evaluation from students; therefore, it helps them to develop critical thinking as they evaluate and understand the work of fellow students.

Developing Soft Skills

The higher education funding council for England has specified that effective feedback assist the learners to progress with confidence; hence, makes them lifelong learners. It is also a central aspect for learning which engages students in their own learning process (wherein they undertake both the roles of an examiner and examinee). It is defined as a communication process in which students enter in conversations related to performance and standards (Jung, Shin, Gohary & Chan, 2023). Moreover, it represents a teaching method wherein students teach others through the summative assessment. Students develop good communication with other students while reviewing their works; hence, as a result it creates better relationships among learners, and they become open to share their ideas and opinion on common subjects.

In addition to this, reviewing the work of others develops understanding ability of students as they learn about new perspectives and opinion that also improves their analytical skills. It is highly essential for the students to learn different opinion and ideas as that improves their critical ability power. Also, in order to review other student's work, collaboration is required wherein learners collaborate in a team and work together (Alt, Kapshuk & Dekel, 2023). This is a great way of learning about working in a team which prepares the students for future job.

Strengthening Understanding Through Teaching Peers

In peer review process, students also communicate with the teachers and instructors regarding specific assessments; therefore, it eventually leads to strengthen the comprehension level which helps learners to come up with effective ways to manage their learning. Teachers play a crucial role in helping the students regarding ways to assess the projects; hence, this gives them the idea about evaluation criteria (Werder & Otis, 2023). Therefore, it develops student's understanding about how grades and markings

are provided in the schools. Also, in addition to this, through teaching peers, students can comprehend the ways to give feedback in right manner. Since peer review typically involves feedback on other's work; therefore, it is vital for the students to understand the value of constructive feedback.

It also fills knowledge gap especially while working with other students and understanding their viewpoints about specific matters. This not only improves collaboration between students but also it fosters social skills which eventually advances their learning journey. Students also get to learn about tutoring skills while giving feedback on other's answers; therefore, the process significantly teaches them different skills which are vital for the professional journey. Moreover, Japutra, Wang & Li, (2023) in the study states that peer review of students (when includes writing) allows them to have meaningful interactions with peers, also helps in learning about new perspectives on the writing process and gives them greater exposure to new ideas.

Case Studies Highlighting Successful Peer Review Implementations

Many school networks and systems are tuning into peer review process in terms of addressing the changing nature of education-system and to improve the structural aspects. In this context, in recent publication, a case study has been identified in the University of Malaga (Spain) which implemented peer review strategies to promote student learning and help them develop cross-wise skills that improves their learning journey. It was an empirical study based on the application in higher education wherein more than 400 students were involved. Peer review was a learning technique in which students proactively evaluated the work of other students and this also had a greater impact on their academic performance level (Torres, 2021).

From the study, it has been found out that students are able to give same scores that is assigned by the teacher which means that students are able to evaluate consistently enough as per the teacher's standards. It has also been identified that students peer review process encourages their critical sense which allows them to identify errors and mistakes on their own (Torres, 2021). The case also reveals that application of peer review process improves student's academic and motivational perspectives. Students have shown greater interest in the evaluation process as this helped them to learn diversified perspectives from other students which sharpened student's problem-solving skills.

SECTION THREE: DESIGNING PEER REVIEW ACTIVITIES

In order to design peer review activity, it is essential for the school instructor to define clear standards and guidelines so that students can follow the same.

Criteria for Peer Review Assignments

It is required to have clear criteria for peer review assignments as this will help the students to deliver good feedback and at the same time it will ensure that learners are on the same page during the feedback process. For example, the feedback process should be goal-referenced, and the success criteria of the performance should be determined at the beginning phase. Students must be clear about the end goals of the tasks while doing peer review. In addition to this, the feedback should always be transparent and tangible related to the goal. For instance, students must provide detailing about learner's performance

The Power of Peer Review

and how well they reached the intended goals. Similarly, feedback must provide actionable suggestions which can help learners to know how they can improve their work (Yuan, 2023). This would prevent peer reviews from being personal attacks; hence, it can allow for opportunities of self-regulation and improvement.

One of the criteria should be user-friendly wherein feedback can be provided in the form of appraisal or encouragement. This is essential in terms of making other students feel positive and motivated about their assignments and at the same time, it will also help them to focus on improvements. Another important criterion should be timely feedback so that it can help learners to improve their current work (Chambers & Harkins Monaco, 2023). The school instructor must make sure that students provide peer feedback on time so that sooner the fellow students receive feedback, the faster they can make amendments in their work. Additionally, the most important criteria should be providing accurate feedback wherein students should know how to develop detailed feedback criteria that aligns to achievement of goals.

Structuring the Process

Apparently, peer assessment can improve overall learning of students by helping them become better readers, writers and collaborators. While structuring the process, it is essential to determine where the activity should be conducted (in-class or out-of-class). The following structure is necessary to consider having a successful peer review process.

Before Peer Review Session

- Students should be provided a sample paper to review and comment using the guidelines. They should also share the feedback in constructive and specific way as per the requirement (Deng, Liu & Feng, 2023).
- Also, students should consider paper exercise to learn about ways to respond and use appropriate comments to improve the writing. In addition to this, students should be asked to create a rubric in the class in terms of setting marking standards.
- At this stage students should be assigned in the groups. Also, specific criteria must be decided such as who will review, how many reviewers will be there and how many reviews each assignment will receive (Collier, 2023).

During and After Peer Review Session

- Clear directions as well as time limits should be decided and communicated to the students for in-class peer review sessions. Additionally, specific deadlines are to be given for out-of-class review assignments.
- During peer review session, students should listen as well as provide guidance to each other when necessary (Lowe, Cummins, Clark & Porter, 2023).
- Students should submit their peer feedback along with their final papers. It is essential to consider the feedback while grading the paper so that student's assessment value can be determined.
- The quality of the received feedback should be assessed so that students can analyze the areas of further improvements.

- The entire process could be discussed in the class and in the same way problems can be addressed (Liang & Leng, 2023). This is yet another way of improving learning cycle of learners.

Providing Guidelines and Rubrics to the Students

The main goal of conducting peer review is to help students learn about giving effective feedback to the fellow students about their writing. Therefore, while providing reviews, the paper should be read properly to get sense out of it and accordingly comments should be provided in the form of feedback (Liu et al., 2023). Here are some of the guidelines which students should consider.

- One should be always mindful of the tone that is used to respond to peer's writing. For example, integrating a couple of positive comments in the feedback would not only encourage others but also it will extend support to other learners.
- Feedback should be based on constructive suggestions in which students should help the fellow classmate understand how the writing paper affects the reader. Hence, questions can be asked for better clarity of assessment. For example, questions can be asked about claims and evidence of the writing paper which will also focus on a particular point.
- At the time of addressing sentence formation issues, reviewer can look for patterns of errors rather than merely pointing out errors (Jongsma et al., 2023). Students can also try to offer new ideas to the writer about the generalized issue instead of pointing out the mistakes.

Addressing Challenging Such as Reliability and Fairness

It is essential for the instructor to highlight the guidelines and rubrics as on that basis only marking and grades can be provided. However, the challenges associated with peer review should not be overlooked especially when reviews are done in the same classes. For example, students must be taught to provide fair reviews to fellow student's work even if they do not have appropriate understanding between them (Zhu & Zhang, 2023). Often students who are not friends with each other prefer to put down the other through providing negative comments and feedback on the writing. Therefore, it is crucial to have fairness in the process despite of the existing differences. Also, those students those are efficient in writing usually expect full marks and appreciation in all their answers; however, when they get suggestions from others, they get demoralized. Moreover, it is also necessary to ensure that student peer review process is conducted in reliable way considering all necessary guidelines. In addition to this, friendship should not be the criteria of assessing other's work; hence, students are taught to avoid biasness while reviewing fellow classmate's work (Yuan, 2023).

SECTION FOUR: METHODOLOGIES AND TOOLS FOR PEER ASSESSMENT

Traditional vs. Innovative Practices in Peer Review

Apparently, writers need feedback on their writing as that assist them to improve. While instructor's feedback is valuable, fellow students should also be asked to respond to each other's work in terms of providing additional opportunities of learning. In this respect, the process of peer assessment can be

The Power of Peer Review

conducted in or out of the class such as through face-to-face or electronic sources. Also, groups or pairs can be formed to review the writings of others and it can be conducted in any way ranging from exchanging papers to using peer review programs like (SWoRD). For example, peer reviews can be organized as an in-class activity wherein students can be asked to assess other's writing paper in terms of gaining knowledge about how marks are given. Nguyen & Habók, (2023) in this context says that peer review is one of the productive practices that accomplishes writing ability of the students and help them to learn, give and receive feedback about their skills.

In other way, innovative peer review process includes self-evaluation reports which provides insights about the goals, accomplishments as well as the challenges faced in the program. However, traditionally, peer review used to be an anonymous process in which simply someone will assess the work and leave the comments as feedback (Mansurjonovich & Davronovich, 2023). There is no sort of suggestion of ideas or improvements and merely grade is provided to the writing work. The scenario has been changed a lot as nowadays, students are asked to collaborate with each other and provide meaningful feedback about each other's writing work. This process not only includes marking fellow student's work but also it develops understanding level of considering different perspectives of writing. In contemporary scenario, peer review for students has been used as a domain of learning which assist students to gain motivation, self-confidence and knowledge about diversified skills (Terrin & Triventi, 2023). Earlier peer review was a one-time event; however, it is not deemed as a continuous process that improves quality of learning. Hence, students in schools are often asked to participate in assessment practices so that they can learn about reporting the progress and outcomes of the improvement actions.

Digital Platforms and Tools That Facilitate Peer Assessment

Turnitin PeerMark is a peer review assignment tool which assess essays, papers and other writing assignments. In this tool, instructor can create and manage PeerMark assignments which allows the students to read, review and evaluate papers that have been submitted by the classmates; however, the reviews remain anonymous. After submitting the work, students as well as provide feedback and instructor determines the pairing of groups for peer review. It includes both open and close- ended questions which are associated with detailed points. At the same time, inline and pop-up comments can also be added by peer students (Kang & Zhang, 2023). Apart from this, Google Workspace Tools (such as Docs, Slides and Sheets) are also available for peer review. These attributes include the ability to add watermark which automatically generates suggesting mode wherein changes can be made in the document.

The study of Latifi, Noroozi & Talae, (2023) highlights that Moodle workshop activity helps in collecting, reviewing and assessing student's work wherein students can submit digital files through using text editor. In accordance with the guidance of instructor, students can assess each other's work and give feedback or grades respectively. However, after the peer assessment window closes, instructor can review the grades (in order to make any adjustments if required) and then it can be posted to the Moodle gradebook. It is especially used for large classroom settings wherein teachers want students to grade their peers.

Incorporating Peer Feedback Into the Overall Assessment Strategy

The main outcome of peer review process is the feedback that is being provided to the students about their writing work. In this context, feedback should be constructive and actionable; hence, it should

highlight the strengths as well as weaknesses of the paper. Alongside, the reviewer requires to provide specific and realistic suggestions for improvement as a part of the assessment. Apparently, in a school, teacher conducts the evaluation process in which performance of students is being assessed; however, now students are also given the opportunity to conduct peer review of fellow students in which they give feedback on other's writing paper (Awada & Diab, 2023). The main of this process is to foster student's awareness of their own and other's writing processes. Also, it reinforces course-specific criteria which is useful for written examination. It has been observed that both giving and receiving critical feedback teaches valuable skills to the students and it also allows them to gain multiple perspectives about writing as well as mimicking the process of peer review.

Integrating peer review feedback in the assessment strategy helps the students to become between writers and it also aids them to focus more on goals and academic objectives. According to the study of Qureshi et al., (2023), it is analyzed that feedback plays an important role in assessment strategy as it assists the learner to reflect on own learning; hence, they can make better strategies to progress in the learning journey. Since, the goal of feedback is to help student understand their capabilities and set clear goals for improvement; therefore, it must be incorporated thoroughly into the evaluation outcome. In addition to this, it helps students to plan better about the next processes or methodologies they will be opting to improve their learning patterns. Thus, the overall assessment should also include the perceptions which students have about their own learning and writing level.

SECTION FIVE: PEER REVIEW AS A LEARNING EXPERIENCE

How Peer Review Contributes to Deeper Learning

The study of Awada & Diab, (2023) articulates that when students are asked to provide feedback via peer instruction, the act engages them in complex problem-solving activity wherein they must analyze the errors and suggest solutions accordingly. Involvement in all these activities are the hallmarks of developing critical thinking ability. When students review the writing of others, they not only understand the topic from different perspective but also it develops their learning about new ideas which are written in the paper. Apparently, in order to improve learning, it is required to involve into new activities that gives knowledge about new aspects; hence, while assessing the writing of others, students can learn in better ways. On the other hand, receiving feedback on the writing also sharpens student's skills as they think or learn about new ways to solve the problems and improve the writing paper.

Another important aspect of improving learning is collaborating with others which provides the opportunity to share and receive innovative ideas on topics. Also, peer review is one of the ways through which students can receive faster feedback from diverse sources which further helps them to improve on time (Alt, Kapshuk & Dekel, 2023). This promotes active environment which offers more opportunities to improve by receiving and sharing knowledge and opinion with others. Peer-review assist the students to compare their writing with others and in this way, they can identify where they are lacking and what improvements they need for better writings. Thus, the quality of learning also amends when learning about new perceptions and ideas. Jung et al., (2023) in this context says that the comparative process encourages self-improvement as well as clarity of purpose while writing the papers. Assessing the work of others develops transferable skills in students which prepares them for life outside of school.

The Power of Peer Review

Typically, this process prepares them to review and engage with others and learn ways to work on own areas without losing the cool (Alqodsi et al., 2023).

Encouraging Reflection and Metacognition

As per the view of Deng, Liu & Feng, (2023), peer assessment should be conducted humbly since it allows the students glean a better understanding of their own work which honors metacognitive capacity, and they can recognize holes in their own understanding. The act of peer assessment is quite helpful in training the students to self-correct and become less dependent on feedback from teachers. Henceforth, they become more independent in their learning. This is one of the common ways of making student independent wherein they not only chose how to learn but also, they find solutions to rectify their own mistakes. In this context, Collier, (2023) says that due to peer review individuals engage in metacognitive reflection wherein they pause and think and develop the ability to seek understanding about holistic alternatives. Therefore, students are taught to wire themselves for growth and development in academic realms.

The process of implementing per review has wide variations; however, it still benefits student learning. For example, it improves learner's conceptual understanding, reduces student attrition in challenging courses, improves attendance rate, reduces chances of failure and bolster student's engagement in classroom activities. Working with other students help them to verbalize explanations which generate new knowledge wherein they can create a common representation of the problem and answer. The research of Liang & Leng, (2023) highlights that peer review promote student's metacognitive process in which they can detect as well as correct errors themselves. Hence, as compared to individual learning, students can create more new knowledge and better explorations of answers. Focusing on self-reflection also increases student's confidence; therefore, it draws them to come up with coherent or compelling answers. Emphasizing on own's as well as other's work gives experience on assessment process; hence, students become more knowledgeable. On the other hand, metacognition ability also develops among the learners while they review writings; hence, they give more importance to focus on ways to grow academically. It not only encourages the learners to come up with right solutions but also it promotes innovative and creative ideas while writing (Liu et al., 2023).

Assessing the Assessors: Evaluating the Quality of Peer Feedback

From the aforesaid discussion, in peer review students assess others work; however, it is also vital to evaluate the quality of peer feedback in terms of analyzing reliability, accuracy and fairness. Hence, the one who is assessing must know all the criteria and guidelines while reviewing others. Therefore, in the process of peer review, assessing the assessor is also required to validate the authenticity of feedback (Mansurjonovich & Davronovich, 2023). The feedback given by the peer must be realistic and related to the knowledge and skills of the students so that suggestions can be implied in future course. The validity of any assessment is depended upon the inferences one draws by evaluating work of others. In order to evaluate the quality of peer feedback, it is essential for the instructor to check if the assessment has been performed considering all guidelines and rubric. This is mandatory in terms of identifying if all criteria have been fulfilled to provide feedback to fellow student's work. Also, the instructor must ensure that the assessor knows details about the assessment process along and that the feedback is aligned with the objective of the task (Latifi, Noroozi & Talae, 2023).

SECTION SIX: CASE STUDIES AND PRACTICAL APPLICATIONS

Real-World Examples

Case Study One

In Florida Atlantic University, student peer review process has been implemented in terms of improving student's quality of essay writing. It includes evaluating other student's work with clear rubric and guidelines that also helps the students to learn as well as identify critical elements that are essential for academic writing. This further assist them to apply the same aspects in their own writing papers. From the case study, it has been identified that the experience of giving feedback to fellow students increases their ability to write higher quality essay and that also impacts their understanding level about areas of improvements (Vallejo, 2023). However, the case study also shows that students do have negative opinion about getting reviewed from peers (as they do not consider them qualified to perform assessment process). From the survey, 17.6% students have stated that evaluating other's work has much relevance with writing instruction; hence, it helps them to retain learning skills. They have also noticed positive changes in the learning journey especially while working with partners on different topics (Vallejo, 2023). Also, teacher's work burden is minimized to a greater extent especially when students can reflect on their writing abilities.

Cast Study Two

Student peer review process is also conducted in the Hong Kong Polytechnic University (HKPU) wherein assessment is based on evaluating English writing papers of students. As per the course, students are asked to write drafts on different areas such as reviewing a book, writing application letter and proposing a project in English language. Afterwards, students worked in pairs, and they reviewed each other's work. The process of review lasted for around 30-40 minutes and after receiving the feedback students redrafted their essays considering the comments of the peers (Lee, 1997). Therefore, conducting the process, it has been analyzed that, students not only helped each other to improve their writings but also, they learned to appreciate each other's work in positive way. Also, the students expressed in the interview that they enjoyed the process because it provided them the opportunity to share their ideas through discussions. Also, they expressed that liked their writings to be assessed by their peers as that was more encouraging and supportive.

Analysis of Feedback and Outcomes From Peer-Reviewed Activities

It is important to acknowledge peer feedback quality as students are not expert in analyzing and reviewing their own work. Also, due to lack of expertise and knowledge, many raises question on reliability of peer reviewed activities. The article conducted by He & Gao, (2023) examined peer feedback quality and its impact on students. Therefore, the analysis was measured according to a self-designed two-dimensional measurement scale which analyzed two aspects such as accuracy and revision potential. From the study, 110 students revealed that peer review feedback accuracy is at medium level and revision potential is also at low level. In this respect the study highlights the importance of providing instructions and training to the students in terms of providing effective feedback that can work for improvements. It says that most

The Power of Peer Review

of the students need elaborated feedback with concrete suggestions which can be helpful for writing. However, due to lack of expertise in evaluation areas, most of the students fail to provide apt feedback (Alqodsi, 2023). On the other hand, the study reveals that while receiving feedback from peers, students tend to revise their writing which promotes improvement in the learning.

Lessons Learned and Recommendations for Educators

Though peer review activity among students is popular; however, it is essential for the instructors to come up with right solutions to overcome all the associated challenges. Often the question related to validity, reliability and fairness of peer feedback appears; therefore, it is vital for the educators to make the assessment guidelines clear. However, it has also been observed that most students do not like other students to review their work since they rely only on educator's evaluation (Nguyen & Habók, 2023). Hence, teachers need to motivate the students regarding peer review that it is not merely an activity of assessment, but it encourages collaboration and teamwork. It guides students to help each other by suggesting different ways of solving a problem. Also, teachers must ensure that peer review process creates learning environment and not competitive. Henceforth, the overall process should add positive benefits to student's learning and development and make them confident inside or outside classrooms.

Challenges in Peer Review Process

Lack of expertise- Apparently, issues might appear in student peer review process as students do not have level of expertise in assessing other's work; thus, it can lead to unfair assessments. Also, some students have the knowledge to review or provide feedback; however, not all students know the right ways of reviewing papers (Cheong et al., 2023).

Lack of accountability- If students do not take the process of review seriously then they might come up with incomplete or superficial reviews. Hence, it could impact the effectiveness of the review process.

Conflict of interest- The objectivity of peer review process could be affected if the students assess the papers based on personal relationships or conflicts (Gallagher & Savage, 2023). For example, students will hesitate to provide honest feedback to their friends considering the consequences on personal relationship.

Time constraints- Students are always loaded with lot of academic work; hence they might feel overwhelmed with the extra workload of assessing other's papers (Banister, 2023). Thus, it would impact the effectiveness of assessment, or it can also diminish the quality of feedback.

How it Can Be Addressed

Providing clear and concise guidelines- It is essential for the teachers to communicate with the students regarding guidelines and criteria which needs to be followed to conduct evaluation. Also, teachers can conduct workshops that offers diversified ways to assess writing papers.

Promote accountability- In order to develop accountability aspect, peer review process should be considered as an important component which has direct impact on overall grades. However, students can always discuss with peers about the feedbacks if any confusion persist (Collier, 2023).

Fairness in feedback- Students often choose friendship over honest feedback on papers; however, teachers must encourage them to give fair feedback to minimize biases and potential conflicts. Also, another way is to maintain anonymity while reviewing peer's work.

Providing enough time- Students should be provided enough time to maintain all their works including peer review activity (Chambers & Harkins Monaco, 2023). For example, the activity should be conducted along with classroom exercise so that extra time is not required.

CONCLUSION: THE FUTURE OF PEER REVIEW IN EDUCATION

The peer review process brings transformation in student learning as it typically builds problem solving skills through which they identify areas that need improvement and accordingly they make constructive changes. Peer review has been widely used as a practice that encourages reflection; hence, it promotes skills like self-assessment. From the study, it has been observed that peer assessment amends student motivation by nurturing the sense of responsibility and ownership for peer's learning. For example, most of the students analyze mistakes and errors on their own part; hence, the dependence on experts and teachers reduces. Thus, the discussion clearly states that engaging in the process of formative assessment not only improves academic outcomes but also it produces structured interaction among students.

In blended learning environment, the application of peer assessment is increasing because it motivates and encourages learners to evaluate the performance and learning on continuous basis. In digital and blended learning environment, assessment can be done through using different methods wherein students can be provided assessment tools through which they can provide feedback on fellow student's work. At the same time, after the pandemic, there has been a shift in education industry wherein classes and sessions are conducted in blended way; hence, peer assessment can also be performed to promote the scope of blended learning environment.

In schools, the culture of peer-led learning is gaining popularity as that not only helps students to become independent but also it makes them responsible evaluators of their own learning. Teachers as well as instructors are promoting peer-led learning to increase collaboration among learners, and it also gives them the opportunity to share their creative ideas and suggestions for better academic outcomes. This has been assisting the students to learn new perspectives and gain better understanding which improves their overall learning journey.

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