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Rater severity in self-and peer-evaluation

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Abstract:

For keeping up with the changing world and competing with international peers, lifelong learning is critical for adults in the 21st century. Not only students have to know how to assess their knowledge and skills in relationship to their personal and career goals, but also teachers and programs need to link the curriculum, instruction, assessment, and evaluation to achievement of real-world outcomes (Stein, 2000). To prepare students with abilities for lifelong learning as well as to practice and advance their performance at and beyond international standards (Academic Development Proposal, 2012-2015, City University of Hong Kong), the proposed study aims to assess students' capacities of accurately evaluating self and other's performance and their tendency to be harsh or lenient in self- and peer-evaluation using teacher-evaluation as an anchor. Data will be collected in week 7 and 12 in two sections of Gateway Education (GE 2109) course. The multifaceted Rasch measurement model (NRFM) will be implemented to estimate severity of student rater, assessment criterion difficulty, and student ability, simultaneously. Bias analyses will be conducted to understand to which assessment criteria each student rater displays bias, indicating students' difficulties in learning. Students will receive individual learning profile, and findings will enhance teaching and learning in GE class.