

Nataliya ORLOVA – candidate of pedagogical sciences (PhD in Pedagogics), Associate Professor, Foreign Languages Chair, Bohdan Khmelnytsky National University of Cherkasy, 81, Shevchenko Boulevard, Cherkasy, Ukraine postal code 18031 (orlanvla@ukr.net)

ORCID: <http://orcid.org/0000-0001-6228-0085>

Наталія ОРЛОВА – кандидат педагогічних наук, доцент, кафедра іноземних мов, Черкаський національний університет імені Богдана Хмельницького, бульвар Шевченка, 81, м. Черкаси, Україна, індекс 18031 (orlanvla@ukr.net)

STUDENT PEER PERFORMANCE EVALUATION AS A CONTRIBUTING FACTOR IN STUDENTS' ACTIVE INVOLVEMENT IN THE EDUCATIONAL PROCESS

Summary. *The purpose of the research* is to analyse peculiar features of student peer performance evaluation that contribute to more active and productive students' participation in the educational process, boost its effectiveness, as well as lead to positive changes in learning outcomes. **The methodology of the research** is based upon the theoretical methods of analysing scientific and methodological literature on the topic under research; modelling the methodological system and developing its educational and methodological implementation. **The research novelty** covers the endeavour to study aspects associated with student peer performance evaluation in higher education that has not yet been paid much attention in Ukraine. The study has considered factors providing the possibility to assume that implementation of student peer performance evaluation will influence both the learning process and learning outcomes positively. **Conclusions.** As a result of analysis conducted, certain contributing factors in terms of peer performance evaluation have been determined. They encompass the aspects of formation and development of universal competences related to social and psychological, or soft skills, training for dealing and solving problematic situations while accomplishing group projects or team assignments, boost of responsibility and increase of self-efficacy level. The author has assumed that the studied form of evaluation will be a valuable instrument promoting both personal and group productivity. Subsequently, the process of student peer performance evaluation will be able to accomplish the task of preparing students for engaging and performing group and/or team assignments in their prospect professional fields.

Key words: evaluation, assessment, peer performance evaluation, students' active involvement, system of higher education.

ПАРИТЕТНЕ ФОРМУВАЛЬНЕ ОЦІНЮВАННЯ ЕФЕКТИВНОСТІ НАВЧАЛЬНОЇ ДІЯЛЬНОСТІ СТУДЕНТІВ ЯК ЧИННИК АКТИВНОГО ЗАЛУЧЕННЯ СТУДЕНТІВ У НАВЧАЛЬНИЙ ПРОЦЕС

Анотація: *Мета дослідження* – виокремити і проаналізувати фактори, характерні для паритетного формувального оцінювання ефективності навчальної діяльності студентів, що можуть призвести до активнішого залучення студентів до навчального процесу, покращення ефективності останнього, а також до позитивних змін у результатах навчання. **Методологія** ґрунтується на використанні теоретичних методів аналізу наукової та методичної літератури з теми дослідження, створенні та розвитку методологічної системи з варіантами її застосування у навчальному процесі. **Новизна роботи** полягає у спробі провести вивчення аспектів, пов'язаних із застосуванням паритетного формувального оцінювання ефективності навчальної діяльності студентів у закладах вищої освіти України, що не було досліджено до цього часу. У роботі було виокремлено фактори, що дають можливість припустити, що впровадження паритетного формувального оцінювання ефективності навчальної діяльності студентів позитивно вплине на покращення як навчального процесу, так і його результативність. **Висновки:** В результаті проведеного аналізу були виділені фундаментальні чинники досліджуваної форми оцінювання, що мають вплив на продуктивність і результативність навчального процесу. До цих аспектів відносяться

здатність сприяти формуванню і розвитку соціально-психологічних, так званих «гнучких», навичок, що входять до складу універсальних компетентностей, підготовка студентів до вирішення проблемних ситуацій під час групової або командної роботи, підвищення рівня відповідальності, само-ефективності тощо. Таким чином, впровадження у навчальний процес паритетного формувального оцінювання ефективності навчальної діяльності студентів стане корисним інструментом, що сприятиме як особистісній, так і груповій продуктивності студентів закладів вищої освіти в Україні.

Ключові слова: підсумкове оцінювання, формувальне оцінювання, паритетне формувальне оцінювання, активне залучання студентів, система вищої освіти.

The problem statement. Today, much attention is paid to preparing university students for active and productive work in their field after graduation. This implies not only the formation of students' specific knowledge and competencies, but also the creation of a particular active mindset of an expert who will not accept and fulfil orders passively, but will be a proactive, independent, flexible and mobile specialist. University graduates must be ready to work productively in a team, be able to accept decisions of other group members, to appreciate and adequately evaluate the performance and end products of both their work and the work of other team members. This ability to provide a valid assessment in this context can be formed while studying in institutions of higher education. In addition, in this case, the differentiation between assessment and evaluation should be demonstrated to students. It is important to open up and show all the possibilities of peer performance evaluation when creating group projects and performing teamwork. The active role of students in providing peer performance evaluation will facilitate deeper and more active students' involvement in the learning process and strengthen their pro-active mindset in all other day-to-day and professional situations.

The analysis of sources and recent researches. Both Ukrainian and foreign scientists have been focusing on study of the assessments and evaluation processes of students' educational activities for the last decade. However, as the topics of implementation and practical value of students' peer performance evaluation in higher education institutions in Ukraine have not been addressed yet, it is difficult to distinguish and analyse relevant publications. However, the works of several foreign authors have been devoted to the versatility of the application and benefits of this form of evaluation. Jui-Ching Peng from Indiana University has studied the aspects of peer performance evaluation in terms of teaching foreign languages. The focus of Jerrold Frank has been on the roles of assessment in language teaching, while Eddy White from Tokyo Woman's Christian University has studied issues linked to student perspectives of peer assessment for learning in a public speaking course. Importance of assessment in teaching the English language has been studied by Irfan Tosuncuoglu. Even though such publications reveal views on the assessment process in higher education institutions, a significant issue of systematisation and generalisation of data as for the practical side of introducing and implementation of student peer performance evaluation and its influence on the effectiveness of students' educational activities in the system of higher education of Ukraine needs to be addressed.

The purpose of the publication. The work aims to identify and analyse peculiar features of student peer performance evaluation that contribute to more active and productive students' participation in the educational process, increase its effectiveness, as well as lead to positive changes in learning outcomes.

The basic material statement. One of the goals of contemporary higher education in Ukraine is to focus on the production of qualified professionals of multiple competences who would be competitive in the European and world labour markets. (Orlova, 2017, p. 72) Multi-competence takes into account the presence of not only specialised and professional competences, but also integral or universal competences, which are in some way related to the future professional and social life of graduates. In addition, attention is drawn to the formation

and development of a number of social-psychological or soft skills, which are part of the universal competencies, covering leadership and managerial skills, skills of effective communication, ability to resolve conflict situations and so on. (Orlova, 2019, p. 138) Despite the conventional opinion, it is possible to develop such competencies for the benefit of further professional activity of university graduates not only during the students' learning activity, but also in the process of evaluation both of the learning process and its outcomes. Therefore, present-day student-centred approaches in education presuppose students' active involvement in classroom activities that means not just participation in the learning process, but also in the process of evaluation. In this context, it is required to distinguish between assessment and evaluation. In general, all types of assessment and evaluation are meant to measure the effectiveness of learning (Kulish, 2018, p. 171-172) and can be based upon either qualitative evidence, or a quantitative assessment. According to Wallace, evaluation should be differentiated from assessment because only students' levels of attainment may be assessed, whereas the effectiveness of the learning process should be evaluated. (Wallace, 2009, p. 96) That is, as mentioned by Frank, assessment is a summative form of measuring students' attainment focussing on learning outcomes, while evaluation represents a formative type of assessment focussing on learning as a process. (Frank, 2012, p. 32) In other words, evaluation is the assessment for learning which aim is to facilitate the development of necessary competencies in students.

However, it is important to emphasise that peer evaluation plays a significant role in the process of evaluation as a multifaceted concept. This type of evaluation involves peer students who provide evaluation of certain aspects linked to their own and other students' level of participation in the learning process. (Hall, 2011, p. 208) Being involved into peer performance evaluation, students develop new essential skills and competences. Moreover, students' active participation will increase their autonomy and engagement in the learning process. It will as well enhance the degree of responsibility towards their own learning and that of other peer students. (Frank, 2012, p. 32) The additional advantage of peer performance evaluation, as stated by Farrel and Jacobs, is that as a result, students will focus on the aspects of their work under evaluation, thereby improving the quality of that work. (Farrel, Jacobs, 2010, p. 103) Other benefits of application of peer performance evaluation and students' active involvement in the process of learning encompass improvement of their motivation and productivity, development and progress of ability for critical analysis and critical way of thinking.

As a process, student peer performance evaluation presupposes incorporation of the following components, including articulation of the purpose of the theme being studied, revealing and collecting relevant information valuable for students in their future profession, analysis and interpretation of information amassed, summarising the facts and informed decision-making. These elements aim to promote students' active involvement in the educational process. Students' participation in the process of evaluation will widen their understanding of learning requirements and learning outcomes expected. Thus, it will improve both of them, meaning the process and product of learning. Since the process of peer performance evaluation does not entail pure peer judgement and grading, it focuses on the ongoing learning process, consequently, providing student participants with the possibility to influence it while assisting others and correcting their performance. So, students become more actively involved in the educational process. Such active involvement in learning will foster critical thinking skills, communicative skills, teamwork skills, collaborative skills; develop social intelligence, higher order thinking and intrinsic motivation; enhance students' sense of responsibility and independent active learning. All the skills and competences will serve a highly useful instrument to prepare university students for their future successful and productive functioning as employees with a shaped pro-active mindset. Student peer performance evaluation as a kind of feedback practices in higher education institutions oriented towards producing non-judgemental

evaluating reports is usually non-directive, which is particularly valuable because it becomes positively and beneficially associated with current and forthcoming developments and improvements in students' work and learning outcomes.

Conclusions: Implementation of peer performance evaluation in the system of higher education in Ukraine will increase students' involvement in their own development, professional and personal autonomy in the learning process. In peer performance evaluation, the focus is placed on students' involvement in active learning and development of social skills. In the case of participation in peer performance evaluation, students become active and involved in the teaching-learning process as a pro-active valuable part, not just as passive partakers acquiring educational information. That will make them more active as prospective workforce and citizens.

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ І ЛІТЕРАТУРИ

Куліш, І. М. (2018). До проблеми оцінювання навчальної діяльності здобувачів вищої освіти з іноземної мови професійного спрямування. *Проблеми мовної особистості: лінгвістика та лінгводидактика*: матеріали IV Міжнародної науково-практичної конференції. Черкаси. С. 171-176.

Орлова, Н. (2019). Педагогічна доцільність впровадження паритетного формульованого оцінювання ефективності навчальної діяльності студентів. *Фундаментальні та прикладні дослідження: сучасні науково-практичні рішення та підходи: Міждисциплінарні перспективи*: збірник матеріалів IV-ої Міжнародної науково-практичної конференції. Банська Бистриця – Баку – Ужгород – Херсон – Кривий Ріг. С. 138-139.

Farrel, Tomas S. C., & Jacobs, George M. (2010). *Essentials for Successful English Language Teaching*. London: Continuum International Publishing Group, 142 с.

Frank, Jerrold. (2012). The Roles of Assessment in Language Teaching. *English Teaching Forum*, vol. 50, № 3, С. 32.

Hall, Graham. (2011). *Exploring English Language Teaching: Language in Action*. New York: Routledge, 282 с.

Orlova, N. (2017) Competence-Based Education: Context Analysis for the Subject Area of Philology. *Філологічна освіта в сучасному університеті – проєктний підхід до організації роботи згідно з положеннями Європейських кваліфікаційних рамок (досвід Університету Данубіус)*: збірник тез науково-методичних доповідей. Сладковичево. С. 71-76.

Wallace, Susan. (Ed.). (2009). *A Dictionary of Education*. New York: Oxford University Press, 335 с.

REFERENCES

Kulich, I.M. (2018). Do problem ozinuvanna navchalnoi dialnosti здobuvachiv vystchoi osvity z inozemnoi movy profesiinogo spriamuvanna [On the problem of evaluating the FOP learning activity of university students]. Abstracts of papers'18: *Problemy movnoi osobystosti: lingvistyka ta lingvodydaktyka* (pp. 171-176). Cherkasy. [in Ukrainian].

Orlova, N. V. (2019). Pedagogichna dotsilnist vprovadzhennia parytetnoho formuvalnoho otsiniuvannia efektyvnosti navchalnoi dialnosti studentiv [Pedagogical Expedience of Implementation of Student Peer Performance Evaluation] Abstracts of papers'19: *Fundamental and Applied Research: Contemporary Scientific and Practical Solutions and Approaches: Interdisciplinary Prospects* (pp. 138-139). Banska Bystrica – Baku – Uzhorod – Kherson – Kryvyj Rih. [in Ukrainian].

Farrel, Tomas S. C., & Jacobs, George M. (2010) *Essentials for Successful English Language Teaching*. London: Continuum International Publishing Group [in English].

Frank, Jerrold. (2012). The Roles of Assessment in Language Teaching. *English Teaching Forum*, vol. 50, № 3, 32 [in English].

Hall, Graham. (2011). *Exploring English Language Teaching: Language in Action*. New York: Routledge. [in English].

Orlova, N. (2017). Competence-Based Education: Context Analysis for the Subject Area of Philology . Abstracts of papers'17: *Philological Education in Modern University – Project-based Approach to the Work Organisation According to the Guidelines of the European Qualifications Framework (Experience of Danubius University)* (pp. 71-76). Sladkovicovo. [in English].

Wallace, Susan (Ed.). (2009). *A Dictionary of Education*. New York: Oxford University Press [in English].