

An Online Peer Assessment and Feedback Approach to Improving Students' Performance, Self -efficacy and Motivation in Performing Arts Courses

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This study investigated the learning experiences in online assessment in a video-based support environment from junior high school students' perspective. An online peer assessment and feedback approach was proposed for conducting performing arts activities. The participants were 163 junior high students. Seventy-three of the students were assigned to the experiment group, who learned with the peer-assessment approach in a web-based learning environment with streaming videos. Ninety students were assigned to the control group, who received traditional instructions and feedback about their arts performance from the teachers. The experimental results showed that, the online peer assessment and feedback approach could significantly improve the students' performance, self-efficacy and motivation in the performing arts course. It reveals that conducting those activities can assist students' better development in art performance. Moreover, it was found that the grades given by learning peers were highly correlated with those given by the teachers, revealing that junior high school students are qualified to conduct assessment and provide comments for peer students in performing arts. However, it was also found that the peer-assessment scores were higher than the expert-assessment scores. Therefore, in the future, it is worth studying how to provide training courses to help students improve their peer-assessment reliability and validity. Moreover, it is an interesting and important issue to investigate the effect of the online peer-assessment approach on the learning performance of the students with different personal characteristics, such as learning styles and cognitive styles.