The reliability of peer evaluation:

The effect of the interaction between the peer evaluation style and pattern of their identity in e-learning collaborative environment on cognitive, skill performance and the instructional product quality

Although the large number of studies that recommended priority anonymous student's identity pattern for identifiable in peer evaluation, As for the pattern of anonymous positive impact on the reliability of the results of peer evaluation. But there is a dearth of research on the interactive relationship between identity pattern and peer evaluation style (individual - collective). Where there is a correlation between these two variables and mutual effect on the reliability of the peer evaluation. Which could provide different results from previous research. Accordingly, the purpose of the current research is to investigate the main effect of both peer evaluation style (individual - collective) and student's identity pattern (anonymous - identifiable). And to explore the relationship between the two variables in terms of cognitive, skill performance and the instructional product quality and measure the reliability of peer evaluation. The participants of this study were 60 undergraduate student's. During the study of three activities of peer evaluation embedded in one of the e-units through the web. Results found there is a main effect on both peer evaluation style and student's identity pattern on all dependent variables. There is also an interactive relationship between the two variables, where collective peer evaluation style achieved high results, regardless of the student's identity pattern. Research has explored a positive correlation between peer assessment and course professor assessment. The highest correlations has in favor of the collective peer evaluation style, regardless of the student's identity pattern. The research certainly recommend to use collective peer evaluation style because of its reliability in the results of the peer evaluation.