Book Chapter

The Impact of Rubric–Based Peer Assessment on Feedback Quality in Blended MOOCs

Abstract:

Massive Open Online Courses (MOOCs) have gained popularity in the past few years as a new form of open learning. Unlike assessment in classroom settings, the methodology to assess learning in open environments such as MOOCs represents a big challenge from the pedagogical perspective. Thus, there is a need to think about scalable assessment methods for accrediting and recognizing learning in MOOCs in an efficient and effective way. Peer Assessment is increasingly discussed in the recent MOOC literature as a potential solution to address this challenge. The problem remains, however, how to ensure the quality of the peer assessment feedback. In this paper, we investigate the potential of rubric–based peer assessment to make the assessment process in blended MOOCs (bMOOCs) more effective in terms of transparency, validity, and reliability. Moreover, we explore which peer assessment model fits best in a bMOOC context.

Keywords: Massive open online courses, Moocs, Blended MOOCs, bMOOCs, Peer assessment, Collaborative learning, Rubrics, Peer feedback.