

‘Peer Feedback’ As An ‘Authentic Assessment’ – Reflection From A Bangladeshi Government College

Priyanka Sinha¹
Shafiqul Islam Karim²
Adiba Al Alimun³
Md. Ejaj Ahmad⁴
Sree Bidhan Chakraborty⁵

Abstract

Peer feedback is a tool that can ensure authentic assessment in any level of academia. It was assumed that the learners in the investigated government college hardly encountered any authentic assessment procedure. This qualitative investigation integrated two teachers’ interview and one students’ FGD to see the validity of ‘Peer Feedback’ as an authentic assessment. Study concluded that if ‘Peer feedback’ were applied, it could have increased the validity of assessment as well as the teachers’ autonomy in class

Key Words: Peer feedback, authentic assessment, Bangladesh, validity, teaching, learning

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I. Introduction

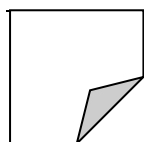
‘Peer review’ is commonly used in higher education. Prior researches have established the issue in many ways. However, there has never been any investigational evaluation on the effects of giving and receiving peer feedback on students' learning. Therefore, it is still unclear how these work in influencing students in developing their performance. Argued by Falchikov (2007), it can patronize learning environment through mutual activities between the individual getting opinion and the one offering it. It is thus getting a useful technique for the students for enhancing their academic skills. ‘Peer feedback’ can develop students’ crucial understanding by establishing high-quality work in the discipline or subject area as well as empower the learners in the system of ‘Productivity’ (Cestone, 2008). In addition, ‘Peer feedback’ deeply rooted in several theoretical frameworks including ‘Collaborative interactionist learning’, ‘Vygotsky’s Zone of proximal Development’. This study tried to justify ‘Peer feedback’ as a valid tool in applying authentic assessment in the tertiary classroom of a government college in Bangladesh.

Assessment in Academia

Assessment is always the mother concern of a curriculum. The term curriculum has been applied after the assessment only because assessment assures the validity of an academic plan (Yin, 2019). Integrating learning and assessments in the academia means to make sure that students' needs are being addressed. However, summative assessment and formative assessment are vastly applied in the different academic settings. However, the term ‘authentic assessment’ is not a common one in any form of education. By selecting real world based activities and differentiating them from the conventional tasks, settings for the task, and confirming a rubric to measure performance, teachers can apply authentic evaluations (Koh, 2017). Real-world problem solving and performance assignments are a part of authentic assessment which enables students to show their understanding in various ways. Because students can see how the abilities are used in the actual world, they have a greater relevance for the learner.

Formative Assessment

According to Khaled and Sami (2019), teachers must reconsider their strategic plan and check whether their students are engaged in the learning process following formative evaluation. The term ‘formative assessment’ generally recognizes extensive variety of procedures initiated by the teachers to evaluate learners’ prior knowledge, learning criteria, and academic attainment as these function by a designed lesson, unit, or programme. In order to make deviations to lessons, instructional strategies, and educational support, formative assessments help teachers to identify concepts that students are having trouble in understanding, skills they are



having trouble in learning, or learning standards they have not yet attained. To measure pupils' progress, constructive evaluations are applied in the middle of a class or school year.

Summative Assessment

Summative assessment is used to assess how well students have grabbed all the facts and subject matter, sometimes by the course's midway (midterm), and/or at the course's ending. According to Kibble (2017), at the end of a specific educational session, such as a project, unit, course, semester, program, or school year, summative evaluations are used to measure students' learning, skill development, and academic accomplishment.

Authentic Assessment

According to Wiggins (1998), 'authentic assessment' is authentic if it is accurate, approaches judgment and innovation. Argued by Koh (2017), authentic assessments are performance assessments because they require students to construct extended responses, to perform on something, or to produce a product. Both process and product matter to authentic assessments, and hence formative assessment—such as students' involvement in a task, constructive feedback, self- and peer evaluation—can be easily incorporated. Koh (2017) added that authentic assessments also focus on students' psychological approach, attitude to surroundings, determination in working through challenges, grit, and self-directed learning. Two major features of authentic assessments are the use of marking standards and human judgments.

Meanwhile, 'Peer feedback' can become a central process. Falchikov (2007) argued, an organized learning method called 'peer feedback' or 'peer review' helps learners to construct a lesson on feedbacks on each other's thoughts. It seems, it motivates students to engage with their subject materials more precisely. Again, there is evidence that 'peer feedback' enhances students' learning (Falchikov, 2007). Argued by Nicol & Macfarlane-Dick (2006), in their model of formative assessment and self-regulated learning that students develop objectivity in respect to standards by commenting on peers' work, which can subsequently be applied to their own work. This study focused on 'Peer feedback' to see its implication as an authentic assessment and how it can be used as an authentic assessment at the investigated institution. To do that, the study tried to find the challenges of giving or receiving peer feedback as an authentic assessment as well as the benefits of peer feedback as an authentic assessment.

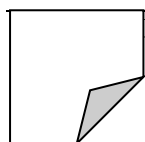
II. Literature Review

Frequent testing is very common in Asia. It's argued that these tests put a lot of strain on society and education (Cheng and Curtis 2010). It is also regrettably mentioned by many researchers that the assessment approaches are mostly irrelevant to that of the teaching curriculum and always under questions due to the inaccuracy and inadequate measures for ensuring credibility. Argued by Archbald & Newmann (1988), 'authentic assessment' can change any form of teaching positively by ensuring needful resources through credible validity. Supported by Joy Cumming & Maxwell (1999), 'peer assessment' can be a good assistance for the teachers who love to initiate constructive reformation inside the classroom. Although Asian countries share some general characteristics, such as proximity to other nations geographically and historical differences from so-called western nations, they also differ greatly from one another in terms of culture and specifics.

Bangladesh has one of the largest integrated education systems in the world. This total issue is highly complex, with a broad variety of suppliers and numerous stake holders. Weaknesses in the assessment systems is one of the biggest challenges in the education system.

Peer feedback as an Authentic Assessment

Teaching and learning are both centered on assessment. To make effective decisions about students' academic performance, level placement, and learning ability, assessment data is required. In the assessment literature, some authors have argued that the term 'authentic' was first introduced by Archbald and Newmann (1988) in the context of learning and assessment. However, the term 'authentic' in Archbald and Newmann (1988) was associated with achievement rather than assessment. A few years later, Newmann and Archbald (1992) delivered a comprehensive clarification of authentic attainment. Cumming and Maxwell (1999) has appropriately pointed out that authentic assessment and authentic achievement are unified as it is important to identify the desired students' learning outcomes and realign the methods of assessment to them. Authentic assessment should be deep-rooted in authentic achievement to confirm a close alliance between assessment tasks and desired learning results. This association is of dominant importance in the universal climate of curriculum and assessment reform which delivers clear importance on the development of students' 21st-century aptitudes—comprising critical and creative thinking, complex problem solving, effective communication, collaboration, self-directed and lifelong learning, responsible citizenship, and information technological literacy, just to name a few. We can make implications that authentic assessment is the most operative way of assessing students' understanding across different subjects or disciplines.



Sadler (2005) describes authentic assessment as the procedure of evaluating students' total performance and developing propositions about their instructive learning and output which includes the standard or level of attainment in coursework like tests, projects, reports, and examinations. The efficiency of any evaluation, on the other hand, depends on the careful selection and application of the right methods as well as on the accurate explanation of the students' performance. As a result, evaluation processes also assist in determining the suitability and efficacy of the curriculum, the delivery mode, and the instructional materials.

Students' dispositions, such as stubbornness in addressing difficulties, development, flexibility, grit and self-directed learning are evaluated in real assignments in addition to their actual performance or work. Since the use of scoring rubrics is an essential part of authentic assessment, it allows for the provision of descriptive feedback as well as peer and self-evaluation utilizing standards and criteria in the form of holistic or analytical rubrics. In order for students to use the feedback to enhance the quality of their performance or work, it is critical that they receive timely and formative feedback from the teacher and/or peers (Black & Wiliam, 1998; Shepard, 2000). According to Newmann et al. (1996), students who had access to assessment assignments with high intellectual demands performed more effectively in real-world situations than those who did not.

Peer Feedback as an Authentic Assessment during Evaluation

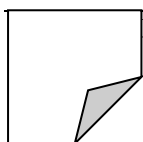
Feedback can lead to the development of higher order skills (Mostert & Snowball, 2013). According to Nicol, Thomson and Breslin (2014), providing and receiving peer feedback involve different learning benefits and processes. Learning and teaching strategies in higher education. One type of feedback is peer feedback that has become an increasingly central aspect for education. Peer feedback engages students in their own learning process while taking both the roles of an examiner and examinee. National Academies of Sciences (2017) declared that, the impacts of peer feedback on academic outcomes other than academic performance are far less well understood. Higher education scholars and policy makers are currently emphasizing the relevance of intrapersonal and interpersonal competences in order to improve student achievement. Peer feedback is defined as “a communication process through which learners enter into dialogues related to performance and standards” (Liu and Carless 2006, p. 2). Peer feedback therefore differs from peer-assessment since no official grades are given and the emphasis is on understanding and advancing learning rather than offering a summative assessment of performance.

Peer feedback can help students develop that all-important appreciation of what counts as high-quality work in the discipline or subject area while at the same time enabling them 'to take an active role in the management of their own learning' (Liu and Carless, 2006). Peer feedback can be beneficial for learning, which might even be due to the difference from teacher feedback (Topping, 1998), since the absence of a clear “knowledge authority” alters the meaning and impact of feedback. Bangert-Drowns et al. (1991) argue that “mindful reception” is crucial for the instructional benefits of feedback, and this might be stimulated through the uncertainty induced by a peer's relative status. Nevertheless, peer feedback is not always as effective as teacher feedback. Bangert-Drowns et al. (1991) also found that teacher feedback was more often incorporated in revisions than peer comments when students received both peer and teacher comments.

The ability to succeed in college, thrive in a rapidly changing global economy, and lead meaningful lives in a complex, technologically connected society will depend on students' mastery of the key 21st-century abilities. Darling-Hammond et.al (2010) assert that performance evaluation plays a crucial role in assisting both educators and students in meeting the requirements for assessment and learning that are appropriate for the twenty-first century. In current research, "performance evaluation" and "genuine assessment" have frequently been employed interchangeably (Darling-Hammond et.al, 2010)). A thorough analysis of the literature reveals that performance assessment and authentic evaluation need to be distinguished from one another. According to Koh (2017), since they call for students to provide elaborate responses, demonstrate their proficiency in a task, or generate a final product, all authentic assessments are performance assessments. Since both the process and the outcome are important to authentic assessments, it is simple to include formative assessment techniques like open-ended questions, descriptive comments, and peer and self-evaluations. In other words, both the process and the final product are crucial. As a result, authentic evaluations also record students' mental habits, growth attitude, perseverance in working through challenges, grit, and self-directed learning.

III. Methods And Design

This study was conducted in qualitative research method. Qualitative research method refers to a variety of methodologies in focus, applying an interpretative, naturalistic approach to its subject matter. While applying qualitative methods in research, the natural settings of the researchers, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them are studied by the researchers. Researchers who use qualitative method in their research use their own eyes, ears, and intelligence to collect in-depth perceptions and descriptions of regarding participants, places, and occasions. The findings are collected through various methods,



and often at least two or more methods are used while conducting a qualitative study such as direct observation, open-ended surveys, in-depth interviews, oral history, participant observation, content analysis, etc.

Qualitative research method plays crucial role in conducting action research appropriately. According to Cleland (2017), qualitative research is very important in educational research as it addresses the “how” and “why” research questions and enables deeper understanding of experiences, phenomena and context. Qualitative research allows you to ask questions that cannot be easily put into numbers to understand human experience. Bryman (2004) said that Qualitative research helps teachers understand their students through the students' eyes, take contexts students bounded with into account, emphasize more on process, and develop grounded theories. Qualitative research approaches are used to understand everyday human experience in all its complexity and in all its natural settings (Wu et.al, 2009). Therefore, this research method is significantly vital in action research, that helps conduct the research with the accomplishment of significant findings.

Qualitative research provides with valid results in action research. Since this method involves people and observers in the procedure of research, the result exported from the study is likely to be pretty identical. The first of these, reality is socially constructed, which means reality cannot be measured directly—it exists as perceived by people and by the observer. In other words, reality is relative and multiple, perceived through socially constructed and subjective interpretations (Carson et.al, 2001). For example, what I see as an exciting event may be seen as a threat by other people. What is considered a cultural ritual in my country may be thought of as quite bizarre elsewhere. Qualitative research is concerned with how the social world is interpreted, understood, experienced, or constructed. In this way, the validity of the results produced from qualitative method is reserved.

The instrument used in this study is interview. We integrated interviews of some teachers in the investigated college with a set of questionnaire regarding the implementation and significance of formative assessment in academic development so that we can come up the valid and reliable results. While interviewing, we creates a friendly, non-threatening atmosphere for the interviewees. Interviews preserve the validity and reliability of the study since the subjects are open to giving their opinion and the questions are reliable.

Interviews are most effective for qualitative research. They help the researcher explain, better understand, and explore research subjects' opinions, behavior, experiences, phenomenon, etc. Interview questions are usually open-ended questions to make sure that in-depth information is collected. Interviews are widely used as a data collection tool in qualitative research. They are typically used as a research strategy to gather information about participants' experiences, views, and beliefs concerning a specific question or phenomenon of interest (Lambert and Loiselle, 2007). The interviewer can judge the non-verbal behavior of the respondent, decide the place for an interview, control the order of the question, and judge the spontaneity of the respondent as well.

Research Context

The interviews were conducted in a government college in Sylhet. The college has a three-storied building with a square yard in the middle. On the ground floor, there are an office room, a principal's room, a mass-teachers room, teachers' personal rooms, and a canteen for teachers only. On the first floor, there are classrooms where the classes of B.Ed and M.Ed courses are taken. On the third floor, students of B.Ed (Hons) attend their classes and there is a library room on this floor. Every classroom has a multimedia projection and the teachers are sharply skilled to conduct classes using the projectors.

There are 18 teachers, 500 students, and 17 other employees in the college. There is a garden in the middle of the building in the square yard and there is a playground in front of the college. The classes are taken 5 days a week. In the B.Ed (Hons), there are two semesters in a year, eight semesters in total in four years course. The semester final exam is taken worth 60 marks. In each semester, there are two in-course exams of 40 marks.

Respondents

To conduct this study, 2 teachers' interviews have been integrated in the investigated college. Among them, there were 1 female teacher and 1 male teacher participated in the interview. Both teachers are from the department of education, and the male teacher teaches education while the female teacher teaches economics. All of the 12 questions were divided into 2 themes with 6 questions each, and the completion time was around 20 minutes. English was used as the interview's medium because it was more comfortable for the professors, and the interview was audio recorded. This entire interview was conducted during the break so that it wouldn't interfere with their ability to attend class.

Table 1: Questionnaire for the Teachers

Theme 1: What are the challenges of giving or receiving peer feedback as an authentic assessment.	
1.	Do you usually use peer feedback in classroom for evaluation?
2.	How peer feedback is important to improve assessment?
3.	Is peer feedback is necessary for college students?
4.	Do you think peer feedback does work as an authentic assessment?
5.	What are the challenges of giving peer feedback in authentic assessment?

6. What are the down sides of authentic assessment in classroom?
Theme 2: What are the benefits of peer feedback as an authentic assessment
1. Why should educators use authentic assessment?
2. What is your experience with peer feedback?
3. Why authentic task is important in classroom?
4. How could you make authentic learning effective?
5. What abilities can be develop through peer feedback practice?
6. Do you think an authentic assessment can upgrade students' quality?

At the college under investigation, 8 students took part in this study as FGD participants. Three male and five female students from the each semester participated in the interview. The FGD also had 12 questions, separated into 2 themes with 6 questions each. It took about 30 minutes to complete. The interview was conducted in English because it was more comfortable for the pupils, and it was both audio and written down. Despite only one person using Bangla to respond to the questions. To avoid interfering with their ability to attend class, the entire interview was conducted before the start of their regularly scheduled classes.

Table 2: Questionnaire for the FGDs

Theme 1: What are the challenges of giving or receiving peer feedback as an authentic assessment.
1. Do you ever used peer feedback in classroom?
2. How does good peer feedback look like?
3. What are the outcomes of peer feedback?
4. What are the challenges of complete peer feedback in classroom?
5. Do peer feedback helps students to handle problems in real life situation?
6. Does feedback enhance the quality of students? How?
Theme 2: what are the benefits of peer feedback as an authentic assessment
1. How do you give peer feedback?
2. How do you give feedback positively?
3. Do you think giving peer feedback to your partner or team member can make learning effective?
4. Do you think you have been benefited by using peer feedback?
5. Who benefits more from peer feedback; the giver or the receiver?
6. Do you think peer feedback improves students' academic self-concept in higher education?

IV. Findings And Discussion

The findings of the study are presented and discussed in the following sections based on the individual instruments.

Teachers' Interviews:

Two teachers of government teachers training College were directly interviewed to get related about using peer feedback in the classrooms with fourteen relevant questions. They were also independent to give their valuable opinions.

Teacher (T1) remarked:

“Generally, I do not use peer feedback in the classroom. I have less experience in using peer feedback as I only used peer feedback last month. I do not use it every class, maybe once in a month. But peer feedback learning is very effective way of learning.”

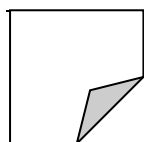
She added- *“Students get a chance to correct their mistakes by receiving and giving peer feedback so, Peer feedback certainly makes learning effective furthermore peer feedback can be one form of assessment because it evaluates in one way. And I think in peer feedback task the giver and the receiver both are benefited because today's receiver will be tomorrow's donor. By this they will increase their skills.”*

She continued- *“Peer feedback is very effective for college students because it allows them to correct their own mistakes. Additionally it is useful for instant evaluation. Peer feedback is useful for students learned from today's class.”*

In reply to a question, T1 also expressed her dilemma about using the Peer feedback saying,

“Peer feedback makes it difficult to properly assess if everyone is not properly prepared and here, even if one student gives feedback to another student, the teacher monitors it, so the preparation of the teacher is also necessary here.”

She claimed that for peer feedback and authentic assessment to be successful, teacher-students must be cooperative and class attendance must be maintained.



Teacher (T2) Remarkd:

"Yes, I use peer feedback for evaluation when I discussed about any complicate topic and it works effectively and it's an important way to learn. I think in formative assessment peer feedback process works effectively. And we can apply this in the classroom easily. It's really needed for college student to begin with I think for effective learning peer feedback is work furthermore if a student face problem on a complicated topic they can get help or solution by peer feedback."

He continued- *"I have many experiences. I applied it many times and students very active to attend and they enjoy it. I think peer feedback work as an authentic assessment when I evaluate a student by peer feedback I do not found any issue of favoritisms I can apply it fairly likewise I can identify students weakness or lacings so it's work as a good way. Moreover, I can make authentic evaluation more effective by applied question- answer method and using suitable teaching aids and I use board and repeat my lecture."*

He added- *"Undoubtedly, many abilities can be develop through peer feedback practice. Firstly students can overcome their imbecility and students become comfortable to connect each other in a nutshell, they can learn from each other. And of course, I think an authentic assessment can upgrade students' quality. They can upgrade their knowledge. In a classroom there were many types of students so if I do authentic assessment so they will be inspired to read they will be more interest to learn and they can acquire more knowledge."*

He mentioned – *"Recently, I took a peer feedback in a teacher training session. I think peer feedback is a part of authentic assessment. Furthermore I can do some effective way to make authentic task more proficiency by applied question- answer method and using suitable teaching aids. And I use board and repeat my lecture."*

Then he affirmed- *"There are some challenges to apply peer feedback in classroom likewise, I cannot apply this in all class the environment and teaching aids is not always favorable and sometimes it takes too time. The downsides of peer feedback are that all students are not suitable for peer feedback so cannot apply this in classroom effectively. And the presentation rate of students is very important to maintain a task not only the peer feedback."*

In a question he claimed that, teacher need to use authentic assessment in the class. So there will be no favoritisms, a teacher can evaluate a student in a right way and the most important thing is that teacher learning outcomes will be completed properly.

V. Focus Group Discussion (FGD)

After accomplishment of the task, students were given the questionnaire to know the implications, challenges and benefits of peer feedback. During processing of data collection, the findings of the study emerged. The findings presented based on the focus group discussion (FGD) of research objectives.

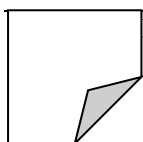
Respondent (R1): *"Yes, I have used peer feedback in classroom. By practicing some ways. I think it helps students to handle problems in real life situations because it gives students how to solve problems by discussing with each other and how to control ourselves. I give peer feedback by maintaining some ways these are, ask for permission before providing feedback, be direct but informal, be sincere, and be problem-focused and specific."*

R2: *"I think peer feedback gives students control over their learning. A good feedback should be constructive specific kind justified and relevant. Peer feedback enhances students' quality. For giving feedback at first we discuss about the mater. I always give feedback by explain their impact. In addition a good peer feedback can solve any types of issues. I think peer feedback improves students' academic self-concept in higher education."*

R3: *"I have used peer feedback in classroom by practicing some ways. Like, keep feedback goal oriented, maintain consistency. A good feedback looks like praiser, encourage. The outcomes of peer feedback are finding inner confident; develop knowledge about team works etc. I think, the challenges of complete peer feedback in classroom are to attend class at a time, to get attention and to follow the instruction. It helps students to handle problems in real life. While I giving feedback to my partner or team. I always appreciate him/her. I give the write amount of praise, explain their impact and try to build trust. Undoubtedly, peer feedback must productive to a students learning. I have benefited by using peer feedback it helps me to gain an understanding of my own work as well as the work of our peers. I think the receiver more benefits from peer feedback. It helps students to gain knowledge."*

R4: *"I did use peer feedback in the classroom, absolutely. I took a peer feedback in my last week class. I was discussing a topic to my partner. A good peer feedback will be learned from each other to gain something new. It may be a join discussion of something in the debate competition. As a result of the peer feedback a student become confident and increases interest in knowing. Peer feedback is given to a person who has ability to make instant decision and experience of solving problems."*

R5: *"Yes, I have used peer feedback. I think it's a good way of learning but I think it is time consuming process. It took time so that we missed main lecture of teacher. It helps to learning but completing this task well maintained classroom is needed. But all students are not present in daily class. But by peer feedback task lagging students can participate and it helps to enhance his/her academic concept."*



R6: *“Actually, I never used peer feedback task in classroom. But I think students get motivation from each other through peer feedback. It helps students to connect with each other and it enhances students’ academic quality and communication skill as well. For effective learning and develop of students academic concept peer feedback task is a perfect way.”*

R7: *“I have used peer feedback in class room. The challenges peer feedbacks in classroom are the attention, following rules to get in time in classroom. It enhances students capability, inner confidence etc. I think receivers are more benefited from peer feedback because when give put their feedback, receivers can understand their ability, about their mistakes and about their development. For improvement of students’ academic self-concept peer feedback is effective way because by feed baking a student can be satisfied they can know about their knowledge level and increased their self-confident.”*

R8: *“Peer feedback is something what increases our various skills. It should be non-judgemental, positive and respectful. But there have some challenges like inappropriate feedback, lack of motivation etc. There have some positive side of it as well. It helps to enable personal growth and keep everyone on track.*

“We should give feedback being clear and specific with respect and kindness so that they feel valued, satisfied and comfortable. Many of us have been benefited by peer feedback. But I think most of them are givers. As it makes them watch the other side of the work. More ever they learn from the mistakes.”

VI. Discussion:

From the study, most of the respondents said that students get a chance to correct their mistakes by receiving and giving peer feedback so, Peer feedback certainly makes learning effective furthermore peer feedback can be one form of assessment because it evaluates in one way but only peer feedback is not only one way of assessment. This means that teacher and students think that peer feedback process can enhance their learning process but in literature review according to Gaynor (2020), peer review in the classroom can enhance numerous employability skills such as critical appraisal, writing skills, reflection practices and collaborative experiences. Similarly, from interview (T1) and (T2) both are remarked that they felt that the peer feedback activity can improved students many skills. Moreover, they felt comfortable while exchanging ideas in the peer feedback process. From the FGD R3, R4 and R6 remarked that peer feedback must productive to a good students’ learning. This is in line with Tsui and Ng (2000) whose students reported that peer feedback helped them to improve their skills. T1 and T2 indicates that the process of peer feedback enhances students confident to make suggestion with peer feedback from the FGD R2 (*I think peer feedback improves students’ academic self-concept*). From literature review Mostert and Snowball (2013) said that Feedback can lead to the development of higher order skills. Furthermore, according to Nicol, Thomson, and Breslin (2014), providing and receiving peer feedback involve different learning benefits and processes. Learning and teaching strategies in higher education. One type of feedback is peer feedback that has become an increasingly central aspect for education.

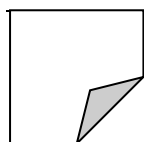
Similarly, from the findings most of the respondents said that, the outcomes of the peer feedback are encouragement finding inner and outer confident and develop knowledge about teams work etc. Due to increase in motivation, both interviewer and the students felt that peer feedback helps students to handle problems in real life situations because it gives students how to solve problems by discussing. National Academies of Sciences (2017) declared that, the impacts of peer feedback on academic outcomes other than academic performance are far less well understood. Higher education scholars and policy makers are currently emphasizing the relevance of intrapersonal and interpersonal competences in order to improve student achievement. And I think peer feedback can improve student’s academic learning concept.

From the teachers interview T1 remarked that a good assessment is very import for evaluation she also adds that peer feedback is is a one part of assessment because it evaluates in one way. But here we find that, Sadler (2005) defines authentic assessment as the process of evaluating students' overall performance and developing hypotheses about their educational learning and output, which includes the standard or level of achievement in assignments like tests, projects, reports, and examinations. And in my opinion peer feedback is a part of authentic assessment because peer feedback helps to improve student’s real life skills and the authentic assessment is and it help students to understand assessment criteria through peer feedback activities.

All respondents have given positive answers about peer feedback and its benefits. One of the respondents (R8) affirmed that peer feedback should be nonjudgmental, positive and respectful. According to Topping (1998), peer feedback can be beneficial for learning, which might even be due to the difference from teacher feedback, since the absence of a clear “knowledge authority” alters the meaning and impact of feedback. Bangert-Drowns et al. (1991) argue that “mindful reception” is crucial for the instructional benefits of feedback, and this might be stimulated through the uncertainty induced by a peer's relative status.

VII. Summary of Discussion

After this case study in triangulations, the all of respondent give answer about peer feedback positively it enhances students’ academic level and the upgrade their knowledge. And one interviewer remarked that many



abilities can be developed through peer feedback practice. Moreover, students can overcome their imbecility and students become more comfortable to connect each other. As an instructional method, it can be beneficial to students' learning of domain-specific skills. In a nutshell in my opinion, peer feedback is when a student provides feedback to another through criticism of that student's work, conduct, or performances. Based on a previous set of evaluation criteria, students will perform this.

VIII. Conclusion And Recommendations

Conclusion

Peer feedback is a crucial component of team-based learning because it creates an environment in which students may both help one another better and seriously consider their own work. It assists and holds pupils accountable to their classmates as well as their teachers. According to research, producing high-caliber work is better motivated by peer evaluation. Having at least one formative peer assessment while in school is a useful peer feedback strategy. Additionally, it offers pupils enough time to spot knowledge gaps, rectify bad habits, and maintain good ones. So that they can completely benefit from peer feedback in academia, students should be prepared to give and receive comments. Also, it is particularly important to be clear on the frequency.

Although the findings of the study were on the throughout the article, I would like to summarize the major findings here. The major findings of the study include all students and the teacher or the instructors are benefited through peer feedback. It helps students to handle problems in real life situations because it gives students how to solve problems by discussing with each other. And also it makes learner to understand their own work or project by make peers. And undoubtedly it improves students' academic self-concept in higher education. And peer feedback can develop students' ability to make instant decision and experience of solving problems. In a nutshell, peer feedback task is a perfect way of effective learning and develop students' academic concept.

In conclusion, the study showed that peer feedback can enhance students learning quality its play a key role in academia. And also it play a vital role in learning environments, providing the primary means for students to exchange ideas, offer explanations, share multiple perspectives, clarify understandings, and engage in other types of high-level discourse (Dunlap, 2005). Instructors can reduce the potentially overwhelming burden without endangering students' learning while simultaneously fostering greater student interaction by employing an educational method like peer feedback. In other words, techniques like peer feedback let teachers include their pupils in the process of learning. This result of this study indicated the positive effects of the used of peer feedback. Additionally, the students improved their learning through peer feedback. Moreover, peer feedback is a part of authentic assessment and the authentic assessment linked with the real life skill so the learning peer feedback in classroom is very important. In a nutshell, peer feedback in Government College has added advantages of increasing learning skill.

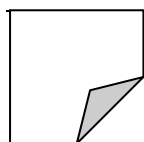
Peer feedback tasks are an excellent technique for teachers and students alike to advance academic skills. It encourages pupils to pay closer attention to the topics covered in class. Give students the tools they need to manage their own learning. Additionally, peer feedback improves students' learning through the sharing of knowledge and ideas. Furthermore, it equips students with skills to self-assess and improve their own work.

Recommendations

Based on the results of this study, the researcher offers the following recommendations, Peer feedback in process is an authentic task should be an integrated component of every academic course offered by Government College in Sylhet and peer feedback should be made a regular activity and part of learning process. Students should be aware of the benefits gained from peer feedback. The advantages of peer feedback in fostering students' social connection, self-confidence, creativity, and motivation should be recognized by instructors who teach writing courses. Educators should be intensively trained on how to carry peer feedback in the process of writing including receiving and giving feedback. Future research in this area should examine additional variables including grades, extrovert or introverted personality traits, socioeconomic class, and residence that may influence peer feedback. Additionally, it is important to look closely at gender-related issues. To ensure the process runs well and so that students may benefit from the tactic, monitor it and then, at least initially, give feedback on the input received. Make sure the comments are anonymous so that students can give ratings without feeling compelled by their friends. Make sure the procedure is simple to use for students so as not to overwhelm them.

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