Project Works by Pre-Service Science Teachers: a Self-Peer Assessment Application

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The literature has reported that self-peer assessment at different education levels is used in the process of assessing various performances. However, a lack of research has been observed in the use of these assessment tools for assessing project works. In this context, the present study aims to use self-peer assessment to assess project works carried out by pre-service science teachers in the Special Teaching Methods course. This descriptive study was conducted with a total of 48 pre-service science teachers who were enrolled in a faculty of education in Aegean Region in Turkey during the spring semester of the academic year 2009-2010. In this study, the participants prepared science projects related with the sixth, seventh or eight grade subjects within five weeks after covering the project-based learning strategy. They presented their projects as a group work and their presentations were assessed (self, peer, and instructor) using an evaluation form. The evaluation form consists of two parts as "project content" (8 item), and "project presentation" (8 item). In order to identify the relationship among self, peer and instructor assessments and in which of these two parts the participants got more points, statistical calculations were performed. As a result of the analysis, the participants got more points from the project content part rather than the presentation part for the all measures (self, peer, and instructor). Moreover, there were mostly significant moderate and/or high correlation between the peer and instruction assessment scores in terms of project content and project presentation parts. It is believed that this study could contribute to the literature on assessing project performances.