

The Integration of Self-Assessment, Peer Assessment and Feedback in Web-Based Learning and Its Impact on the Development of E-Activities Design Skills among Post Graduate Students at the Faculty of Education

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ABSTRACT

The aim of the current research is to integrate the self-assessment, peer assessment and feedback in web-based learning and its impact on the development of e- activities design skills among post graduate students at the Faculty of Education, Damietta University. The research used the developmental approach which includes three approaches: The descriptive approach, systematic approach and experimental approach. The experimental design of one group (pre/ post) test is used in this research. The research results lead to a criteria list for web based learning according to self-assessment, peer assessment and feedback, the list included 198 indicators. The results proved that the integration of self-assessment, peer assessment and feedback in web-based learning is effective in the achievement and the skills development of e- activities design for post graduate students at the Faculty of Education, Damietta University.

Keywords: E- Assessment- self-assessment- web-based learning- feedback