Region-Educational Research and Reviews, 2025,Volume 7, Issue 2
DOI:10.12238/rerr.v7i2.3473
ISSN Online:2661-4634
ISSN Print:2661-4626

Exploration on the Implementation Path of the Integration of Learning and Assessment ——Research on Self and Peer Assessment based on the Learning Platform

Yanwu Liu

Hanshan Normal University, Chaozhou, Guangdong, China

Abstract: The concept of integration of learning and assessment has gradually attracted the attention of the education field at home and abroad because it advocates the two-way integration and mutual promotion of learning and assessment. Student-centered self-assessment and peer assessment are effective ways to achieve the integration of learning and assessment. The current assessment environment is mainly based on the diagnostic function of assessment, ignoring the learning value of assessment, and it is difficult to meet the individual needs of students in the assessment process. This paper proposes a method of combining learning and assessment from the perspective of constructing an integrated environment for academic assessment, personalized grouping and feedback system. This method encourages students to actively invest and drive themselves in various assessment processes, so as to enhance their thinking ability and cultivate their core literacy.

Keywords: education assessment reform, peer assessment, learning platform

Introduction

In recent years, with the continuous progress of big data, artificial intelligence and Internet technology, online learning platforms such as MOOC (Massive Open Online Courses) and School Online in Chinese universities have enabled us to obtain high-quality learning materials at any time and anywhere, which has greatly promoted the rise of online learning. With the rise of online education, teachers on the platform are facing severe teaching challenges. Therefore, for a large number of students, the assessment of their self-feedback initiative homework has become the primary task that network educators must deal with at present. This means that how to efficiently deal with the large number of self-feedback assignments in these online education tools has become a key issue that needs to be discussed and dealt with urgently.

1. The benefits of the integration of learning and assessment

Through self-assessment and peer assessment, students can evaluate their peers' subjective questions, which not only helps them strengthen their understanding of the content of the homework, but also enables them to master various methods to solve problems, thus enhancing their classroom participation. Generally speaking, students need to carry out a series of cognitive behaviors such as critical thinking, supervision and reflection in the process of communicating with peers, which is of great benefit to stimulate their interest in learning, enhance their social identity, improve their advanced thinking skills, cognitive ability, and enhance their reflective and critical thinking ability. In addition, due to the limited teaching ability of teachers, students usually get more timely feedback from peers than from teachers. Therefore, in the process of mutual assessment, students are both teachers and students. This dual identity model can not only promote their

self-assessment and self-reflection, but also help them establish a sense of responsibility.

2. Problems in the implementation of the integration of learning and assessment

2.1 'Learning' and 'assessment' are separated from each other

Although peer assessment contains the concept of "assessment as learning," the current assessment environment dominated by peer assessment tools still regards "promoting learning through assessment" as the highest goal, but ignores the importance of assessment as an advanced thinking behavior, and does not see the value of assessment skills as a key quality. In the concept of "promoting learning through assessment," it is likely to ignore the importance of the creative process, overemphasize the accuracy of mutual assessment, and insufficient assistance for interactive feedback. This situation has led to the independence of the various steps of the assessment project. Students rely too much on scores, unable to conduct in-depth creation and interaction, and unable to obtain a positive experience, thus unable to achieve in-depth knowledge construction and skill improvement.

2.2 Insufficient attention to students' personalized needs

Generally speaking, teachers have the power to determine and screen assessment criteria, determine assessment objectives and determine assessment subjects, while students can only passively receive or provide assessment within the scope planned by teachers or systems. In this case, there is a mismatch between students' assessment needs and supply. Students are only part of the assessment, not the core of the assessment. This situation is not conducive to stimulating students' enthusiasm and innovation, and also limits the possibility of students to improve their advanced thinking ability by setting assessment criteria, selecting assessment subjects and objects.

2.3 Only pay attention to the process rating, did not really improve thinking

The current tools mainly focus on the analysis of students' problems, which leads to the weakening of students' enthusiasm and the significant reduction of investment in the project, which makes it difficult to carry out in-depth interactive feedback and work optimization. Most of the tools only give parameters such as the final score of the students, and the students can obtain relatively little information from them.[3] In addition, the existing tools do not pay enough attention to the diagnostic value of accumulated process data, ignoring the importance of accumulated data in assessing students' long-term, routine quality and ability and reducing assessment pressure.

3. Exploration on the implementation path of self and peer assessment integration based on the learning platform

3.1 Scene setting based on learning assessment fusion

Under the guidance of the view of "combination of learning and assessment," personalized assessment can be combined with various daily education situations. These assessment projects can not only be regarded as the core to construct their own unit courses, but also serve as the assessment part in the ordinary classroom, and even can be used for unit tasks after class. For project-based courses or persistent project tasks, our focus is on project assessment, and our course objectives are to enhance students' assessment skills and other higher-level thinking skills. In view of this situation, teachers have the responsibility to build a variety of assessment scenarios, so that students can fully and deeply participate in the establishment of assessment rules, the presentation and assessment of works, the interpretation of assessment results, etc. At the same time, it is necessary to supervise all processes and quality management.

3.2 Building personalized groups to enhance the depth and breadth of participation

For individualized group division, we must respect the core role of each student in order to meet the unique needs of teachers and students. Team activities may affect the action and understanding of each member, and people are more willing to choose partners who perform well and have a similar family environment. Therefore, the effect of various teams on students is different. According to the results of the study, the differences in students' attention to psychology, physics and achievement are significant. By grouping, students can take a different approach in each step of the 'learning assessment fusion', for example, in the process of displaying and evaluating the work, they will give priority to their good

friends, and in the process of consulting the data, they will give priority to the students whose grades are similar to their own, which can meet their psychological needs, enhance their enthusiasm, and promote them to think deeper.[5]

3.3 Establishing a feedback mechanism for academic assessment to promote students' thinking

In the classroom education environment, real-time feedback can greatly improve learning outcomes. The main advantage of this method is its immediacy and intuition, which can help students quickly grasp, optimize their homework and assessment. For real-time, the environment does not have to set a time difference between the steps of presentation, peer assessment, and feedback, so that students can immediately optimize their learning status.[6] The 'distribution' section of the 'real-time feedback' tool uses images to reveal the data distribution of assessments and responses, while the 'ranking' section uses rankings to show all the data of assessments and responses. Both of these methods can display complex data in a direct way, so that teachers and students can quickly understand the state and make adjustments or interventions in a timely manner. Through timely response, students can create their own sense of success according to the collective standards, and make appropriate adjustments to the assessment process. Through intuitive responses, students have the opportunity to gain insight into the team, help them 'understand themselves and others', and clearly understand their position in the team, further shaping a more clear and trustworthy personal understanding. In addition, mastering the academic status of others also helps to reduce students' 'anxiety' during their studies, so as to better enhance their satisfaction. By comparing with others, we can find commonalities in the community, which helps to enhance students' personal growth, self-assessment and personal improvement. The difference in answering questions and scores also helps students to understand whether their answers meet the collective standards and the root causes of this difference.

4. Conclusion

The implementation of personalized assessment under the concept of "integration of academic assessment" must aim at routine application, combine assessment with teachers' teaching methods, and make full use of the educational value of assessment. Based on the personalized assessment environment of the theme forum, educators can refer to the project-based learning method to plan assessment tasks, clearly define goals, scenarios, and solutions, and then let teachers and students work together to achieve communication and feedback in the assessment process. These assessment results will be used as a diagnosis to promote teacher involvement and student self-development. In the case of specific implementation, teachers must adjust the cycle and difficulty of assessment activities, so as to make full use of the academic and judgment of assessment and promote students' deep thinking and growth under the premise of meeting the current situation of education.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

References

[1] Teaching materials [2022] No.2, the Ministry of Education on the issuance of compulsory education curriculum and curriculum standards (2022 edition) notice [Z].

[2] Zhang Sheng, Wang Xue, etc. AI-enabled educational assessment: an integrated approach to assessment of, for and as learning [J]. China Distance Education, 2021, (2): 1-8+16+76.

[3] Ma Zhiqiang, Kong Lingyu. How Learner-centered Assessment is Possible—Frontier Advances in Self-assessment and Peer-assessment [J].Network education, 2022, 10(41) : 41-48.

[4] Xu Jia, Liu Jing, Yu Ge, Lv Pin, Yang Panyuan. Review of peer grading technologies for online education [J]. Computer Applications, 2022, 42(12): 3913-3923.

[5] Zhang Sheng, Xi Zhuoyan, Qi Yuan. Assessment for, as and of learning: a study of primary and secondary students’reflective assessment [J]. China Distance Education, 2022, (4): 18-26, 76.

[6] Luxton Reilly A. A systematic review of tools that support peer assessment[J]. Computer Science Education, 2009, 19(4): 209-232.