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PREFACE

Dear Distinguished Delegates and Guests,

On behalf of the Local Organizing Committee I am pleased to welcome our distinguished delegates and guests to the **INTCESS 2019- 6th International Conference on Education and Social Sciences** held during 4-6 February 2019 in Dubai.

INTCESS 2019 is organized and sponsored by *International Organization Center of Academic Research (OCERINT)*.

The conference provides the ideal opportunity to bring together professors, researchers and postgraduate students of diverse disciplines, discuss new issues, and discover the most recent development, research and trends in education and social sciences.

The main goal of this event is to provide international scientific forum for exchange of new ideas in a number of multidisciplinary fields of education, social sciences and the humanities for in-depth interaction through discussions with colleagues from around the world. Core areas of education and social sciences, and multi-disciplinary and inter-disciplinary areas, will be covered during the conference.

The conference program is extremely rich, featuring high-impact presentations. The program has been structured to favor interactions among attendees coming from many diverse horizons, scientifically, geographically, from academia.

INTCESS 2019 has welcomed delegates from nearly 40 different countries. This multicultural experience gives us the opportunity to meet new partners and learn from each other in an international and friendly atmosphere.

INTCESS 2019 more than just a place to present papers; it is a place to meet and welcome new people and colleagues. It is a place to interact and discuss new ideas and new innovations. In short, it is a place to build not only a community of scholars but a community of friends.

This proceeding records the fully refereed papers presented at the conference. The main conference themes and sessions are Education, Social Sciences and Humanities.

The conference has solicited and gathered academic research submissions related to all aspects of the main conference themes.

I would like to thank the organization staff, program chairs, and the members of the program committee for their work.

Additionally, I invite you to discover and enjoy the world's 21st century city of Dubai. Do not miss the opportunity to walk around and visit its impressive architecture, modern buildings of this lovely city.

Thank you very much for participating in INTCESS 2019 and for contributing to this inspiring international forum.

I hope you enjoy your time with us!

With my warmest regards,

Prof. Dr. Ferit Uslu

Chair of INTCESS 2019

Organizing Committee

February 4, 2019

Dubai

COMPARATIVE RESULTS OF PEER ASSESSMENT vs EVALUATION SUPPORTED IN RUBRICS BOTH IN UNDERGRADUATE AND MASTER'S DEGREE STUDIES

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Abstract

The process to evaluate students is always a committed task. Evaluation can be a way of regulating the student lessons and also a tool to help them to improve. In order to achieve our goal, teaching, learning and evaluation should be aligned, which requires clear criteria and indicators. The use of rubrics as an evaluation tool allows the establishment of impartial and clear indicators. In addition, the rubrics promote formative evaluation, which is very interesting to treat evaluation as one more formative activity.

In the described framework of a learning-oriented evaluation, peer assessment, is to be evaluated by one's own peers. The process encourages active learning in the students and become the protagonists of their own learning process.

With the aim of achieving this formative evaluation, the authors have established peer-to-peer assessment in certain subjects of the different Degrees in Engineering, as well as in the Master's Degree in Engineering, Processing and Characterization of Materials, both taught at the Universitat Politècnica de València (UPV). Specifically, rubrics have been developed to evaluate the oral presentations that students make of their projects, and the same rubric is used both by students for peer evaluation and by the lecturer.

The aim of this work is to show the results registered after several years of application of the described evaluative methodology and to compare them in order to obtain conclusions which validate their application in the different formative levels in the field of the universities.

Keywords: Peer assessment, evaluation, rubrics.

1 INTRODUCTION

Establishing an appropriate evaluation system, as well as the act of evaluating itself, is always a committed task for teachers. Evaluation can be a way of regulating what the student learns and also a tool to help them to improve. One way to proceed with the evaluation is to use the constructive alignment proposed by John Biggs. Teaching is reinforced by aligning hers objectives, hers methods and the assessment tasks (Biggs & Biggs, 2004). For this, clear criteria and indicators are needed.

And it is that even the evaluation protocols for the verification of official university degrees (Agencia Nacional de Evaluación de la Calidad y Acreditación - ANECA), and for the renewal of accreditation (Programa ACREDITA de la ANECA), in Spain, establish as a guideline that there is coherence or alignment between learning results and formation and evaluation activities (Fig. 1).

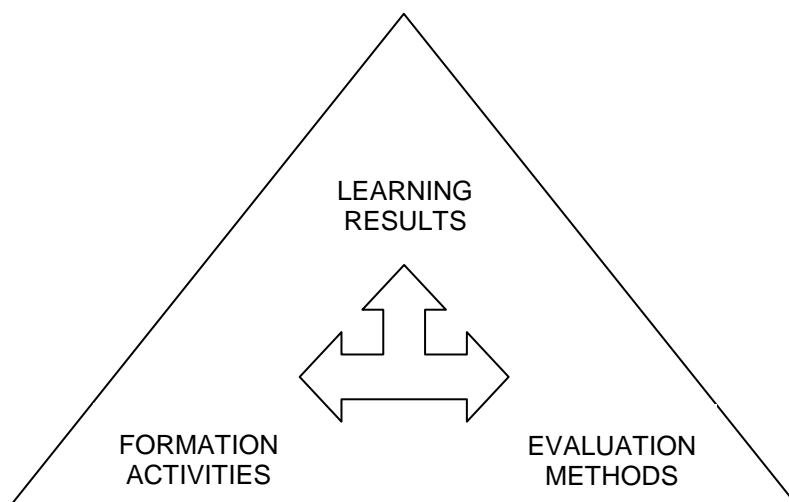


Fig. 1. Triangulation between Formation Activities, Learning Results and Evaluation Methods

The triangulation of these three concepts it is of vital importance to guarantee the quality of teaching and to reinforce the focus of the student-centered teaching and learning process. It should be remembered that there is a convergence of the educational systems of European countries towards a European Higher Education Area (EHEA), being the central axis of the change to make the student protagonist and responsible for their own learning, which must be meaningful and autonomous (Sánchez & Ruiz, 2011).

If the learning results are ambiguous, difficult to understand and/or complicated to achieve throughout the course, the evaluation will be complex. In this regard, the use of rubrics allows the establishment of clear and impartial indicators. As Stevens and Levis proposed, "a rubric is a scoring tool that lays out the specific expectations for an assignment. Rubrics divide an assignment into its component parts and provide a detailed description of what constitutes acceptable or unacceptable levels of performance for each of those parts" (Stevens & Levi, 2013). The rubrics used as an evaluation tool enhance the formative evaluation, being that it is very interesting to treat the evaluation as one more didactic activity.

In the described framework of a learning-oriented evaluation, peer assessment, is to be evaluated by one's own peers, encourages active learning in which the students also become the protagonists of their own learning process (Sluijsmans, Brand-Gruwel, & van Merriënboer, 2002). Through this system, students compare their work, their efforts, their results, with those of their peers in the act of evaluation, and this comparison produces a feedback that drives students towards improvement.

With the aim of achieving this formative evaluation, the authors have begun to implement in certain subjects an evaluation methodology in which the evaluation of the teacher is combined with the peer assessment, using the same rubric. For this moment, the evaluative methodology described is being applied only to evaluate the oral presentations that the students make of their projects, but the objective is to apply it progressively in other acts of evaluation of the subjects.

The aim of this work is to show the results registered after several years of application of the described evaluative methodology and to compare them in order to obtain conclusions which validate their application in the different formative levels in the field of the universities.

2 METHODOLOGY

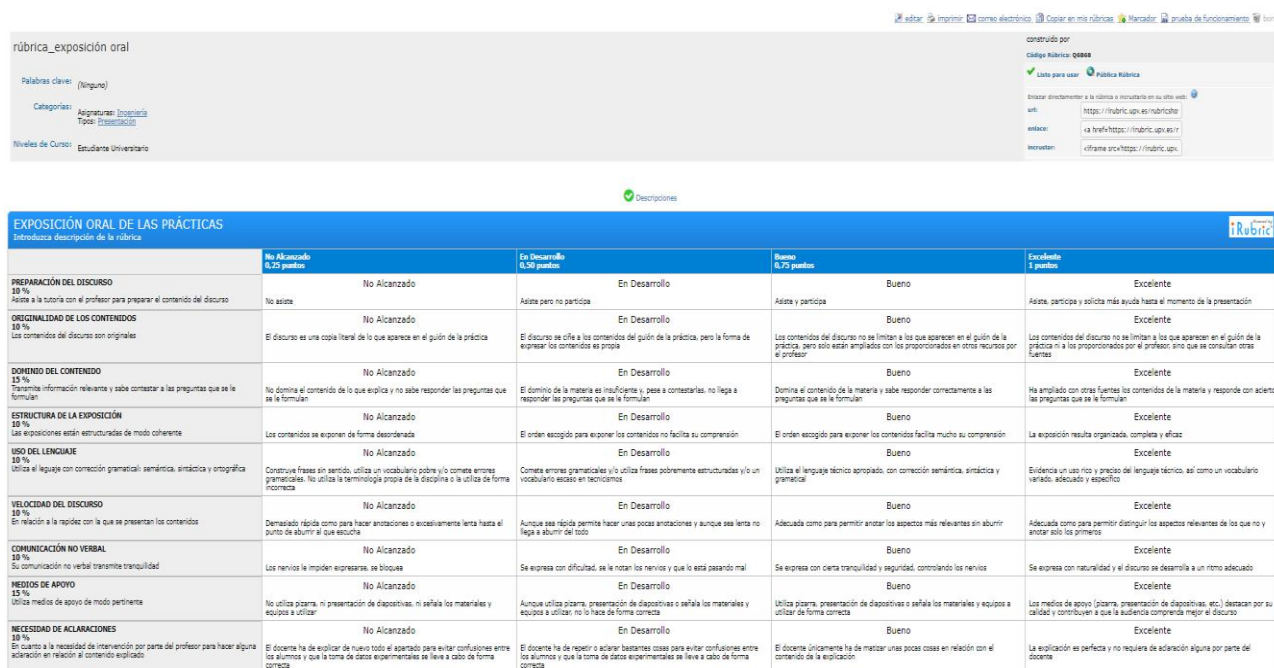
In certain subjects of the different Degrees in Engineering, as well as in the Master's Degree in Engineering, Processing and Characterization of Materials, both taught at the Universitat Politècnica de València (UPV), a project-based learning is carried out. The results of their project must be defended by the students at the end of the subject through an oral presentation.

At the beginning, these final presentations of the projects were evaluated only by the lecturer. However, in order to achieve a significant improvement in their teaching, the authors have started to apply other techniques in which the evaluation system itself promotes learning, including peer assessment.

The score obtained in the final presentation - defense of a project, of a student, is the average of the score given by the classmates and the score given by the teacher. In order to have students and teacher a common criterion in the evaluation, clear and precise indicators are established, describing in them the different levels of development reached and their corresponding weighting. That is, a rubric has been used as an evaluation tool.

It is worth mentioning that the UPV has an on-line platform to support on-site teaching called "PoliformaT". Among other utilities, in this platform is the tool "irubrics" in which, among other things, it is possible to consult UPV institutional rubrics created for different purposes. From this repository of rubrics, the lecturers involved in this work chose one to evaluate the oral expositions of the engineering students, which is shown in the Fig. 2 and which can be accessed at the address:

<https://irubric.upv.es/rubricshowc.cfm?code=Q6B68&sp=yes>



	No Alcanzado 0,00 puntos	No Alcanzado	En Desarrollo 0,50 puntos	En Desarrollo	Bueno 1,00 puntos	Bueno	Excelente 1 puntos	Excelente
PREPARACIÓN DEL DISCURSO 10% Ayuda a la tutoría con el profesor para preparar el contenido del discurso	No asiste	No Alcanzado	Asiste pero no participa	En Desarrollo	Asiste y participa	Bueno	Asiste, participa y solicita más ayuda hasta el momento de la presentación	Excelente
ORIGINALIDAD DE LOS CONTENIDOS 10% Los contenidos del discurso son originales	El discurso es una copia literal de lo que aparece en el guión de la práctica	No Alcanzado	El discurso se cifra a los contenidos del guión de la práctica, pero la forma de expresar los contenidos es propia	En Desarrollo	Los contenidos del discurso no se limitan a los que aparecen en el guión de la práctica, pero sí están ampliados con los proporcionados en otros recursos por el profesor	Bueno	Los contenidos del discurso no se limitan a los que aparecen en el guión de la práctica ni a los proporcionados por el profesor, sino que se consultan otras fuentes	Excelente
DOMINIO DEL CONTENIDO 15% Transmite información relevante y sabe contestar a las preguntas que se le formulan	No domina el contenido de lo que explica y no sabe responder las preguntas que se le formulan	No Alcanzado	El dominio de la materia es insuficiente y, pese a contestarlas, no llega a responder las preguntas que se le formulan	En Desarrollo	Domina el contenido de la materia y sabe responder correctamente a las preguntas que se le formulan	Bueno	Ha ampliado con otras fuentes los contenidos de la materia y responde con acierto las preguntas que se le formulan	Excelente
ESTRUCTURA DE LA EXPOSICIÓN 10% Las exposiciones están estructuradas de modo coherente	Los contenidos se exponen de forma desordenada	No Alcanzado	El orden escogido para exponer los contenidos no facilita su comprensión	En Desarrollo	El orden escogido para exponer los contenidos facilita mucho su comprensión	Bueno	La exposición resulta organizada, completa y eficaz	Excelente
USO DEL LENGUAJE 10% Utiliza el lenguaje con corrección gramatical, semántica, sintáctica y ortográfica	Construye frases sin sentido, utiliza un vocabulario pobre y/o comete errores gramaticales. No utiliza la terminología propia de la disciplina o le utiliza de forma incorrecta	No Alcanzado	Comete errores gramaticales y/o utiliza frases pobremente estructuradas y/o un vocabulario escaso en tecnicismos	En Desarrollo	Utiliza el lenguaje técnico apropiado, con corrección semántica, sintáctica y gramatical	Bueno	Evidencia un uso rico y preciso del lenguaje técnico, así como un vocabulario variado, adecuado y específico	Excelente
VELOCIDAD DEL DISCURSO 10% En relación a la rapidez con la que se presentan los contenidos	Demasiado rígida como para hacer anotaciones o escucha lenta hasta el punto de aburrir al que escucha	No Alcanzado	Aunque sea rígida permite hacer unas pocas anotaciones y aunque sea lenta no llega a aburrir del todo	En Desarrollo	Adecuada como para permitir anotar los aspectos más relevantes sin aburrir	Bueno	Adecuada como para permitir distinguir los aspectos relevantes de los que no y anotar sólo los primeros	Excelente
COMUNICACIÓN NO VERBAL 10% Su comunicación no verbal transmite tranquilidad	Los nervios le impiden expresarse, se bloquea	No Alcanzado	Se expresa con dificultad, se le notan los nervios y que lo está pasando mal	En Desarrollo	Se expresa con cierta tranquilidad y seguridad, controlando los nervios	Bueno	Se expresa con naturalidad y el discurso se desarrolla a un ritmo adecuado	Excelente
MEDIOS DE APOYO 15% Utiliza medios de apoyo de modo pertinente	No utiliza pizarra, ni presentación de diapositivas, ni señala los materiales y equipos a utilizar	No Alcanzado	Aunque utiliza pizarra, presentación de diapositivas o señala los materiales y equipos a utilizar, no lo hace de forma correcta	En Desarrollo	Utiliza pizarra, presentación de diapositivas o señala los materiales y equipos a utilizar de forma correcta	Bueno	Los medios de apoyo (pizarra, presentación de diapositivas, etc.) destacan por su calidad y contribuyen a que la audiencia comprenda mejor el discurso	Excelente
NECESIDAD DE ACLARACIONES 10% En cuanto a la necesidad de intervención por parte del profesor para hacer alguna aclaración en relación al contenido explicado	El docente ha de explicar de nuevo todo el apartado para evitar confusiones entre los alumnos y que la toma de datos experimentales se lleve a cabo de forma correcta	No Alcanzado	El docente ha de repetir o aclarar bastantes cosas para evitar confusiones entre los alumnos y que la toma de datos experimentales se lleve a cabo de forma correcta	En Desarrollo	El docente únicamente ha de matizar unas pocas cosas en relación con el contenido de la explicación	Bueno	La explicación es perfecta y no requiere de aclaración alguna por parte del docente	Excelente

Fig. 2. Rubric to evaluate oral expositions of university engineering students

The indicators to be evaluated considered in the rubric are the following:

- Preparation of the speech (10%).
- Originality of the contents (10%).
- Domain of content (15%).
- Structure of the presentation (10%).
- Use of language (10%).
- Speech speed (10%).
- Non-verbal communication (10%)

- Support means (15%).
- Need for clarification (10%).

Finally, Table 1 shows relevant information in relation to the subjects in which the evaluation methodology described has been applied.

Table 1. Set of subjects in which peer assessment / teacher evaluation has been applied through rubrics

Subject	Degree/Master	Course	Year	Nº Students
Experimentation in chemical engineering I	Degree in Chemical Engineering	2º	2017/2018	27
Chemical engineering Bases	Degree in Chemical Engineering	2º	2018/2019	26
Packaging	Degree in Industrial Design Engineering and Product Development	3º	2016/2017	54
Packaging	Degree in Industrial Design Engineering and Product Development	3º	2017/2018	72
Experimentation in chemical engineering II	Degree in Chemical Engineering	3º	2018/2019	32
Materials, design and restyling	Degree in Mechanical Engineering	4º	2018/2019	26
Diagnosis and behavior in service	Master's Degree in Engineering, Processing and Characterization of Materials	2º	2016/2017	9
Diagnosis and behavior in service	Master's Degree in Engineering, Processing and Characterization of Materials	2º	2017/2018	8
Diagnosis and behavior in service	Master's Degree in Engineering, Processing and Characterization of Materials	2º	2018/2019	9

3 RESULTS

For the set of subjects described in the previous section, Table 2 shows the average results of the peer assessment and the average results of the evaluation of the teacher responsible for the subject, as well as the difference registered between both evaluations. It should be noted that in these subjects the final presentation's score obtained by the students, as stated above, is the average of the score given by the classmates and the score given by the teacher.

Table 2. Results of peer assessment / teacher evaluation

Subject	Course	Year	Average result peer assessment	Average result teacher evaluation	Difference
Experimentation in chemical engineering I	2º	2017/2018	6.54	6.11	0.43
Bases in chemical engineering	2º	2018/2019	6.95	6.09	0.86
Packaging	3º	2016/2017	8.73	8.07	0.66
Packaging	3º	2017/2018	8.21	8.29	-0.08
Experimentation in chemical engineering II	3º	2018/2019	7.12	6.45	0.67
Materials, design and restyling	4º	2018/2019	8.17	8.45	-0.28
Diagnosis and behavior in service	2º	2016/2017	7.71	7.92	-0.21
Diagnosis and behavior in service	2º	2017/2018	7.21	8.25	-1.04
Diagnosis and behavior in service	2º	2018/2019	8.73	9.58	-0.85

From the analysis of the results obtained, the following partial conclusions can be drawn:

- The undergraduate students of the lowest courses (2nd and 3rd) normally give their classmates a score slightly higher than the teacher in average value.
- As they near the end of their undergraduate studies (4th year), the teacher's score is somewhat higher than those they give themselves in peer assessment.
- This trend is more accentuated in master's student. The teacher gives higher scores than those given among the students, probably due to the incipient competitiveness created.
- This is probably due to the fact that the students of the last courses are more aware of the effort that the work has cost them and are less lax when it comes to evaluating the result of the work of others compared to their own.
- In any case, the difference between peer assessment and teacher evaluation is below 1 point out of 10, except for some exceptions, which indicate the correct evaluations process used.

4 CONCLUSIONS

In view of the results obtained and the partial conclusions presented in the previous section, the evaluation methodology described seems to provide good results, since the differences between the peer assessment and the teacher evaluation are not great and instead with the evaluation between peers a learning-oriented assessment is achieved, which is highly beneficial for students.

Although one should expect to have more data to draw more firm conclusions, it seems that the methodology described is apt to be applied in more evaluation acts within the subjects presented (or in others), as well as at different formative levels in the field of the universities.

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