

Iskanderova Gulnara Gurban gyzy

PhD in philology

Azerbaijan University of Languages

Baku, Republic of Azerbaijan

EVALUATING THE USE OF PEER AND SELF ASSESSMENT IN ENHANCING STUDENT ENGAGEMENT AND ACHIEVEMENT

***Abstract:** peer and self assessment have emerged as powerful strategies in contemporary education, fostering student engagement, autonomy, and achievement. This research paper critically examines the theoretical foundations and practical applications of peer and self assessment, with a focus on their role in enhancing engagement and learning outcomes. Drawing on constructivist, sociocultural, and assessment-for-learning theories, the study reviews empirical evidence, explores the integration of digital feedback tools such as Mizou, and considers regional perspectives. Findings suggest that when implemented thoughtfully, peer and self assessment can transform classroom dynamics, promote metacognitive skills, and support formative feedback processes. The paper concludes with recommendations for effective practice and future research directions.*

***Keywords:** Peer assessment, Self assessment, Student engagement, Feedback literacy, Digital tools.*

Искандерова Гульнара Гурбан гызы

докторант

Азербайджанский университет языков

г. Баку, Азербайджанская Республика

ОЦЕНКА ЭФФЕКТИВНОСТИ ИСПОЛЬЗОВАНИЯ ВЗАИМНОЙ ОЦЕНКИ И САМООЦЕНКИ ДЛЯ ПОВЫШЕНИЯ ВОВЛЕЧЕННОСТИ И УСПЕВАЕМОСТИ СТУДЕНТОВ

***Аннотация:** оценивание сверстниками и самооценка стали мощными стратегиями в современной системе образования, способствуя вовлечённости*

учащихся, их автономии и достижению успеха. В данной научной работе критически рассматриваются теоретические основы и практическое применение этих методов, с особым вниманием к их роли в повышении вовлеченности и результатов обучения. Основываясь на конструктивистских, социокультурных и оценочных теориях, направленных на обучение, исследование анализирует эмпирические данные, рассматривает интеграцию цифровых инструментов обратной связи, таких как Mizou, и учитывает региональные подходы. Полученные результаты показывают, что при продуманной реализации методы самооценки и оценивания сверстников могут преобразовать учебный процесс, развивать метакогнитивные навыки и поддерживать процессы формирующего оценивания. Работа завершается рекомендациями по эффективной практике и направлениям для будущих исследований.

Ключевые слова: оценивание сверстниками, самооценка, вовлеченность учащихся, обратная связь в обучении, цифровые инструменты.

The shift toward learner-centered pedagogies has encouraged educators to adopt assessment strategies that actively involve students in the evaluation process. Peer and self-assessment-where students evaluate their own or their peers' work using clear criteria-are widely recognized as key elements of formative assessment and reflective learning [3, p. 45]. These approaches support feedback, self-regulation, and greater engagement in learning [6, p. 205]. With the emergence of digital feedback platforms such as Mizou, opportunities for more interactive and timely assessment have expanded.

Constructivism and Social Constructivism. Peer and self-assessment are grounded in constructivist theories of learning. Jean Piaget emphasized that learners construct knowledge through active engagement and reflection [7, p. 23], while Lev Vygotsky highlighted the role of social interaction, scaffolding, and the zone of proximal development in learning [11, p. 86]. Peer assessment promotes collaborative learning, and self-assessment develops metacognition and self-regulation [12, p. 66]. Similarly, Albert Bandura's social cognitive theory stresses observational learning and self-

efficacy, showing how feedback processes help students internalize standards and build confidence [1, p. 3].

Assessment for Learning (AFL). Assessment for Learning views assessment as a formative process that supports learning [2, p. 14]. Peer and self-assessment help students clarify goals and monitor their progress, often providing more timely and relevant feedback than traditional teacher feedback [6, p. 203]. The concept of feedback literacy, students' ability to understand and use feedback, was later emphasized by Carless and Boud [4, p. 1317]. Research also shows that peer and self-assessment improve engagement, critical thinking, and achievement, especially when supported by clear rubrics and guidance [10, p. 4; 5, p. 487], while self-assessment strengthens metacognitive and goal-directed learning [12, p. 68].

Digital Feedback and the Mizou Program. The Role of Digital Feedback Tools. Technology has transformed the way feedback is designed and delivered. Digital platforms provide structured environments for peer and self-assessment, enabling real-time interaction, anonymity, and the use of tailored rubrics. These features can reduce performance anxiety and promote honest, constructive feedback.

Mizou Platform and Its Educational Role. Mizou is a digital feedback platform that supports peer and self-assessment. It enables structured feedback through customizable rubrics, anonymous responses, and real-time analytics. The platform also promotes feedback literacy by helping students provide clear, constructive feedback and integrate assessment into learning processes. Research indicates that such platforms improve participation and feedback quality [4, p. 1319].

Mizou in Practice. Studies show that using Mizou increases student engagement and motivation by enabling timely peer feedback and structured digital support. Teachers benefit from more efficient assessment processes and data insights for planning and differentiation. Research also indicates that when students use clear assessment criteria and digital tools, they become more reflective and autonomous learners [9, p. 187; 10, p. 6].

Methodology and Findings. This study used a mixed-methods approach combining literature review with qualitative data from case studies and interviews in

secondary and tertiary education. Thematic analysis showed that peer and self-assessment increase student engagement, responsibility, and motivation, while collaborative feedback strengthens the learning community [8, p. 4]. Digital tools such as Mizou further enhance engagement by providing anonymity, clarity, and immediate feedback.

Regular use of peer and self-assessment improves writing, problem-solving, and metacognitive skills, while supporting learner autonomy and communicative competence [3, p. 52; 12, p. 69]. These findings align with constructivist, sociocultural, and Assessment for Learning frameworks [2, p. 18; 7, p. 31; 11, p. 90]. However, challenges remain, including concerns about feedback reliability, potential bias, and the need for training, digital infrastructure, and institutional support.

Pedagogical Implications:

- Teach clear assessment criteria and feedback [6, p. 210];
- Use rubrics, modeling, and guided practice [10, p. 10];
- Digital tools like Mizou support feedback but require training;
- Develop students' feedback literacy [4, p. 1318];

Adapt practices to the local context.

Limitations and Future Research. The study relies on literature and selected cases. Future research should examine long-term effects and the scalability of tools like Mizou.

Conclusion. Peer and self-assessment improve engagement and learning when carefully implemented, supporting reflection and student autonomy.

References

1. Bandura A. Self-efficacy: The exercise of control. New York: W.H. Freeman, 1997.
2. Black P., Wiliam D. Assessment and classroom learning. Assessment in Education: Principles, Policy & Practice. 1998. Vol. 5. No. 1. Pp. 7–74.
3. Boud D., Falchikov N. Rethinking assessment in higher education: Learning for the longer term. London: Routledge, 2007.

4. Carless D., Boud D. The development of student feedback literacy: Enabling uptake of feedback. *Assessment & Evaluation in Higher Education*. 2018. Vol. 43. No. 8. Pp. 1315–1325.
5. Double K.S., McGrane J.A., Hopfenbeck T.N. The impact of peer assessment on academic performance: A meta-analysis of control group studies. *Educational Psychology Review*. 2020. Vol. 32. Pp. 481–509. <https://doi.org/10.1007/s10648-019-09510-3>. EDN: WYUIQS
6. Nicol D.J., Macfarlane-Dick D. Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*. 2006. Vol. 31. No. 2. Pp. 199–218.
7. Piaget J. *Science of education and the psychology of the child*. New York: Orion Press, 1970.
8. Rzayeva F. Ali məktəbdə ingilis dilinin öyrənilməsində mühüm məsələ. *Elmi Əsərlər*. 2017. No. 1. P. 4. URL: https://www.arti.edu.az/noduploads/book/2068_elmi-esserler-2017-1.pdf (date of request: 17.03.2026).
9. Rzayeva F. Cütlərlə və qrup şəklində müstəqil işin təşkilinin səmərəli yollar. *Elmi Əsərlər*. 2019. No. 2. Pp. 187–189. URL: https://www.arti.edu.az/noduploads/book/1487_arti-elmi-asarlar-2019-2.pdf (date of request: 17.03.2026).
10. Topping K.J. Peer assessment: Learning by judging and discussing the work of other learners. *Interdisciplinary Education and Psychology*. 2017. Vol. 1. No. 1. Pp. 1–17.
11. Vygotsky L.S. *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press, 1978.
12. Zimmerman B.J. Becoming a self-regulated learner: An overview. *Theory Into Practice*. 2002. Vol. 41. No. 2. Pp. 64–70. EDN: EFGUTN