Peer-Assessment as a Learning Tool for Enhancing Student Teachers' Preparation

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Abstract

This study investigates how peer assessment contributes to enhancing student teachers’ preparation during field experience. A semi-structured interview was conducted with 72 student teachers. The findings showed that the student teachers have positive beliefs about peer assessment. They think that it can be beneficial if some changes are made in the way it is employed in teacher education programs. In light of the study findings, the researchers put forth a number of suggestions and recommendations for employing peer assessment in teacher education programs in Jordan.