Peer assessment processes in the initial training of Physical Education teachers

Procesos de coevaluación en la formación inicial del profesorado de Educación Física

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Abstract

Student involvement through peer assessment can have important benefits for the development of competences in initial teacher education. Therefore, the aims of this research are: (i) to study students' perception of the use of the peer-assessment processes for the development of teaching competencies after the peer-assessment experience; and (iii) to study students' perception of the use of peer assessment processes for the development of assessment competence after the peer assessment experience. To this end, a case study was conducted with 10 participants in 2 teacher education subjects. In each subject, three workshops were held in which students had to peer assess the performance of their peers and give them feedback. The information was collected through a semi-structured interview at the end of the subjects. The results show that the students had hardly any experience of this kind, although they valued these processes positively for their learning, although they also encountered difficulties and uncertainties due to their lack of experience. Finally, they also emphasize the importance of carrying out these processes in initial training in order to develop assessment competence and to be able to transfer this learning to their future work context.

Keywords: assessment, teacher education, physical education, peer assessment, competences, students.

Resumen

La implicación del alumnado a través de la coevaluación puede tener importantes beneficios para el desarrollo de las competencias en la formación inicial del profesorado. Por ello, esta investigación se plantea los siguientes objetivos: (i) Conocer las características de los procesos de coevaluación vivenciados por el alumnado durante su formación y la valoración que realizan de dichos procesos; (ii) Valorar la percepción que tienen sobre la utilidad del uso de procesos de coevaluación para el desarrollo de las competencias docentes tras el desarrollo de una experiencia de coevaluación; y (iii) Valorar la percepción que el alumnado tiene sobre la utilidad del empleo de procesos de coevaluación para el desarrollo de la competencia evaluadora tras la experiencia de coevaluación. Para ello, se desarrolló un estudio de caso con diez participantes de dos asignaturas dirigidas a la formación docente. En cada asignatura se realizaron tres talleres donde el alumnado debía coevaluar el desempeño de sus pares y darles retroalimentación. La información se recogió a través de una entrevista semi-estructurada al finalizar las asignaturas. Los resultados muestran que el alumnado apenas ha tenido vivencias de este tipo, aunque valora positivamente estos procesos para su aprendizaje, aunque también encuentran dificultades e inseguridad debido a su falta de experiencia. Finalmente, también destacan la importancia de realizar estos procesos en la formación inicial para desarrollar la competencia evaluativa y poder transferir estos aprendizajes a su futuro contexto laboral.

Palabras clave: evaluación, formación docente, educación física, coevaluación, competencias, estudiantes.

1. Introduction

For more than a decade University education has been trying to respond to the needs of a competent education, seeking to train professionals capable of solving problems and facing real situations that allow them to enter professional life in a functional way (Barrientos et al., 2019; Gessa-Perera, 2011; Rodríguez-Gómez et al., 2013). In this way, the university becomes a place of reflection, development of critical thinking and share meaningful learning experiences with students (Rodríguez-Revelo et al., 2023). In this context, a pedagogical design is essential to provide students with opportunities to develop their learning and the competences that they will need to use in their professional work at the end of their initial training (Ponce-Aguilar & Marcillo-García, 2020). This is particularly important in teacher education, where students experience teaching and assessment methods that can later use in their professional contexts. Among these methods, the assessment used has been shown as an element to promote the competent learning of future teachers (Barrientos et al., 2019; Cañadas, 2023; Gómez-Ruiz & Quesada-Serra, 2017; Ibarra & Rodríguez, 2011). Formative assessment has been shown to have important benefits in teacher training, such as the development of autonomous, functional, and meaningful learning competences, and promotes metacognitive processes, especially through self-assessment and peer-assessment (Cañadas et al., 2021; López-Pastor et al., 2020; Pascual-Arias et al., 2023). It also increases the motivation and academic performance of the agents involved, achieves greater coherence between the elements of the programme and the assessment, and leads to a renewal of teaching practice (López-Pastor & Sicilia, 2017; Molina-Soria et al., 2020).

One strategy within the assessment process that can benefit students is student participation, especially peer assessment (Panadero et al., 2023). This involves students assessing the quality of their peers' work and providing feedback on their performance (Cañadas, 2022; Rodríguez-Gómez et al., 2013). In this case, the student has a dual role as both evaluator and evaluated, being in the latter case the person who receives the information and decides how to use it to improve the learning process (Cañadas, 2022). Several studies highlight the formative potential of peer assessment to optimize the teaching and learning process (Álvarez-Valdivia, 2008; Barrientos et al., 2019; Gómez-Ruiz & Quesada-Serra, 2017; Pascual-Arias et al., 2023). The implementation of these processes can enhance the self-perceived improvement in learning outcomes and in the acquisition of competencies (Filgueira-Arias & Gherab-Martin, 2020). Furthermore, providing students with the chance to assess their peer´s work also impacts their own learning aiding them in recognising their own performance, comprehending their errors and training requirements, and thus promoting self-regulation (Ponce-Aguilar & Marcillo-García, 2020). Similarly, the peer assessment process provides training for students from experience and practice in assessment practice, which is especially relevant in the case of teacher training because it will be a competence that will be used in the future and that is rarely addressed from the teacher education (Filgueira-Arias & Gherab-Martin, 2020; Gessa-Perera, 2011). Thus, learning about how to assess could be transferred (Cañadas, 2023; Hamodi et al., 2017; Molina & López-Pastor, 2017). Additionally, the development of peer assessment strategies also has benefits for interactions that happen in the classroom, including the relationships between students and the teacher (Álvarez-Valdivia, 2008). When carried out jointly and with mutual agreement, this process enhances communication and promotes the ability to argue, criticize, dialogue, and reflect together with one's partner (Rodríguez-Gómez et al., 2013). In addition, in this way teachers can know the performance of students in both individual and group tasks, allowing them to be aware of whether or not they are working properly.

Although peer assessment has benefits in teacher training, its implementation remains low (Cáceres & Chamoso, 2019; Gómez-Ruiz & Quesada-Serra, 2017). There is a prevailing conception that the teacher is ultimately responsible for establishing the final grade of the subject (Gómez-Ruiz & Quesada-Serra, 2017). On many occasions, these processes are seldom used because university professors lack experience in their implementation, which generates uncertainty (Álvarez-Valdivia, 2008; Rodríguez-Gómez et al., 2013). Therefore, it is essential to continue researching the benefits of these processes and how teachers can integrate them into teacher education.

1.1 Objective

The aim of this research is to analyse future teachers' perceptions of peer assessment processes during their initial training. Specifically, it seeks to:

To know the characteristics of the peer assessment processes experienced by students during their formative stage (Compulsory and University Education), as well as their perception of these processes.

To assess the perception of students about the usefulness of peer assessment processes for the development of teaching competences after the development of a peer-assessment experience.

To assess the perception of students about the usefulness of peer assessment processes for the development of assessment competence after the development of a peer-assessment experience.

2. Methodology

A qualitative research was carried out, specifically a case study (Denzin & Lincoln, 2012; Stake, 2006) developed in the 2020/2021 academic year in two subjects focused on initial teacher training with the aim of knowing the perception of students about the peer-assessment processes during this stage and how its systematic use in these subjects has helped them to develop their competences and, especially, the assessment competence.

To this end, three assessment workshops were conducted in each subject. These were timed according to the contents studied. Out of these, two were individual and one group. In each workshop, the following information was provided to the students through the platform of the subject: (i) Explanation of what they should do in the workshop; and (ii) related files or documents necessary to carry out the workshop. Subsequently, the students were presented with the peer-assessment activity of the workshop. Peer-assessment pairs were anonymous and randomly assigned. In them, the students had to asses their peers following the criteria provided by the teachers, then they received feedback from the teachers, both on the task performed and on the assessment process carried out and the feedback provided to the peers, to finally complete a reflection and self-assessment sheet on the process performed. This included items related to: (a) time spent in performing the peer-assessment; (b) satisfaction with the qualitative assess-

ment performed; (c) satisfaction with the qualitative assessment received; (d) a reflection on the aspects that could be improve after the assessment; (e) elements that will deepen or change in view of the tasks of assessment and qualification of the subject linked to these peer-assessment processes.

2.2 Participants

Ten students participated. Out of these, six women were in the 4th year of the Early childhood and primary education degree and four men were in the 1st year of the Physical Activity and Sport Sciences degree. Participants were selected on the basis that they had completed all the peer assessment activities proposed in the subject, that they had passed the subject and that, once invited, they gave their consent to participate in the study.

2.3 Instrument

A semi-structured interview specifically conducted for this research was used for collecting the information. The interview was conducted to the students once they finished the subject. This included questions related to: (a) peer assessment processes in advance and in other contexts and how these were developed; (b) the advantages of the peer assessment processes used in the subject to improve learning; (c) the importance of assessment criteria and knowledge of content to carry out processes; (d) how this activity has affected their improvement of competence and whether they believe it will serve them in the future to evaluate others. The interview was reviewed by two external researchers prior to its implementation.

2.4 Procedure

Following the completion of the subjects in January 2021, some students who had participated in the experience of the peer assessment processes and who met the criteria indicated above were invited to participate in the research. They were sent an e-mail informing them the aim of the study, as well as the commitments that both parties would make. Once they agreed to participate, a date and time was specified with them, and the interview was conducted online. Prior to the beginning of the interview, consent was requested in order to record the interview for subsequent transcription and, once accepted,

they were again informed of the conditions of participation, as well as the ways in which the confidentiality and anonymity of the reported information would be ensured, also they were asked to give their verbal consent. The interviews lasted approximately 30 to 40 minutes. Subsequently, the interviews were transcribed and analyzed.

2.5 Analysis of information

To analyze the information collected, we begin with the transcripts of the interview recordings. Subsequently, an inductive coding process was followed. A list of codes was drawn up on the basis of the research topics and the information obtained from a detailed reading of the transcripts of the ten interviews. This step allowed a detailed view of the information collected, which was subsequently analyzed. This was developed on a qualitative basis of coding and categorization of information. The phrases were taken as coding units. Immediately

afterwards, the information was organized through an open coding system, setting the codes into categories and sub-topics (Vaismoradi et al., 2013). Nine sub-topics emerged, which fall into three broad topics. The first topic refers to the previous experience of students with peer assessment processes and includes two sub-topics: (i) formal education and initial training; and (ii) qualification. The second category refers to the advantages of peer-assessment processes to improve learning, falling under this category: (i) competency development; (ii) peer learning; and (iii) personal development. Finally, we find the advantages of peer assessment processes to improve the assessment competence itself, dividing this category into: (i) assessment criteria; (ii) perceived competence; (iii) transfer; and (iv) peer learning for the development of assessment competence. Table 1 shows the final structure of the analysis after this process and the number of references in each.

Table 1. *Analysis codes derived from interviews*

Category	Subcategories	Code	No. References	Definition
Past experience of pupils in peer-assessment processes	Formal Education and	EFor_FI	15	Peer evaluation Experiences in Formal Education and During Initial Training
	Initial Training	EFor_FI	15	Peer-assessment experiences in Formal Education and During Initial Training
Advantages of peer-assessment processes for learning and competency development in the subject	Competence development	Des_Comp	14	Development of general and specific competences of the subject
	Peer Learning	Ap_Pairs	10	Benefits of peer learning from Peer-assessment
	Personal Development	DP	15	Personal Development
Advantages of peer evaluation processes for developing and improving competency to evaluate	Evaluation criteria	Ev_CritEv	25	Structure of evaluation processes and importance of evaluation criteria
	Perceived competition	CompPerc	21	Perceived competence to assess from Peer-assessment processes
	Transfer and competence development	Trans_CompEv	21	Transfer and development of evaluation competencies through peer-assessment processes
	Peer Learning and Competence Development	Ap_EvPeers	19	Peer Learning and Competence Development to assess

3. Results and discussion

For the presentation of the results, each of the specific aims proposed in the research will be

answered. In addition, these results will be discussed simultaneously.

3.1 To know the characteristics of the peer assessment processes experienced by students during their formation (Compulsory and University Education), as well as their perception of these processes

The participants of this research indicate that they have done other peer-assessment processes in high school or at the university, although very punctually, being even more scarce in previous stages such as primary or secondary education. Generally, these processes have been based on the correction of exams or feedback on a work or task. Previous studies on the subject agree with this view on the peer-assessment processes in initial teacher training. It is highlighted, on the one hand, that these are rarely used strategies, predominating in these stages more traditional assessment approaches (Basurto-Mendoza et al., 2021) even though they have shown great benefits for student learning (Ibarra et al., 2012; Ndoye, 2017); and, on the other hand, these are not so frequent in the initial stages, thus observing some examples at the university (Antón-Nuño & Moraza-Herrán, 2010; López-Pastor et al., 2012).

> Yes, I had done it mainly in high school. And then at the university, we have also done some feedback on the peer-assessment level, but it was all done orally. I mean, I do not remember doing any written peer-assessment except in high school. (EFor_FI_Ent1)

> Well, surely as such we have done some, but not really, not like this. Well, maybe we corrected a test that was not too important... (EFor_FI_Ent3)

> Not that I remember. Well, with a teacher. [...] And then we shared the cognitive map that we had done to each other, and we gave them feedback, but it was not like correcting as such, you know, feedback of well, it is clear, it serves me to organize the ideas, you have captured it well the information... (EFor_FI_Ent6)

However, they point out that when these processes have been used, it has been done in such a way that the teacher did not understand the process, intervening only at the end to put a grade without considering the valued by the students. This is one of the main problems reflected in the literature, the lack of a coherent and progressing process that allows to decouple the evaluation from the qualification and that the students acquire strategies to use peer-assessment processes correctly (Liu & Carless, 2006).

> [...] the teacher was in charge, like you, of reviewing what you had done and how they had assessed you, and finally she was the one who graded you, whether you deserved more grade or not. (EFor_FI _Ent10)

> [...] the colleague filled out an Excel form with a score from 0-10, which included bibliography, has clearly explained the agenda, synthesizes the content well, and then we did that feedback, but it is true that we never get to see how the other person graded us, only what they said orally at the end of the presentation. (Coev_Calif_Ent1)

Despite this, the participants value positively not having responsibility about the qualification in these processes, since they consider that their file can be affected and that what really favors learning is the feedback. In this sense, they highlight the need that these processes are not associated with a qualification, as Ponce-Aguilar and Marcillo-García (2020) argue, but should encourage reflection and the development of critical sense of students, to make value judgments about their own work and that of their peers. In this way, assessment processes are developed with greater objectivity and criteria, sharing experiences that lead students to assess their parts without generating conflicts between them.

> I think that, in this case, at least from my point of view, the biggest problem that we have had, which in this case we have been lucky because we have not had that problem, would be the that my correction would represent a grade, because then of course, I would feel more pressure, and then the correction for the person who gets it may be better or worse because it is directly impacting on the grade. (Coev_Calif_Ent9)

> I think that these types of peer-assessment activities at the beginning should at least not be graded, because at the university you are already more focused on achieving your goal which is to get your degree, and you are already thinking about the grade... so separating this from the grade I think is very important to really learn. (Coev_Calif_Ent10)

And the thing that I liked the most, and I think that is why we improved the competitive part, was that it was not associated with the mark, so we were honest with the rest of us because we knew that our opinion was not going to have a negative impact on them, and then it was much easier to come up with some specifications or a dialogue that was not fictitious, but was actually real, because it was not going to have an impact on the grade, which is a huge problem, I think. (Coev_Calif_Ent1)

3.2 To assess the perception of students about the advantages of using peer-assessment processes for the development of teaching competences after a peer-assessment experience

Secondly, it is perceived that peer-assessment processes are very useful for their learning and competency development. Participants emphasize that this type of process allows focusing attention on the content, reinforcing the most important elements. This is consistent with previous studies that indicate that these processes allow to improve learning and student outcomes (Cañadas et al., 2021; Gregori-Giralt & Menéndez-Varela, 2017; Vizcaíno-Avendaño et al., 2017).

I think there is more, it helps you to go much deeper, to reflect more about the content, even for the final assessment itself, you understand the content a lot better. It has helped me to have much clearer all concepts, all content and reinforce that, and even when doing the tasks, of course (Des_Comp_Ent7)

Of course, then came the aww, but now I have to assess my peer, so when reading I would realize and say God… here… and here…. I wrote something similar... and I opened mine and started comparing. And based on that, I would assess myself and assess my peer. So, I think that at least in my experience, it has served me to reinforce those contents, not only because when you do peer-assessment you have to read more, because in the end I remembered the first tasks, then I perfected it. (Des_Comp_Ent8)

IIn addition, participants mention that having this type of experience helps them to build knowledge and create spaces with their peers in which they can reflect and debate on the content studied to reach agreements and see other types of proposals and approaches to the same situation. This is a very important perspective, given that participants as future teachers must develop the ability to pass assessments on their work to students, as well as to assume the assessments that are made about their work (Gessa-Perera, 2011; Vizcaíno-Avendaño et al., 2017).

Yes. [...] I think we improved it a lot the teamwork, the intra and interpersonal competition, and especially the fact that in the end they may have had a more concrete perspective in some area, because they had worked more the frisbee or some aspect in the development of the table, and we had focused more on another. (Des_Comp_Ent1).

So, I think that part, to me cooperation has served me to learn even more to do the task. That is why, because it no longer only serves you with answering, but knowing if it is right or wrong what the partner has mentioned. (Ap_Pairs_Ent4)

The students agree that through peer-assessment they have been able to detect errors in their own work, being able to improve in subsequent tasks. This shows that the student, despite receiving positive *feedback* and *feedback* of improvement, continues to focus only on the error after the assessmemt received by the peer, almost always with a perspective of improvement.

Well, in the face of that final work, I did find it quite interesting because I had a first contact, and then I think it helps a lot in the retention of the content that we want to assess because if I have to correct, and I do not have the opportunity to do another job where I am going to apply that correction, two weeks later I will forget it. I found an activity more interesting, I see the error, I try to correct it. In the next one, I see that same mistake if I have managed to correct it and try to correct another one, and that way I am becoming aware of that correction, of that assessment, and of how I am really improving. (Des_Comp_Ent9)

The idea is not only to receive the corrections from the peers, but also to be able to talk to them. These processes helped them to understand the *feed-*

back and to be able to solve doubts, as well as to comment on the differences from the peers. Thus, peer learning favors the exchange of ideas and opinions, opening spaces for reflection, critical analysis and dialogue, hence the students make value judgments both of the work done by their peers, as well as of the work itself, finding different alternatives, diversity of thoughts and arguments to the same situation (Antón-Nuño & Moraza-Herrán, 2010; Gómez-Ruiz & Quesada-Serra, 2017).

> There was a space for dialogue between all of us. This allowed us to talk and understand why they were telling us this. Because so far, I had never had the space to ask why you wrote this on me. And, apart from that, his comments allowed me to understand or approach how we had planned a session from a point of view that I might not have. (Ap_Pairs_Ent1)

> Maybe I had a thought about x, the other person has taken it in another way that has justified it in such a way that, hey, maybe it has given another point of view. (Ap_Pairs_Ent4)

Another element that participants mention is the insecurity they feel when having to asses or being assesed by others. The lack of experience in the assessment processes leads students to think that their peers may not have the necessary skills to perform it, and that what is being transferred to them is not adequate regarding the quality level of the task. The lack of training or instruments with clear evaluation criteria can lead students to distrust these processes, thinking that the subjectivity will have an important weight for not being an expert in the subject (López-Pastor et al., 2016).

> What is going on and what I was going to tell you is that I think that since the task is corrected by another person with the same knowledge you have, then it is not clear for me who is right and who is not. And indeed, you correct or check it later but since it is already a second one, you still do not make a lot of effort. And, it is true that you look at it, because in the end you are also interested in knowing what the peer has said, and more or less, if you agree or not, but you are not sure if what you have said is right, if what he has corrected you is right... and I think that in the end it can come well for that, because you think about it, you

correct more to see the mistakes that has indicated and so on. (DP_Ent3)

> Then we see, because of course you also give us feedback on our peer-assessment, if we are improving, if we have done well, if we go well, if there is something we have to change... So well, in the end when you see that you have achieved it... like I felt more proud to say look I have finally made it, I have done it better, but... well, I have been able to do it. And then as I went along, in the second or already in the third task, I felt more prepared, more confident. (DP_Ent4)

Therefore, participation in peer-assessment processes is very useful among students, since they take an active role in their own learning, being aware of the process and the development of competence achieved during and at the end of the process, from a shared evaluation experience. Students emphasize that this type of processes allow to internalize, understand and establish knowledge, favoring the transfer of learning to different contexts and more complex situations.

3.3 To assess the perception students have about the advantages of peer-assessment for the development of assessment competence after a peer-assessment experience

The participants of this research point out that in order to develop the assessment capacity and correctly perform the task requested in the peer-assessment process, having a rubric or evaluation indicators makes it easier to correctly perform the process. Faced with the insecurity and respect generated by this process among students, some highlight that they want to assess the task in the most appropriate and objective way possible, as Rodríguez-Migueles & Hernández-Yulcerán (2014) highlight.

> To know what I have to assess, i.e., to have a rubric, and to know the elements that I have to assess; and therefore, to know what I need to obtain… that we are both clear in the assessment process what are the items or what is the content we are going to assess at the end. (Ev_CritEv_Ent1)

> I think that, maybe, the first part is to realize that you need to have established previously assess-

ment criteria... I mean, that is something we have always been told in the theory of assessment, that you need to assess item by item.... But now it is kind of clear to me that, if I did not meet those criteria, it would have been a lot more complicated. So, to live and experience that the criteria to assess are really necessary, no, that it is not only because it is necessary to do it, no. It is just that it is been really useful to me, I could see that it was necessary. (Ev_CritEv_Ent4)

The criteria make me feel more secure, and I think it is better because in the end you are pending to assess something concrete, it is not a matter of being subjective. Then it would be useful for example to focus more on one thing or another, because in the end I am not an expert on that subject, and if you do not tell me what I have to assess because, I do not know if I am doing well, if I am doing bad... it is better for me (Ev_CritEv_Ent5)

On the other hand, the lack of practice in the application of assessment processes makes the students feel incompetent to act as evaluator. Working on these processes at various times throughout the course helps them gain confidence and improve their competence to assess peers. Students show great respect for participating in this type of process, as they do not consider having sufficient competence to do so and it is a rather complex and demanding task to assume (Álvarez-Valdivia, 2008; Molina et al., 2022). However, they highlight that having experiences in peer-assessment processes generates greater motivation, confidence and security (Álvarez-Valdivia, 2008), seeing improvements in their learning and competence to assess.

Knowing that you are doing a peer-assessment is already very scary and distressing, first, because you are taking an authority role that you have never had so far, which is that I am responsible for what I am going to tell someone to improve his/her educational practice, which is a big responsibility. (CompPerc_Ent1)

Well, I did see improvements, and with respect to that at the end it was easier, we were more secure when assessing. (CompPerc_Ent6).

Yes, when it comes to assessing, I think I have improved, and in fact, just before the interview started, I am taking on the assessment of one of

the school subjects, and I think it has helped me because of what I said earlier, to be more objective in what that person really is. Yes, I think it has helped me to be objective (CompPerc_Ent10)

One of the most important aspects of the use of these processes in initial teacher training is the transfer in the educational context at the levels of Primary and Secondary Education. Providing opportunities during initial training to work with the ability to evaluate and give *feedback* will benefit future teachers to be more prepared to use alternative forms of assessment later on, because they feel they control the process and have the capacity to implement it (Cañadas, 2023; Cañadas & Santos-Pastor, 2021; Hamodi et al., 2017).

Well, I think they are important because from those criteria, we could in the future assess our own criteria— I mean, using those as a basis, in case we are teaching the future, use them as a basis for assessing our students. (Trans_CompEv_Ent2)

So, they have been very useful to me both to assess my peers, and to build a record to assess my future colleagues if the case it occurs, or my students. So, it did serve me a lot, because I am telling you, at first, I was concern for doing this assessment process, but well, at the end you take it easy, and you see the advantages (Trans_CompEv_Ent6)

And well, as I said before, it will be useful to assess my students in the future. Or have a guideline about how to assess, even propose this kind of peer-assessment in the future among my students, so that they are assessed. (Trans_CompEv_Ent7)

But the second one, I think, has been very important because we have had practical work, we have taken a journey and an experience in terms of assessment, because one thing is to know how to do it, and another thing to actually do it. And in the end, there has been a really good balance there, because we have been given tools (Trans_CompEv_Ent9)

Finally, it is essential to positively assess the need for evaluation processes with a formative character and the support of others. When participants felt supported by their peers, both internally in the peer review and externally by the person they were assessing, they indicated that the process had

been more positive and beneficial. As Borjas (2011) indicates, these processes generate great responsibility among students, having to develop cognitive strategies that allow solving certain situations, going beyond a mere opinion and immediate knowledge, and with it, debate and contrast information to create shared learning.

> Yes, especially also because of the fact of doing it among peers. [...] To me personally it did help me, it helped me to be more fair. First, I am very demanding of myself and others, and then many times, I found certain flaws that my peers helped me to understand it in another way or another approach, there was an agreement, so that helped a lot when it came to agreeing on an improvement or agreeing on guidelines to improve as a team, and having a consensus, that I think I improved it a lot. [...] So it did help empathize more. (Ap_PairsEv_Ent1)

> By doing it in a group as well, but by agreeing with my peers was like, I do not know if it was simpler, but more bearable to say it in some way" (Ap_ParesEv_Ent6).

> I think that also doing an evaluation to another group we also helped each other, and I also found very interesting that part of one group evaluating another group, not only me individually. Because in the end, well, we share the ideas [...]. (Ap_ParesEv_Ent7)

4. Conclusions

This study sought to respond three aims: (i) to know the characteristics of the peer-assessment processes experienced by students during their formative stage (Compulsory and University Education), as well as their assessment of these processes; (ii) to analyze the perception that students have about the advantages of peer-assessment processes for the development of teaching competences after a peer-assessment experience; and (iii) to analyze the perception of students about the advantages of peer-assessment processes for the development of evaluating competence after a peer-assessment experience. Regarding the first objective, there are few experiences of peer-assessment processes both in Compulsory Education and in the university, and

the few that have been developed sometimes were related with putting a qualification that was subsequently not taken into account in the final qualification. Regarding the second objective, the use of these processes for the development of learning is highly valued, as well as the positive relationships they generate, although they show great insecurity both for their competence to do it correctly and for their peers to assess them properly. Finally, the use of these processes to learn how to evaluate, and as a possibility to transfer and use it in their future work context is positively valued.

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