Abstract

In this article we describe an experience of co-assessment carried out as part of the evaluation in the course "Developmental and Educational Psychology" taught to Pedagogy students in the Autonomous University of Barcelona. The purpose is to explore the potentialities of this procedure to assess and improve university students¿ learning. The results obtained show that peer assessment can be a reliable and effective procedure to assess learning quality and that it contributes to its improvement since it encourages self-regulation and the development of professional competences during the particular assessment situation.

Keywords

Co-assessment, Teaching-Learning, Higher Education.