
Series Editors' Preface

Peer Learning as a Powerful Tool for Feedback and Assessment Between Students

The present book series on *Social Interaction in Learning and Development* has been established as a space for continuous and systematic critical reflection of theories and studies focusing on co-constructing learning and development throughout the process of interaction with others. As we consider that studying Social Interaction in Learning and Development (as well as how it might constitute human mind and activities) is highly relevant for different epistemological and theoretical approaches (e.g., individual constructivism, social constructivism, dialogical approaches), we recognize the relevance of a growing number of different studies on social interaction. Research in various contexts (family, educational settings, professional fields, clinical, institutional, social, political, and multicultural situations), based on different theoretical perspectives and methodological approaches, produced a multiplicity of perspectives and findings which are highly relevant for various theoretical and practical reasons. The diversity of available studies and findings makes a step further in the process of reflection and integration of different challenges, exactly because it creates a good opportunity for a deeper understanding of how social interaction and individual learning and development are interwoven.

By editing this book series, we are convinced that included volumes might serve as a meeting point of various perspectives on studying social interaction in learning and development. As one of our goals, we intend to propose the book series as a platform to support dialogical reflection of controversies and issues related to theories, research methods, findings, and practical applications related to the research on social interactions and learning.

The present volume is part of the book series because it makes a highly original contribution to the research field in educational psychology that bears on group learning in general, and more specifically to the experimental study of approaches to peer feedback, critique, and appraisal. In our opinion, the volume brings together theory, methodology, tools, and empirical evidence about peer learning in higher education. It helps the readers to grasp the cutting-edge developments in the field and is presented as a compendium of high-level research that does not yet exist.

For this reason, the specific attention on peer assessment/feedback as an educational approach in the field of group work, allied to a comprehensive coverage of methodological, experimental, educational, and technological aspects, is a valuable resource to transfer some of the work of evaluating students' production to the students themselves. The volume constitutes an effective possibility to exploit students' abilities and to figure out how students manage to explaining to each other in a powerful way. In this sense, this volume can be considered as a valuable resource not only for researchers in the field of educational psychology and for educators, but also for academics from diverse disciplines dealing with assessment and peer learning.

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