

Students' Critical Incidents of Fairness in Classroom Assessment

The Purpose

Explores students' experiences of classroom fairness through critical incidents.

The Study

Through an open-ended question of 502 students, a critical incident technique was employed to explore incidents of fairness in higher education.

Conclusions

The findings showed that students' perceptions of classroom assessment fairness were comprised of distributive, procedural, and interactional justice principles.



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Full article at cdeluca.com