PEER ASSESSMENT OF IN-CLASS PRESENTATIONS: A CROSS-CULTURAL COMPARISON OF AMERICAN AND CHINESE STUDENTS IN INFORMATION SYSTEMS COURSES

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ABSTRACT

Aim/Purpose	This study investigates the reliability of peer assessments for information systems (IS) case study presentations and examines differences between American and Chinese graduate students in evaluating such presentations.
Background	Peer assessments provide diverse perspectives in evaluating student work, but cultural differences may influence assessment patterns. This study explores how American and Chinese students differ in their assessment of IS case study presentations using real-world cases.
Methodology	Data were collected from 89 graduate students across four course sections - three comprising 54 American students and one with 35 Chinese students. Peer assessments were analyzed based on three constructs: organization, content, and communication. Statistical methods, including reliability tests and F-tests, were used to assess the constructs and compare the two groups.
Contribution	This study contributes to the understanding of peer assessment reliability and highlights cultural differences in assessment practices, particularly in IS education. It expands the empirical literature on using real-world cases and peer assessments in IS courses.
Findings	Peer assessments were found to be a moderately reliable method for evaluating IS case study presentations. While no significant differences emerged between American and Chinese students in the organization and content constructs, a notable cultural difference was observed in the communication construct. American students excelled in communication and displayed a tendency toward

	greater leniency in their assessments compared to their Chinese counterparts. These findings highlight the importance of considering cultural dynamics when designing and interpreting peer assessments in educational contexts.
Recommendations for Practitioners	Educators should design culturally inclusive peer assessment systems and offer training for students to provide constructive and unbiased feedback. Greater emphasis should be placed on enhancing students' communication skills.
Recommendations for Researchers	Future studies should investigate how cultural contexts shape students' assessment criteria and explore methods to mitigate biases in peer assessments across diverse student populations.
Impact on Society	The findings encourage equitable educational practices, fostering better intercultural understanding and collaboration in globalized learning environments. This approach improves the reliability of student assessments and enhances the quality of education.
Future Research	Further research should explore how peer assessments evolve over time with training and assess their application in interdisciplinary or multinational courses. Studies could also investigate other cultural dimensions influencing peer assessment practices.
Keywords	peer assessment, information systems (IS) education, cultural differences, real-world cases

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