



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

Sung J Shim

Seton Hall University, South Orange,
NJ, United States

sung.shim@shu.edu

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.

Editor: Eli Cohen | Received: November 25, 2024 | Revised: March 9, 2025 | Accepted: April 25, 2025
Cite as: Shim, S.J. (2025). Peer assessment of in-class presentations: A cross-cultural comparison of American and Chinese students in information systems courses. *Issues in Informing Science and Information Technology*, 22, Article 5. <https://doi.org/10.28945/5507>

(CC BY-NC 4.0) This article is licensed to you under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/). When you copy and redistribute this paper in full or in part, you need to provide proper attribution to it to ensure that others can later locate this work (and to ensure that others do not accuse you of plagiarism). You may (and we encourage you to) adapt, remix, transform, and build upon the material for any non-commercial purposes. This license does not permit you to use this material for commercial purposes.

	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

INTRODUCTION

One of the primary goals of information systems (IS) education is to provide students with a comprehensive understanding of how IS concepts are applied in real-world organizational contexts. This involves not only teaching theoretical principles but also ensuring that students can relate these principles to practical scenarios. To bridge the gap between theory and application, widely used IS textbooks incorporate case studies that illustrate how organizations use IS to enhance operations, optimize processes, and achieve strategic goals. These case studies serve as valuable tools for connecting abstract ideas with concrete business challenges and solutions, enabling students to develop a more nuanced grasp of IS in action.

In IS courses, case studies play a pivotal role in the curriculum, often forming the foundation for interactive learning activities. Students engage with these cases through group analyses, in-depth research, and class presentations. Presenting their findings requires students to identify key issues, articulate their analyses, and propose actionable solutions, fostering critical thinking, problem-solving, and communication skills. Moreover, the collaborative nature of these activities promotes peer-to-peer learning, encouraging students to explore diverse perspectives and refine their understanding of IS applications in organizational settings.

A distinctive feature of these presentations is the use of peer assessments to evaluate performance, a practice that has gained traction for its ability to encourage reflective evaluation and offer diverse feedback. However, questions about the reliability of peer assessments arise, especially in multicultural and international classrooms where differences in cultural norms, communication styles, and educational expectations may influence assessment practices. This study aims to address these concerns by exploring two key research questions: the reliability of peer assessments in evaluating IS case study presentations and the differences in peer assessment approaches between students from the United States (referred to as 'American students' in this study for conciseness) and students from China (referred to as 'Chinese students' in this study for conciseness). By examining these aspects, this study seeks to inform more equitable and culturally aware peer assessment practices, enhancing the quality and fairness of IS education in a globalized academic environment.

CONCEPTUAL BACKGROUND

PEER ASSESSMENT OF PRESENTATIONS

The literature on peer assessment highlights its critical role in evaluating presentations by focusing on three core dimensions: organization, content, and communication. These elements are essential not only for the effectiveness of a presentation but also for developing vital skills in both the presenter and the assessor. Peer assessment provides a structured framework for evaluating these dimensions, offering a multifaceted perspective that complements instructor feedback and actively engages students in the learning process.

Organization refers to the structural coherence of a presentation, ensuring ideas are conveyed logically and sequentially. A well-organized presentation guides the audience through complex information effectively, beginning with a strong introduction, progressing through a cohesive body, and ending with a clear summary. Alley (2003) emphasizes that smooth transitions and a focus on key objectives enhance audience comprehension. Additionally, avoiding unnecessary details helps maintain clarity and focus (Tufte, 2006). By adhering to these principles, presenters can captivate their audience, facilitating better understanding and retention of the message.

Content emphasizes the quality, clarity, and relevance of the information shared during a presentation. Duarte (2008) stresses the importance of a central, well-defined message, as it engages the audience and leaves a lasting impact. High-quality content involves thorough analysis, accurate information, and appropriate use of evidence, examples, and data to establish credibility. Simmons (2015) notes the significance of tailoring content to the audience's knowledge level, ensuring that complex ideas are articulated clearly and effectively. Striking a balance between detail and simplicity ensures accessibility while maintaining depth, making the presentation both informative and engaging.

Communication includes verbal and non-verbal elements that shape the presenter's connection with the audience. Verbal communication involves tone, pacing, and emphasis, which help maintain attention and highlight critical points (Booth-Butterfield, 2002). Non-verbal cues, such as body language, gestures, and eye contact, as noted by Mehrabian (1971), influence audience perception, building rapport and confidence. The integration of multimedia tools like slides and graphics can also enhance engagement. Mayer and Moreno (2002) argue that thoughtfully designed visuals support cognitive processing and improve understanding. Peer assessment of these components fosters critical thinking in assessors and helps presenters refine their skills through actionable feedback, promoting growth in academic and professional contexts.

CROSS-CULTURAL COMPARISON OF AMERICAN AND CHINESE STUDENTS

Research on cultural differences reveals distinct approaches to peer assessment among American and Chinese students during class presentations, influenced by contrasting cultural values, societal norms, and educational systems. These differences are rooted in the interplay between individualism and collectivism, shaping how feedback is provided and received in educational contexts. Understanding these cultural variations is essential for designing effective and inclusive peer assessment practices in multicultural learning environments.

Cultural values play a significant role in shaping how people evaluate and provide feedback, influencing peer assessment practices. According to Hofstede's (1980) cultural dimensions theory, individualistic cultures, like the United States, emphasize personal achievement, self-expression, and direct communication, leading to more candid and detailed feedback. In contrast, collectivist cultures, such as China, prioritize group harmony, social cohesion, and indirect communication, often resulting in more reserved and positively framed evaluations. Similarly, Trompenaars and Hampden-Turner's (1997) cultural framework highlights differences in universalism versus particularism, where some cultures adhere strictly to objective evaluation criteria while others consider relational and contextual

factors in their assessments. Liu and Carless (2006) explore how cultural backgrounds shape the acceptance and effectiveness of peer assessment in cross-cultural settings. Their study provides additional context for understanding the variability observed in communication-related evaluations. Understanding these cultural dimensions provides a theoretical foundation for interpreting differences in peer assessment behaviors, emphasizing that feedback styles are not merely personal preferences but are shaped by broader cultural values and societal expectations.

American students, shaped by a cultural emphasis on individualism, prioritize personal achievement and self-expression. This perspective encourages a feedback style that is direct, detailed, and improvement-oriented (Chen, 2009). Constructive criticism is viewed positively, as it aligns with the belief that honest feedback fosters personal growth and better performance. Students are encouraged to voice their opinions openly, even if it means highlighting areas for improvement. This approach reflects a broader cultural acceptance of candid communication as a means of helping peers refine their skills and excel individually.

In contrast, Chinese students, influenced by collectivist values, often emphasize group harmony and the avoidance of conflict. Feedback in this context tends to be more reserved and positively framed, aiming to maintain social cohesion and prevent embarrassment or confrontation (Cheng & Chen, 2016). Rather than focusing on specific critiques, Chinese students are more likely to offer general praise or emphasize collective achievements. This approach aligns with Confucian principles, which stress respect for authority, humility, and interpersonal harmony (Wang & Li, 2012). The goal is not only to protect relationships but also to reinforce a sense of group unity over individual critique.

Educational systems further reinforce these cultural tendencies. The United States system emphasizes active learning, critical thinking, and participation, integrating peer assessments as a tool to develop analytical and evaluative skills. American students are often familiar with peer assessment as a formal part of grading, fostering a culture of accountability and meaningful feedback (Falchikov & Goldfinch, 2000). In contrast, the Chinese educational system traditionally prioritizes teacher-centered, hierarchical learning, which limits peer interaction and familiarity with peer assessment processes (Zhao, 2014). Chinese students may feel hesitant or uncomfortable providing critical feedback, as this could be seen as undermining group dynamics or disrespecting their peers.

These differences highlight the need for educators to carefully design peer assessment practices that accommodate cultural and educational diversity. Clear guidelines, structured rubrics, and training on effective feedback techniques can help bridge cultural gaps, enabling students to navigate the peer assessment process with confidence. By integrating the detailed, critical feedback style common among American students with the collaborative, group-oriented approach of Chinese students, educators can create peer assessment frameworks that foster cross-cultural understanding and mutual learning. This approach not only enhances the effectiveness of peer assessments but also prepares students for the globalized professional environments where cultural competence is increasingly essential.

DATA AND METHODS

This study employs an exploratory research design to examine peer assessment reliability and cross-cultural differences between American and Chinese graduate students in evaluating IS case study presentations. The data for this study were collected from 89 graduate students enrolled in an Information Systems course, which was offered in four sections and taught by the same instructor. Three of these sections included a total of 54 American students enrolled at a private university in the United States during the years 2020, 2021, and 2022, respectively. The fourth section comprised 35 Chinese students attending the university's branch campus in Shanghai in 2022. To eliminate potential instructional bias and ensure consistency, the course design was standardized across all sections. This standardization encompassed identical course materials, instructional strategies, and assessments, providing a uniform foundation for comparing peer assessment practices. Data collection was

conducted through peer assessments of in-class presentations, which evaluated three key constructs: organization, content, and communication.

The use of case studies from Laudon and Laudon (2019) was a critical component of the study, providing a consistent and structured framework for evaluating students' understanding of IS concepts. These case studies presented practical scenarios requiring students to analyze organizational challenges and propose technology-driven solutions. By employing the same cases across all sections, the study ensured that both American and Chinese students engaged with identical content and learning objectives. This uniformity minimized variability in instructional input and allowed the study to focus on differences in peer assessment practices rather than disparities in content exposure or instructional quality. Furthermore, case studies promote active learning and peer engagement, making them an ideal foundation for assessing variations in peer evaluation across different cultural backgrounds.

The case-based approach fostered active learning, prompting students to apply theoretical concepts to real-world problems and articulate their analyses through presentations. This format created an optimal setting for examining peer assessment practices, as it required students to evaluate diverse aspects of their peers' work, including organization, content, and communication. The structured nature of the case studies ensured that students followed a uniform approach to their presentations, allowing for a more controlled evaluation process. Additionally, by engaging with real-world cases, students were able to develop critical thinking and problem-solving skills, making peer assessment not only a grading mechanism but also a learning opportunity.

To analyze peer assessment practices, quantitative statistical methods were used to examine key constructs integral to evaluating presentations. Cronbach's Alpha was employed to test the reliability of the peer assessments, ensuring that respondents consistently rated these constructs. Descriptive statistics, such as means and standard deviations, summarized the patterns of peer assessment scores between the two groups. Statistical comparisons, including independent samples F-tests, were conducted to identify significant differences in how American and Chinese students rated their peers. This design, integrating standardized practices and robust analyses, offered valuable insights into the cultural dynamics shaping peer assessment behaviors in educational settings.

RESULTS AND DISCUSSION

Table 1 presents the reliability analysis of the constructs using Cronbach's Alpha, a widely accepted metric for evaluating the internal consistency of items within a construct. Cronbach's Alpha assesses whether items effectively measure a unified underlying concept. According to conventional standards, values above 0.7 indicate good internal consistency, values between 0.6 and 0.7 are acceptable for exploratory research, and values below 0.6 raise concerns about reliability. These thresholds guided the interpretation of the results for the constructs used in this study. Tavakol and Dennick (2011) emphasize the importance of Cronbach's Alpha in ensuring reliability in educational assessments, particularly in studies where measurement consistency is crucial. Their work reinforces the methodological rigor of this study, demonstrating that the reliability analysis aligns with established best practices in educational research.

The constructions of organization and content, each evaluated through three distinct items (see Table 2 for the items of each construct), demonstrated strong reliability with Cronbach's Alpha values of 0.782 and 0.783, respectively. These results reflect a high degree of internal consistency, indicating that the items reliably capture their respective dimensions. This robustness validates their use in the study and provides a dependable foundation for analyzing peer assessment practices. High reliability is particularly significant in this study context, as it ensures the integrity of cultural group comparisons, enabling meaningful insights into assessment behaviors (Tavakol & Dennick, 2011). By establishing strong internal consistency, the study ensures that variations observed in the data arise from genuine differences in evaluation rather than measurement inconsistencies.

Table 1. Reliability analysis of constructs

Construct	No. of Items	Cronbach's Alpha
Organization	3	0.782
Content	3	0.783
Communication	3	0.673
Total	9	0.887

The communication construct, also measured with three items (see Table 2 for the items of the construct), exhibited a slightly lower Cronbach's Alpha of 0.673. While this value falls within the acceptable range for exploratory research, it suggests moderate internal consistency, which may indicate variability in how students interpret and evaluate communication-related aspects such as tone, body language, and clarity. This finding underscores the need for refinement, potentially through revising the construct's items, clarifying evaluation criteria, or providing additional training to students on assessing communication. Tavakol and Dennick (2011) highlight that reliability issues in assessment instruments often stem from construct complexity and subjective interpretations, suggesting that careful instrument revision and validation can enhance measurement accuracy. Their insights support the need for iterative improvements to strengthen the reliability of the communication construct in future studies.

Despite variations in individual constructs, the overall scale - comprising organization, content, and communication - achieved an excellent Cronbach's Alpha of 0.887. This high level of internal consistency for the combined scale indicates that the constructs complement each other effectively, forming a robust framework for assessing presentation quality. A strong overall reliability score, as emphasized by Tavakol and Dennick (2011), confirms the appropriateness of the measurement model and its suitability for advanced analyses, such as group comparisons. The reliability of the overall scale strengthens confidence in the study's broader measurement model, reinforcing its value in examining peer assessment practices between different cultural groups.

These findings have significant implications for this study and future research. First, the strong reliability of the organization and content constructs validates their role as reliable measures, ensuring that cultural comparisons reflect meaningful differences rather than measurement errors. Second, while the communication construct's moderate reliability is sufficient for this study, future research could refine it by revisiting its operational definition or expanding the items used. The exceptional reliability of the overall scale supports its use in understanding peer assessment practices and underscores the value of integrating multiple dimensions into a comprehensive analytical framework. Building on these results, future studies could explore additional constructs or refine existing ones to deepen insight into how cultural and educational factors influence peer evaluations.

Table 2 presents the descriptive statistics for the constructs of organization, content, and communication based on respondents' evaluations. Key metrics, including mean, standard deviation, and range, were calculated for each construct to provide insights into the central tendencies and variability of peer assessment ratings. These descriptive statistics offer a detailed view of students' perceptions, highlighting strengths and areas where improvements may be needed in presentations.

The organization construct (X1), evaluated through items on clarity, structure, and relevance, received consistently high ratings, with mean scores exceeding 4.3 on a 5-point scale. The scores indicate strong agreement among respondents regarding the logical flow and coherence of the presentations. Specifically, mean values ranged from 4.37 to 4.43, with low standard deviations between 0.2490 and 0.2670, reflecting minimal variability in responses. This high level of consensus underscores the importance of well-structured presentations as a universally valued component of presentation quality. The consistency in ratings highlights organization as a key strength across all groups, reinforcing its reliability for cross-cultural analysis.

Table 2. Descriptive statistics of constructs

Construct and Items	N	Min.	Max.	Mean	Std. Dev.
Organization (X1)					
Main points made clear	89	3.71	4.87	4.4215	0.2670
Presentation logically structured	89	3.82	4.86	4.4300	0.2490
Material pertinent to the subject	89	3.67	4.93	4.3718	0.2553
Content (X2)					
Clear language	89	3.00	4.80	4.3413	0.3456
Well organized	89	3.43	4.75	4.3233	0.2708
Good range of information	89	3.71	4.86	4.3508	0.2660
Communication (X3)					
Interesting and engaging manner	89	2.95	4.67	4.1200	0.3790
Visual aids and multimedia	89	3.40	4.69	4.1707	0.3017
Answered questions appropriately	89	3.67	5.00	4.4107	0.3074

The content construct (X2), which measures clarity, organization, and comprehensiveness of the material, also received high ratings, with mean scores ranging from 4.32 to 4.35. These results reflect strong overall satisfaction with the quality and depth of information presented. However, the standard deviations for content, ranging from 0.2660 to 0.3456, were slightly higher than those for organization, suggesting greater variability in opinions. This variability may be attributed to differences in how respondents assessed the depth and relevance of the content. Nonetheless, the high ratings for content emphasize the effectiveness of the case study approach in promoting an understanding of complex information systems concepts.

The communication construct (X3) displayed the greatest variability among the three constructs, highlighting its subjective nature. The presentation's 'interesting and engaging' aspect received the lowest mean score (4.12) and the highest variability, suggesting differing perceptions among students, indicating that while many respondents found the presentations engaging, others saw room for improvement. Conversely, the item evaluating the presenters' ability to answer questions effectively had the highest mean score (4.41) within this construct, with moderate variability. These findings suggest that communication was rated positively overall, but aspects like engagement and delivery style could benefit from targeted enhancement to achieve a more consistent level of excellence.

The descriptive statistics provide valuable insights into student perceptions of presentation quality. Organization and content emerged as clear strengths, characterized by high ratings and low variability, suggesting that both American and Chinese students shared similar views on these dimensions. In contrast, the communication construct showed more variability, with engagement identified as a particular area for improvement. These differences may reflect cultural variations in how students evaluate expressive and interactive elements, pointing to opportunities for refining communication strategies in diverse learning environments.

To address the variability and potential improvement areas in communication, educators can adopt several strategies. Training students in storytelling, tone modulation, and audience interaction techniques can enhance their ability to engage listeners. Providing culturally sensitive communication guidance can help students balance enthusiasm with professionalism, ensuring presentations resonate across diverse audiences. Additionally, revising rubrics to include specific criteria for engagement, such as multimedia use and audience interaction, can offer clearer and more actionable feedback. These efforts will not only improve communication but also foster more inclusive and effective peer assessment practices.

Figure 1 compares the average scores of peer assessment between American and Chinese students across three constructs of organization, content, and communication. Overall, the scores are similar in organization and content, but the biggest gap is in communication, where American students rated higher than their Chinese peers. This suggests potential differences in communication styles or language proficiency impacting peer assessments.

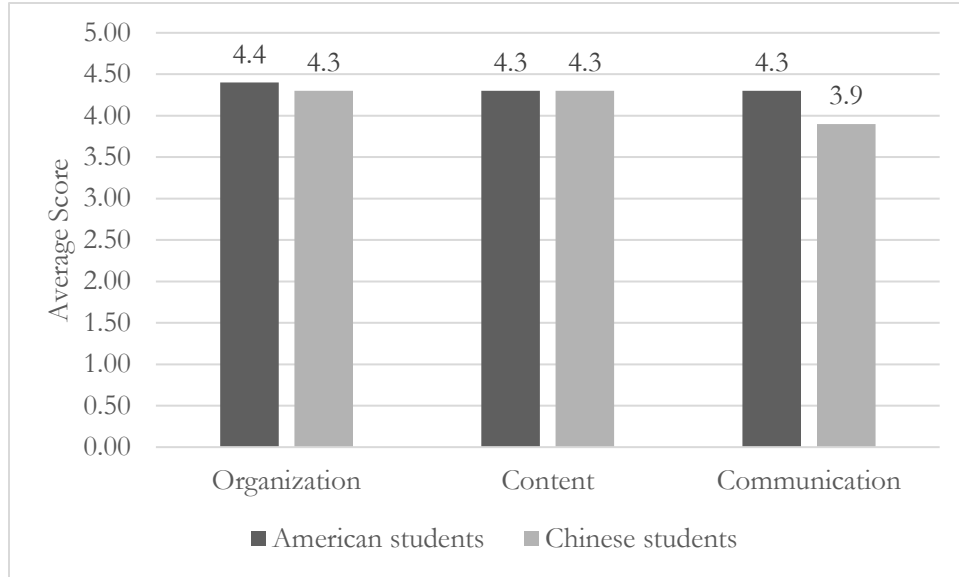


Figure 1. Comparison of average scores of peer assessment

Further, Table 3 presents the results of statistical analyses comparing the differences and variances of three variables (μ_1 , μ_2 , and μ_3) between two groups. F-tests and p-values were used to assess the significance of differences, providing insights into potential cultural or contextual influences on evaluation patterns. The findings shed light on whether the groups evaluated these variables consistently or exhibited distinct assessment tendencies.

Table 3. Statistical comparisons of groups means

Test	$X_i (A) - X_i (C)$	F	p-Value
$\mu_1 (A) - \mu_1 (C) = 0$	-0.18	1.12	0.30
$\mu_2 (A) - \mu_2 (C) = 0$	-0.25	3.15	0.60
$\mu_3 (A) - \mu_3 (C) = 0$	0.33	5.24	0.04

For μ_1 , the analysis showed no statistically significant difference between the two groups. The lack of variability suggests a shared perception of μ_1 , with both groups applying similar evaluation criteria. This consistency may reflect universal elements in the construct measured by μ_1 or the influence of standardized instructional and assessment methods between the two groups. Similarly, the analysis for μ_2 revealed no significant difference. Like μ_1 , μ_2 appears to have been evaluated uniformly by both groups. The consistency in the ratings of μ_1 and μ_2 suggests that these variables are grounded in objective or clearly defined criteria that transcend cultural or educational differences. Such alignment could result from the structured nature of the evaluation process or shared understanding of these dimensions fostered by the course design.

In contrast, μ_3 demonstrated a statistically significant difference between the two groups. This finding suggests a meaningful divergence in how the groups evaluated μ_3 , potentially influenced by cultural or contextual factors. Since μ_3 pertains to a more subjective construct, such as communication

or engagement, the difference could reflect variations in cultural norms. For example, American students may value dynamic and expressive communication styles, while Chinese students might prioritize clarity and appropriateness in formal interactions. These differences highlight the potential influence of cultural backgrounds on subjective evaluation criteria. The findings align with existing literature on cultural influences in communication and engagement, where individualistic cultures may emphasize expressiveness and interaction, while collectivist cultures often prioritize maintaining harmony and adhering to formal standards (Hall, 1976). These cultural tendencies may shape how students provide and interpret peer feedback, leading to differences in evaluation patterns across groups.

Rogers and Steinfatt (1999) underscore the critical role of communication in learning, emphasizing that differences in communication styles can impact the effectiveness of peer interactions and feedback processes. Their work supports the observed variability in the communication construct and provides strategies for improving communication in diverse educational settings. To bridge these gaps, they propose implementing structured communication training, explicit feedback guidelines, and culturally responsive assessment frameworks. These insights suggest that educators should consider cultural nuances when interpreting peer assessment data, particularly in areas involving subjective judgments, and adopt proactive strategies to enhance communication effectiveness in multicultural learning environments.

Future research should explore the underlying reasons for the observed differences in μ_3 . Investigating the influence of cultural norms and values on evaluation practices could provide deeper insight into how subjective constructs are perceived. Additionally, revising the operationalization of μ_3 to ensure relevance across cultural contexts and examining the framing of evaluation criteria could address disparities in perceptions. Incorporating qualitative methods, such as interviews or focus groups, would complement quantitative findings, and offer richer context. These steps will help refine assessment frameworks, making them more inclusive and effective for diverse learning environments.

CONCLUSION

The findings of this study provide valuable insights into the effectiveness of peer assessment and real-world case studies in IS education. The strong internal consistency observed in the organization and content constructs highlights their reliability in evaluating structural and informational aspects of student presentations. This consistency suggests that students, regardless of cultural background, share a clear understanding of what defines well-organized and meaningful content, underscoring the universal applicability of these constructs in diverse classroom settings. However, the moderate reliability of the communication construct and its higher variability in descriptive statistics highlight areas for improvement. The variability in engagement scores reflects subjective interpretations, shaped by cultural norms and individual preferences. This highlights the need for clearer criteria to guide evaluations. The statistically significant difference in μ_3 (communication) between American and Chinese students underscores this point, suggesting cultural influences such as differing priorities for expressiveness versus clarity or enthusiasm versus formality.

This study is expected to contribute to existing literature on peer assessment and case-based learning, affirming the benefits of real-world case studies in bridging theoretical knowledge and practical application. The positive evaluations of organization and content validate the effectiveness of this instructional strategy in IS courses. Moreover, the study highlights how peer assessments can provide meaningful feedback while revealing cultural nuances in student evaluations, offering educators a practical framework for fostering critical thinking and engagement in multicultural classrooms. The observed cultural variations in communication evaluations deepen our understanding of cross-cultural education. They align with theoretical frameworks like Hofstede's (1980) cultural dimensions and Hall's

(1976) high-context versus low-context communication styles, illustrating how cultural values influence perceptions of presentation quality. These insights emphasize the need for culturally responsive assessment practices, where diverse evaluation standards are acknowledged and incorporated to support equity in student assessments.

To implement culturally inclusive peer assessments, educators should develop clear and structured rubrics that explicitly define evaluation criteria to minimize subjective biases. Nicol and Macfarlane-Dick (2006) emphasize that well-designed rubrics not only enhance clarity but also improve the quality of feedback by guiding students in providing more specific and actionable evaluations. Training sessions should be provided for students on delivering constructive feedback, with an emphasis on cultural differences in communication styles to foster mutual understanding. Additionally, incorporating anonymous peer assessments can reduce social pressures, particularly in collectivist cultures where criticism may be viewed negatively. Encouraging reflective self-assessment alongside peer reviews can help students critically engage with their performance and feedback, reinforcing self-regulated learning practices. Facilitating cross-cultural discussions on assessment expectations further enhances cultural awareness and creates a more equitable evaluation environment, ensuring fair and inclusive peer assessments in diverse classrooms globally.

Moving forward, educators should refine the communication construct by developing clearer rubrics and offering targeted training in presentation techniques, focusing on aspects like storytelling, audience interaction, and tone modulation. Nicol and Macfarlane-Dick (2006) highlight that feedback is most effective when it fosters engagement and dialogue, suggesting that structured peer assessment activities should be designed to encourage meaningful interaction rather than passive critique. Addressing cultural differences in assessment through discussions and training can foster mutual understanding and inclusivity, improving the quality of peer evaluations. Also, future research should expand the sample size, include a broader range of cultural backgrounds, and explore additional constructs like creativity and teamwork. By adopting these strategies, educators can enhance the impact of peer assessment, ensuring that students not only receive high-quality feedback but also develop essential evaluative and self-reflective skills that contribute to their overall academic and professional growth.

The findings of this study highlight general trends in peer assessment behaviors rather than universal or fixed patterns among American and Chinese students. Cultural norms and evaluation styles are dynamic and diverse within each group, influenced by individual experiences, educational backgrounds, and evolving societal contexts. While this study provides valuable insights into peer assessment practices between these two cultural groups, its focus limits its generalizability to a global audience. Cultural differences in evaluation styles extend beyond these contexts, and future research should explore how students from other regions - such as Europe, Latin America, or the Middle East - approach peer assessments. Comparing diverse educational systems, such as those emphasizing collaborative learning versus teacher-centered instruction, can offer a more comprehensive understanding of how cultural norms shape feedback and evaluation behaviors. Expanding the study to include students from various backgrounds would enhance its applicability, providing educators with more inclusive assessment strategies that accommodate a wider range of cultural perspectives in globalized learning environments.

The findings of this study may extend beyond IS education and hold valuable implications for fields such as business and social sciences, where communication, critical thinking, and cross-cultural collaboration are essential. In business, understanding cultural differences in peer evaluations can enhance global teamwork, leadership training, performance assessments, and fostering more inclusive and effective workplace environments. Similarly, in social sciences, these insights contribute to research on cultural psychology, education, and organizational behavior by demonstrating how cultural norms shape feedback, evaluation practices, and interpersonal interactions. By applying these find-

ings, educators and professionals in diverse disciplines can develop more equitable assessment methods, improve cross-cultural communication skills, and create learning environments that accommodate diverse perspectives, preparing students and employees for success in globalized contexts.

ACKNOWLEDGMENT

The author wishes to acknowledge the support for travel expenses pertaining to this study provided by the Institute for International Business of the Stillman School of Business at Seton Hall University.

REFERENCES

- Alley, M. (2003). *The craft of scientific presentations: Critical steps to succeed and critical errors to avoid*. Springer.
- Booth-Butterfield, M. (2002). *Interpersonal Essentials*. Allyn and Bacon.
- Chen, S. (2009). Cultural differences in peer feedback and the impact on student learning. *Journal of Educational Psychology*, 101(2), 350-358.
- Cheng, M., & Chen, L. (2016). Cultural influences on peer assessment: A comparison of Chinese and Western students. *International Journal of Educational Research*, 74, 24-34.
- Duarte, N. (2008). *Slide:ology: The art and science of creating great presentations*. O'Reilly Media.
- Falchikov, N., & Goldfinch, J. (2000). Student peer assessment in higher education: A meta-analysis comparing the effects of peer and teacher marks. *Review of Educational Research*, 70(3), 287-322. <https://doi.org/10.3102/00346543070003287>
- Hall, E. T. (1976). *Beyond culture*. Doubleday.
- Hofstede, G. (1980). *Culture's consequences: International differences in work-related values*. Sage Publications.
- Laudon, K. C., & Laudon, J. P. (2019). *Management information systems: Managing the digital firm*. Pearson.
- Liu, N.-F., & Carless, D. (2006). Peer feedback: The learning element of peer assessment. *Teaching in Higher Education*, 11(3), 279-290. <https://doi.org/10.1080/13562510600680582>
- Mayer, R. E., & Moreno, R. (2002). Animation as an aid to multimedia learning. *Educational Psychology Review*, 14, 87-99. <https://doi.org/10.1023/A:1013184611077>
- Mehrabian, A. (1971). *Silent messages*. Wadsworth Publishing Company, Inc.
- Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218. <https://doi.org/10.1080/03075070600572090>
- Rogers, E. M., & Steinfatt, T. M. (1999). *Intercultural communication*. Waveland Press.
- Simmons, A. (2015). *Whoever tells the best story wins: How to use your own stories to communicate with power and impact*. AMACOM.
- Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53-55. <https://doi.org/10.5116/ijme.4dfb.8dfd>
- Trompenaars, F., & Hampden-Turner, C. (1997). *Riding the waves of culture: Understanding cultural diversity in business* (2nd ed.). Nicholas Brealey Publishing.
- Tufte, E. (2006). *Beautiful evidence*. Graphics Press LLC.
- Wang, Z., & Li, Q. (2012). A cross-cultural study of peer assessment: The case of China and the United States. *Asian Journal of Social Science Studies*, 4(3), 115-124.
- Zhao, Y. (2014). Teaching and learning in China: A comparative analysis of educational systems. *Comparative Education Review*, 58(2), 230-254.

AUTHOR



Sung J. Shim is an Associate Professor and Chair of the Department of Computing and Decision Sciences at the Stillman School of Business, Seton Hall University. He earned his Ph.D. from the Lally School of Management at Rensselaer Polytechnic Institute. His research focuses on information systems implementation, business process reengineering, and computer simulation, with his work published in the *Journal of Computing in Higher Education*, *Business Process Management Journal*, *INFOR: Information Systems and Operational Research*, *Online Information Review*, *Journal of Computer Information Systems*, and *Information Systems Management*, among others..