

GRADING JUSTICE: AN EXPLORING STUDY OF ARAB STUDENTS' PERCEPTIONS

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ABSTRACT

This study explored college professors' practices in grading that Arab students perceive to be fair and to what extent they differed from practices identified by Western researchers. Seventy postgraduate teacher students responded to an open-ended questionnaire about professors' justice practices in grading. Then, the structure of grading justice was investigated and compared to Western research. Students identified 144 fair practices, classified in four categories: distributive, procedural, interpersonal, and informational justice. The structure of grading justice was found to be similar to one found in Western research but differed in its order, meanings, and criteria. Results somewhat supported the cross-cultural validity of a four-dimensional model of grading justice.

Keywords: Grading justice, qualitative research in assessment, teacher students, perception.