Assessing Students' Knowledge Hiding in Online Peer Assessment:

Scale Development and Validation*

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Abstract

The learning performance of online peer assessment depends on the motivation and depth of students' participation in knowledge exchange, and knowledge hiding undoubtedly affects the performance. However, most of the existing research on knowledge hiding focused on employees in business organizations, and the knowledge hiding scales are not suitable for students. To address the shortcomings of existing studies, this study developed and validated the knowledge hiding scale in online peer assessment based on the theory of planned behavior with questionnaires from 252 Chinese university students. Three factors were derived from exploratory and confirmatory factor analyses in the study: hiding cognition, hiding intention, and hiding behavior, and the scale showed good psychometric properties.

Keywords: Peer Assessment; Knowledge Hiding; Scale Development; Online Learning