

Empowering Learning: Students and Teachers Outlook on Peer Assessment for Oral Presentation

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Abstract

The main thrust of this study was to examine students and teachers outlook on the use of peer assessment criteria for oral presentation at Soran University. This strategy advocated enhancing student's involvement in tutorial presentation and contributed to the development of students learning of peer assessment in their faculty. The paper draws on data collected through questionnaires was used to gather a data from a sample of 60 students and 9 academic staff. Findings from the study indicated that students view on peer assessment for presentation depended on the quality of peers language accuracy and competent background. Descriptive statics showed that Student's sentiment in peer assessment was believed to be uncertain due to problematic issues; however staffs viewed peer assessment as involvement of learners in learning practices and social development, the findings revealed that teachers were disagreed with the idea of peer's assessment for presentation as a result of inferior level of learners. As a proactive enforcer, peer assessment for presentation must always be achieved in higher education system to produce proactive approach.

Keywords: peer assessment, Oral presentation, Assessing tutorial presentation, Pros and Cons of peer assessment.

1. Introduction

Assessment can be used as a tool for learning and judgment. This tool is beneficial for students to judge their performances by the learners or the teachers. Assessment shows the quality of achievement is represented by learners in academic life. (Weurlander et al, 2012) however, assessment serves academic progression in higher education through measurement and qualification of students learning. (Fletcher et al, 2012) This paper discusses the role of peer assessment in academic life and how to be prominent in presenting tutorial presentation. It encourages learners to communicate and discuss their knowledge's with their colleagues. Peer assessment aims on learning students from each other and they can master their own performances confidently. (Careless, 2009). Hence, a study forms student's performance (activity, project) can be enrich by executing of peer assessment in higher education. (Cheng & Tsai, 2012). To contribute an effective learning in higher education, it is essential to provide a dialogue between students and teachers. Learners benefit from teacher's discussion (dialogue between teacher and students) more than an information transmission. Although this sort of activity in large classes is difficult to be arranged, teachers can manage small group to discuss about their performances in the class. However, peer dialogue enhances students learning process. Peer discussion tends to encourage students to revise and negotiate language parts and providing tactics with their peers on their performances critically, so negotiation between cohorts is necessary to get involved in self- regulated and to accept their peer's critic easily rather than the teacher. (Nicol & Macfarlane-Dick, 2006). Negotiation can be defined as a decision making progression either by students or teachers. The interaction contributes a common understanding activity to gain a comprehensive input. (Tuan, 2011). A study assigns that peer assessment dabbled in secrets is better than in the open performances. Sometimes learners feel shy to judge their peers work with inferior marks in front of their groups, so teachers distributed a sheet to judge secretly and confidently. (Neus, 2011). Peer assessment increases students learning by engaging them to reflect and judge their cohorts thinking skills. Thus it can generate a sustainable progression and it promotes a deep correlation between learners. (Lynch et al., 2012)

1.1 pros and Cons of Peer assessment (PA) and its effect on learners

Academic staff and students in the university utilize peer assessment as a process to devote their curricula in the best way. Peer assessment and teamwork are designed to promote students learning and increase their skills through presenting, decision- making and interacting. Peer evaluation and teamwork assessment had taken a good role in university courses. The curricula of the higher education have been increased through peer assessment, student's interaction, and communication. Students who take part in peer evaluation mode would be able to integrate active learning with their peers and to construct their work through collaborative and teamwork assessment. (Issa, 2012). According to researcher stated "Peer assessment recently has been often used as an alternative assessment method, particularly in higher education. PA can be defined as the process whereby groups of individuals rate their peers. In peer assessment, members of a class grade the work or performance of their peers using relevant criteria. In peer feedback, students engage in reflective criticism of the work or performance of other students using previously identified criteria and supply feedback to them. In peer learning, students learn with and from each other, normally within the same class or cohort." (Wen & Tsai, 2006, p.28). It

is common that in higher education, students are activating their learning process through communication, interacting and rating their peers work together. It assists students and teachers to build their confidences through these activities in the university. Vickerman (2009) notes that peer assessment provide advantages to teachers and students. It utilizes tutoring mechanism which devotes development of rating and judgement of cohorts. Peer evaluation encourages learners to be more authentic towards academic life and their study in the university. Students can gain an insight of experiences while assessing or judging their peer's performances. Peer assessment is a process in which groups of cohorts rate their peer's performance; it empowers student's metacognitive learning. Learners like peer activities as they compare their works with their peers and sometimes students cannot stand their peers criticism that is they have lack of self confidence while rating their cohort's performances. Learners need to be anonymous while rating their peers work, they feel uncomfortable to judge their peers performances face- to- face. (Wen et al, 2006)

Though, there is a nascent evidence show that peer assessment is a difficult effort in some country like Hong Kong. The study demonstrates that students feel lack of confidence while practicing peer assessment due to inferior level of language accuracy and comprehension. Most EFL learners confronted with English grammar, so how a teacher will able to utilize peer assessment in the class. In common, students have difficulty with correcting grammar usage. (Bryant & Carless, 2010). Similarly, a researcher pinpointed that students tend to judge their cohorts error in a surface way, not semantically. Students don't trust their peer's assessment because they are not foreign that is why learners need teachers assist to correct their mistakes. (Tusi &Ng, 2000). Hence, a researcher steered peer assessment as empowering students learning negatively. That is learners have no role of implementing their performances other than assessing their cohorts performance in term of measurement. (Boud, 2007). A study states that "Assessment became a partnership between teacher and learners, as peer-assessment was carried out by using the checklists to facilitate pupils' comments on their classmates' performance." (Careless, 2005, p.47) This emphasizes on students development in field of comprehension and self monitoring although there is tension in students level and their background.

To date, a researcher noticed that there is a tension about student's ability. Teachers are reluctant about learner's criteria because students sound unable to make judgement on peer's performance of content coverage. (To & Careless, 2015). A paradigm by (Patton, 2012, p.720), shows that there is a tension and reliance of assessment in academic policy:

As far as assessment is concerned, while there is a heavy reliance on essays and oral presentations across the school, innovative assessment – particularly peer assessment – is already a feature of a small number of courses. The introduction of peer assessment has been ad hoc, however, resulting not from school policy but staff interest.

However, student's awareness and motivation increased towards peer assessment as their involvement in the process. It promotes social and cultural interaction between students- students and teachers- students. (Al-Barakat &Al-Hassan, 2009). Grajczonek (2009) yield that peer assessment serves individual outcomes in team works so PA. Correlate with group work and peers in higher education. The study delves deeply into students and teachers outlook on peer assessment for oral presentation.

2. Methods

The quantitative method approach was used in the study to yield a data of peer assessment for oral presentation in the realm of higher education however student's outlook on PA revealed in the research paper according to the finding in the study. The research questions in the study were:

-How do students and academic staff reflect on peer assessment?

-What are the pros and cons of peer assessment for Oral presentation for EFL students?

The participants in the study were 60 undergraduate students and 9 academic staff from Soran University, Northern Erbil. To ascertain students and teachers outlook on peer assessment for oral presentation, a questionnaire was carried out by the author to verify the usefulness of peer assessment in higher education. The students and academic staff were asked to fill in a questionnaire about peer assessment. 20 items were constructed for the survey. The study was conducted by using Likert scale that ranged from (strongly agree = 5, strongly disagree =1). On January 20, 2015, the questionnaire items were rated by the students to reveal the actual data. Each peer assessed their cohort's presentation in terms of language accuracy and cognitive skills in the class for 10 minutes. On February, 2015, the survey items were responded by the staff to compare and ascertain staff's outlook on peer assessment for oral presentation. (Please see Appendix A, B). The data for appendix B were collected through Chi square to confirm the survey. It is ranged with (yes, No) survey. At the end of the study, the survey revealed students and teachers outlook on peer assessment for oral presentation. Ethical consideration was thrashed out with the participants (students & staff). Participants had had the right to take part or withdraw from the revision. The participants were remained anonymous throughout the survey.

3. Results

The data were collected via participant's survey. A quantitative approach was applied to yield the correlation between the students and staff. The items were analysed by using percentages and standard deviations. However, staffs survey were analysed by using Chi-square to expose the revision. Table 1 showed an overview of the student's response to the items. The findings were revealed that the participants were uncertain about learner's way of thinking of peer assessment for oral presentation. The percentages for the items showed that learners reflection on peer assessment were neither negative nor positive towards oral presentation. For the most part, students were undecided about their view for PA.

Table 1. Student's outcome of PA.

| Items | Average S. | St. D. |
|---|------------|----------|
| 1-I learned new ideas from my colleague's tutorial presentation. | 3.4275 | 0.866484 |
| 2-Peer assessment tends to need less tutors help. | 3.414035 | 1.167295 |
| 3-I have developed my ability to analyze skills during oral presentation. | 3.422222 | 0.882741 |
| 4-Tutors guidance and peers evaluation help me to overcome any difficulties. | 3.413725 | 0.684399 |
| 5-I feel confident to judge my cohorts presentation. | 3.378814 | 1.023515 |
| 6-Peers assessment empowers my learning. | 3.374172 | 0.803468 |
| 7-I doubt my peer's knowledge on presentation. | 3.336323 | 0.99794 |
| 8-My peer's critic on presentation empowers my thinking. | 3.369048 | 0.955533 |
| 9-Tutorial presentation enhances my learning verbally and visually. | 3.336808 | 0.796049 |
| 10-Peer assessment encourages learner to be independent in evaluation to enhance their knowledge's. | 3.272409 | 1.052214 |
| 11-I can easily monitor my peers work especially when it's authentic. | 3.282642 | 1.007699 |
| 12-Judging on my peer's performances will help me to figure out about the criteria. | 3.321854 | 0.901402 |

The study were highlighted the benefit of peer assessment for oral presentation whereas the findings showed that students responses were undecided about PA. The percentages were indicated that there is a negative outlook towards PA for presentation. EFL students were unable to revise their peer's tutor presentation due to lack of language accuracy (please see Table 2.). A high percentage degree was revealed in Item 16 which indicates that learners were in need of teachers help to assess their cohorts work. The realm of the data in Table 1& 2 demonstrated that students were unwilling to decide whether learners were unable to assess their cohort's oral presentation or not? So the participants were undecided about peer assessment for oral presentation in the study.

Table 2. Scathing about PA.

| Items | Average S. | St. D. |
|--|------------|----------|
| 13-I feel uncomfortable while rating my peer's performances. | 3.308476 | 1.173795 |
| 14-I feel lack of self confidence while rating my peer's work. | 3.36645 | 1.009549 |
| 15-My cohorts cannot judge my performances on presentation. | 3.437469 | 1.115917 |
| 16-I need teachers assist to judge my performance and my peers. | 3.488244 | 0.855868 |
| 17-I get benefit from the tutorial for future purposes. | 3.362455 | 0.834036 |
| 18-My peer cannot speak fluently while tutoring presentation. | 3.191191 | 0.983574 |
| 19-I challenge to assess my peer's tutorial presentation due to incoherent of the subject. | 3.351701 | 0.947201 |
| 20-I like to remain anonymous while rating my cohort's work. | 3.377973 | 1.18437 |

The items for the survey of teachers were clearly demonstrated in Appendix B. to show the correlation between students and teachers survey, staffs result were collected through Chi square, the result are shown in table 3, 4.

Table 3. Outcomes of peer assessment.

| | Yes | No | Total |
|--------------|-----|----|-------|
| PA. + | 17 | 11 | 28 |
| PA. - | 9 | 18 | 27 |
| Total | 26 | 29 | 55 |

Table 4. Final outcomes of peer assessment.

| O | E | O-E | (O-E) ² | $\frac{(O - E)^2}{E}$ |
|----|----|-----|--------------------|-----------------------|
| 17 | 13 | 4 | 16 | 1.230 |
| 11 | 15 | -4 | 16 | 1.0666 |
| 9 | 13 | -4 | 16 | 1.230 |
| 18 | 14 | 4 | 16 | 1.142 |
| | | | | Total: 4.6686 |

The data revealed that the academic staffs were disagreeing with peer assessment for oral presentation due to student's lack of proficiency of English languages and damaged background. Chi square results were presented that it is rejected. Staffs showed negative outlook of peer assessment for oral presentation.

$$q1 = \sum_{i=1}^6 \frac{(y_i - np_i)^2}{np_i} = 4.6686$$

$$4.6686 \geq X^2_{0.05}(1) = 3.84$$

HO is rejected at the %5 significance level.

4. Discussion and Conclusion

The present study sheds light on the use of peer assessment for presentation to enhance the academic students peer review and how was teachers and students view to peer assessment? Nulty (2011) explains that peer assessment is like self assessment; the students evaluate their peers work by themselves so this means individual activity to revise ideas and written work. According to researchers (Careless, 2009; Cheng & Tsai, 2012; Nicol & Dick, 2006), peer assessment encourages students to take part in an activity, discuss with their cohorts to present a good criteria in an academic life, However peer assessment tends to improve students language accuracy. EFL students face difficulty in comprehension of English language. Peer assessment for presentation is essential for learners to negotiate with each other and to contribute novel ideas. The questionnaire findings produce an insight into the reasons why students outlook for peer assessment were undecided and how students and teachers view peer assessment for oral presentation in higher education? The study found that the learners were uncertain about their peers review. After presenting their tutorial presentation in the class, peers review their works based on the criteria of the questionnaire. Some students were able to assess their cohort's proficiency while most learners were unable to adjust their peers work. Similarly, the researchers (Bryant & Carless, 2010; Tusi & Ng, 2000; Boud, 2007) yield to peer assessment as an activity that students cannot trust their peers work. Thus it would be almost impossible to correct their cohorts work proficiently. Furthermore, a study noted that some learners doubt about their peers' intelligence to revise their works. This leads into problematic relations between the students (Kaufman & Schunn, 2011). It can be seen from table 1, 2 that learners were uncertain about their view towards peer assessment. In table 1, the items showed advantage of peer assessment while table 2 reflected on disadvantages of peer assessment for presentation. Most students were disagreed with peer assessment due to bad status of education. Learners were agreed teachers assistance in assessment more than their fellow students. EFL students face problematic deprived areas of education. Although lectures were taught in English languages in the university, students have been interested on Kurdish languages in their study system. Learners akin to their mother tongue. A researcher reported concerns regarding peer assessment that students were stressing about English language proficiency that is learners cannot afford to assess others performances. (Mok, 2011)

The higher percentages in the findings showed that learner's need teacher's assessment to adjust their work more than students due to lack of student's proficient. The students have to hone their skills to develop the power of intelligence in higher education. On the other hand the findings through Chi-Square found that instructors were disagreed with the process because some students confronted with learning English languages. The result of the study found that peer assessment for oral presentation assists learners to increase the potential benefits of learning outcomes. Although some students were uncomfortable about the process of assessment, they tried to handle it. The tutorial presentation encourages students to discuss, communicate, and exchange skills between each other. When students assessed each other's tutorial presentation, they got benefit from learning outcomes. Learners feel dependently proficient they asses their cohorts works. Rourke (2013) found that teachers and students need to feel comfortable and have confidence through the process of assessment to set good criteria. Learners will explain how they assessed their peer's tutorial presentation based on the criteria.

To explore the findings in the present study, the author looks at students and teachers outlook on peer assessment for oral presentation. The differences noted in the results reflect students and teachers view on peer assessment. The findings were clearly revealed that most teachers declined the process of peer assessment for presentation in the curricula as a result of an inadequate background of students, whereas students view on peer assessment were unsure of the tutorial presentation. Some learners get benefit from the process during the presentation while other students cannot afford to correct their peer's errors. EFL students face difficulty of comprehending skills in English language so few learners preferred not to participate in peer assessment criteria progression. In this case, academic staff should incorporate in practice period to pick up learners in process of peer assessment for presentation. The session should include feedback and assessors of teacher- student and student- student, however peer assessment can enhance student's ability to judge objectively the success of self and peer assessment in higher education.

Based on the findings of the present study, it can be concluded that students preferred peer assessment for oral presentation in their curricula although they face problematic issues. The process of assessment at Soran University can be used as a tool for learning new technological innovation. This programme will delimit the quality of learner's level in the university. Furthermore, peer assessment can be used as a tool for increasing the correlation between peers and teachers; however it enables students to evaluate themselves and their peers confidently. The result in the study exposed that students had undecided view on peer assessment for presentation though some students had reflected on peer assessment positively and learners should go with peer assessment development, on the other hand staffs view were negatively towards peer assessment. The issue returns back to lack of knowledge of students and they had not inclination to learning English languages. To tackle the issue, we recommended the academic staff to provide a session of training peer assessment in each lesson; furthermore subject areas should be taught in English languages. At the end of each session, students had to present oral presentation to evaluate each other work with their peers.

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Appendix A

To what extent do you rate the following statements?

| items | Strongly agree | agree | undecided | disagree | Strongly disagree |
|--|----------------|-------|-----------|----------|-------------------|
| 1-I learned new ideas from my colleague's tutorial presentation. | | | | | |
| 2-Peer assessment tends to need less tutors help. | | | | | |
| 3-I have developed my ability to analyze skills during oral presentation. | | | | | |
| 4- Tutors guidance and peers evaluation help me to overcome any difficulties. | | | | | |
| 5-I feel confident to judge my cohorts presentation. | | | | | |
| 6- Peers assessment empowers my learning. | | | | | |
| 7- I doubt my peer's knowledge on presentation. | | | | | |
| 8- My peer's critic on presentation empowers my thinking. | | | | | |
| 9-Tutorial presentation enhances my learning verbally and visually. | | | | | |
| 10- Peer assessment encourages learner to be independent in evaluation to enhance their knowledge's. | | | | | |
| 11- I can easily monitor my peers work especially when it's authentic. | | | | | |
| 12- Judging on my peers performances will help me to figure out about the criteria. | | | | | |
| 13-I feel uncomfortable while rating my peer's performances. | | | | | |
| 14-I feel lack of self confidence while rating my peer's work. | | | | | |
| 15- My cohorts cannot judge my performances on presentation. | | | | | |
| 16- I need teachers assist to judge my performance and my peers. | | | | | |
| 17-I get benefit from the tutorial for future purposes. | | | | | |
| 18- My peer cannot speak fluently while tutoring presentation. | | | | | |
| 19-I challenge to assess my peer's tutorial presentation due to incoherent of the subject. | | | | | |
| 20-I like to remain anonymous while rating my cohort's work. | | | | | |

Appendix B

The mission of this survey is to yield ongoing assessment in higher education. To assist us with process of learning in academic life, I am asking academic staff to complete the following questions, I would be greatly appreciated.

1-Do students as non English native speaker have ability to assess their peer's performances?

Yes -----.

No -----.

2-Do you think students get benefit from evaluation and judgment of their cohort's and vice verse?

Yes -----.

No -----.

3- Is peer assessment a method of improving student's knowledge through tutorial presentation and written comment?

Yes -----.

No -----.

4-My student can easily monitor their peers mistakes regarding language accuracy and comprehension?

Yes -----.

No -----.

5-Peer assessment is beneficial for students and teachers in higher education?

Yes -----.

No -----.

6- Do you think peer assessment is a tension at Soran University especially for learners?

Yes -----.

No -----.

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