

Review of: "Analyzing Students' Perceptions of Collaborative Tools for Automated Assessment of Programming Assignments in Distance Education"

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Potential competing interests: No potential competing interests to declare.

The research potential is high. However, some amendments could level up this study:

1. It is not clear how the proposed tool contributes to distance education. This contribution should be specified.
2. Various analyses are made, but they are not part of an integrated methodology. A methodology developed in a series of steps is needed.
3. Although various criteria have been analyzed, it is not clear how these analyses contribute to the assessment of programming assignments. It seems that the study endeavors to assess the proposed tool in comparison to similar ones, but such assessment is not necessarily associated with the evaluation of programming assignments in distance education. The aforementioned contribution should be underlined.
4. In parallel, the research assumptions are directed at the entire learning performance without focusing on the assessment of programming assignments. Therefore, the discussion of the results stresses the issues of learning improvement and academic performance.
5. I suggest that the title should be changed as follows: "Analyzing Students' Perceptions of Collaborative Tools to Enhance Learning Improvement". After this change, the research added value will be accentuated.
6. English proofreading is necessary.