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Context

Assessment structure

Over-assessment of students

Under-assessment of students

Availability of Canvas

Contact and Distance

Diverse student groups

Keep it simple

Focus on what has impact

World-of-work

Student-centredness






**Students at the Centre,
Learning at the Core.**

Based on an extensive literature study, Lea, Stephenson and Troy (2003) list seven tenets of student-centred learning, namely:

1. reliance on **active** rather than passive learning
2. emphasis on **deep learning** and understanding
3. increased responsibility and **accountability** on the part of the student
4. increased sense of **autonomy** in the learner
5. **interdependence** between teacher and learner
6. mutual respect within the learner-teacher relationship, and
7. a **reflexive approach** to the teaching and learning process on the part of both teacher and learner.”



What does it mean
for assessment?

A mix of self-, peer and
lecturer-assessment is
required in a student-
centred approach

(Um, 2017)

Sustainable assessment

Assessment tasks aimed at equipping students to learn for the long term so that they can draw on problem-solving practices acquired through assessments, when facing with real-life problems (Boud and Falchikov, 2007).

Sustainable assessment requires students to take an active role in assessment and feedback.

WISHLIST

CRITICAL THINKING

DECISION-MAKING

ACCEPTANCE OF RESPONSIBILITY

AUTONOMOUS LEARNING

METACOGNITIVE SKILLS

Summary of positive outcomes - Papanthymou and Darra (2018 & 2019)

Author(s)	Outcome
Lublin, 1980	Helps students make realistic judgements about themselves
Tan, 2004	Empowers students
Dearnly & Meddings, 2007	Gives students autonomy in learning
Eva & Regehr, 2005	Acts as incentive
Poon et al., 2009; Yan & Brown, 2017; Summers et al., 2019	Helps students improve in the future
Summers et al., 2019; Bourke, 2014	Helps students know themselves by establishing their role and identity as professionals
Han & Riazi, 2018	Helps students participate in self-regulated practice
Seifert & Feliks, 2019	Makes them more responsible for their learning
Bourke, 2018	Orientates ontological knowledge and professional identity in higher education and develops metacognitive strategies
Mok et al., 2006	Builds metacognition
Boud, 1989, 1995; Dearnley & Meddings, 2007	Promotes lifelong learning and sets the foundation for continuous professional development
Dochy et al., 1999; Logan, 2015	Addresses society's need for lifelong learners
Dearnley & Meddings (2007)	Improved dialogue between teachers and students
Wride, 2017	Prepares students for a democratic society
Topping, 2003; Wride, 2017	Improves cognitive and metacognitive abilities
Rolheiser & Ross, 2001	Enhances self-efficacy
Rolheiser & Ross, 2001	Motivation
Ross, 2006	Identify strengths and weaknesses of their work

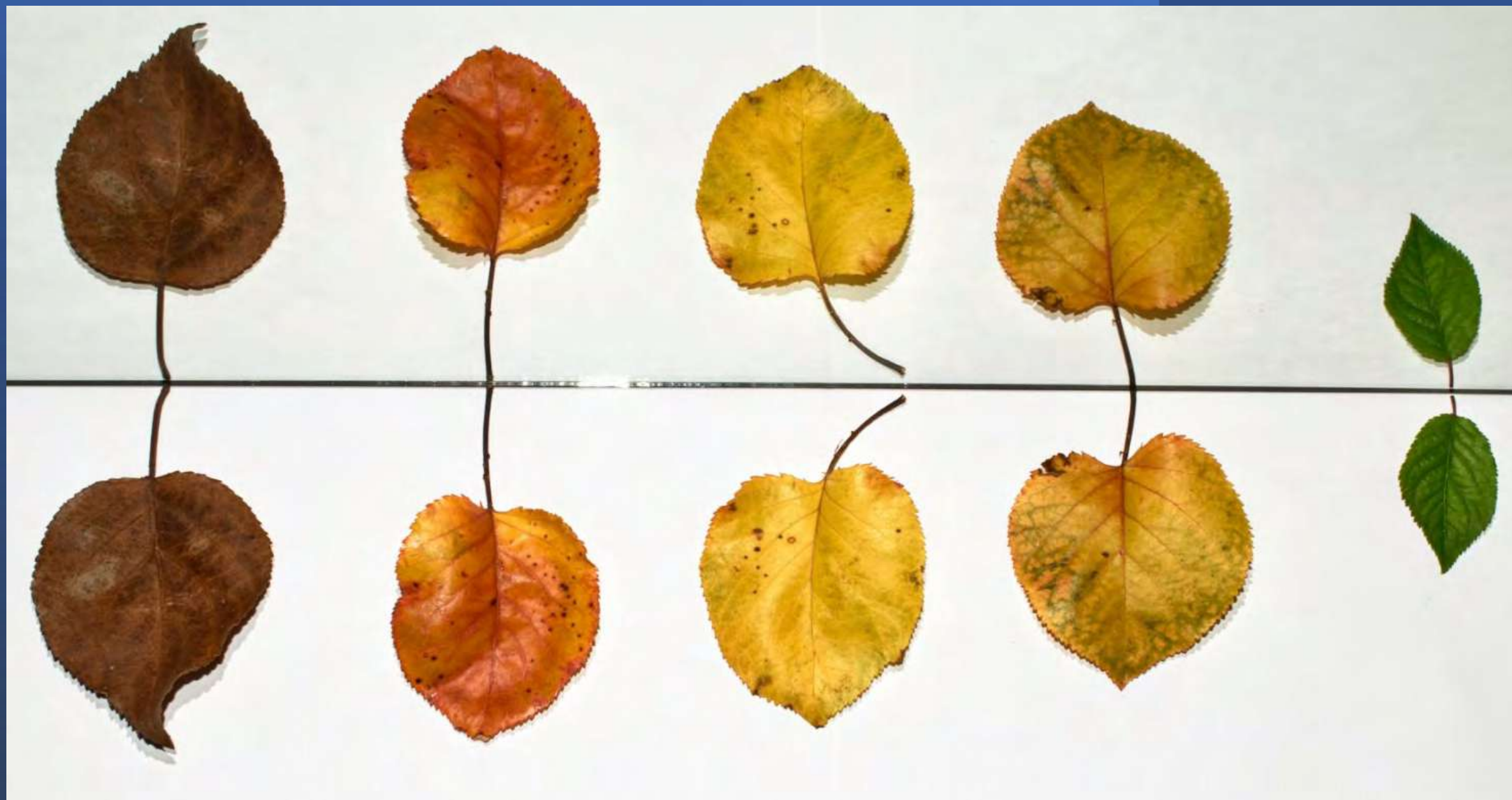
What is self-assessment?

Self-assessment can be defined as a process where “students are directed to assess their performance against pre-determined standard criteria...[and] involves the students in goal setting and more informal, dynamic self-regulation and self-reflection” (Bourke & Mentis, 2011, p. 859).

Self-assessment is a procedure where students judge the quality of their own work according to specific criteria for improving their work in the future (Rolheiser & Ross, 2001).









Sadler (2010) argues that students' conceptualization of the gap between where they are, and where they want to be, is what enables students to move forward.

Woods, Marshall and Hrymak (1988) go as far as stating that self-assessment is the driving force for everything that someone does.

Dimensions of Self-Assessment

Through a study of the descriptions and discussions of authors, researchers and experts in 48 publications between 1980 and 2019, Papanthymou and Darra (2019) identified the key dimensions of self-assessment, which they grouped as follows:

Context

- Student-centred pedagogy
- Feedback
- Learning orientation

Role of student

- Quality learning
- Collaborative/involvement

Processes

- Monitoring
- Reflection
- Review/control



Myth 1

Self-assessment is an isolated or individualistic activity



Truth

- It should commonly involve **peers, teachers**, and other **sources** of information (Boud, 1999)
- “...a process by which one takes personal **responsibility** for looking **outward**, explicitly **seeking feedback**, and information from **external** sources, then **using** these externally generated sources of assessment data to **direct** performance improvements. In this construction, self-assessment is more of a pedagogical strategy than an ability to judge for oneself; it is a **habit** that one needs to acquire and enact rather than an ability that one needs to master” (Boud, 1999, p.15)

Myth 2: Accuracy is essential

Formative & Summative

- Self-assessment has a dual role in formative and summative assessment (Boud & Falchikov, 1989; Bourke, 2014; Bourke, 2018)
- The vast majority of early research studies were focused on assessing the accuracy of self-assessment.
- Assumption: accuracy is required for self-assessment to be successful.
- However, when used for summative, behaviour changes!

Formative

- Self-assessment is feedback (Andrade, 2010)
- Learning comes from the **process**, not the outcome (Papanthymou and Darra, 2019)
- *“...the purpose of feedback is to inform adjustments to processes and products that deepen learning and enhance performance; hence the purpose of self-assessment is to generate feedback that promotes learning and improvements in performance. This learning-oriented purpose of self-assessment implies that it should be formative: if there is no opportunity for adjustment and correction, self-assessment is almost pointless.”*

(Andrade, 2019, p.88)

Why not?

Some reasons why self-assessment is not as popular as expected.

(Papanthymou and Darra, 2018)

Students misunderstand the purpose of self-assessment and as a result, they believe that assessment is the job of the lecturer.

Students do not have the ability to assess.

Lecturers do not trust students to judge their own performance.

It is hard work!!

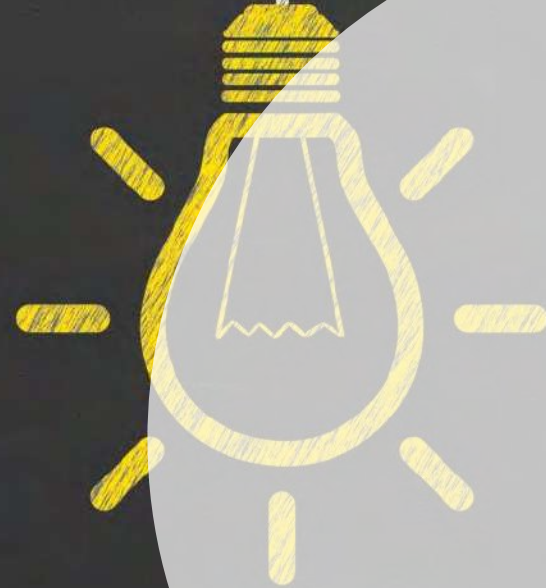
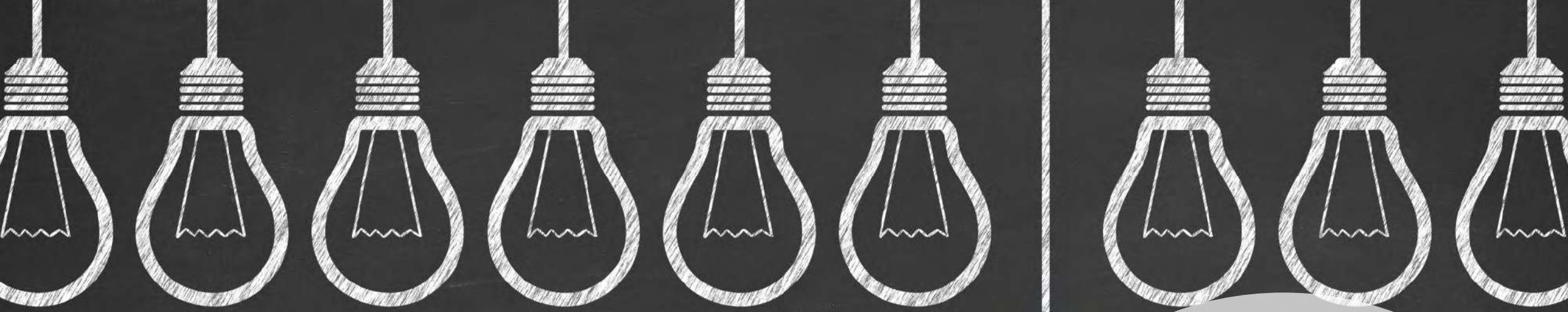


Developing
self-
assessment
skills

Implications for programme design

- Traditional assessment and feedback processes create a dependence on the lecturer (Yorke, 2003).
- To move to more sustainable methods of assessment, students must be taught and be given practice on how to make judgements (Boud and Falchikov 2007).
- Evaluative judgment is the ability to assess or make decisions on the quality of one's own work, or the work of others. It is a core concept of **student-centredness** and **sustainable assessment**.
- **Evaluative judgement** can be developed through studying exemplars of assignments (Boud et al., 2018)
- Ajjawi et al. (2018, p.11, in McConlogue, 2020) suggest five steps for developing this judgement:
 1. Identifying oneself as an active learner.
 2. Identifying one's level of knowledge and the gaps in this.
 3. Practising testing and judging.
 4. Developing these skills over time.
 5. Embodying reflexivity and commitment.





Ideas

Reflective exercises

As part of an action research project, **Walser (2009)** applied three sets of self-assessment exercises with both rating scale and open-ended items for students to complete during class, at the start, middle and end of the semester. The exercise was intended to assist students with developing reflection as a professional trait


The results of the study show that 91% of students felt the exercises assisted them on the course. The vast majority was of opinion that it assisted them to monitor progress and to keep track of their strengths and weaknesses, or areas for improvement.

Walser concluded that self-assessment can facilitate the development of students' metacognitive skills, help them take responsibility for their own learning and support collaboration between students and lecturers.

In addition, the exercises provided useful feedback for course improvement.

	Sample Questions
Start of term	<p>Rate your confidence in your ability to do well on specific assessments</p> <p>Identify the assessments from which you will learn most/least (weaknesses)</p> <p>Identify knowledge and skills in relation to the course (strengths)</p> <p>Identify course assignment most/least interested in and why</p>
Mid-term	<p>Greatest facilitating factors to their success on the course</p> <p>Greatest barrier to success on the course</p> <p>What can student, lecturer, peers do to help?</p> <p>Most enjoyable assessment so far?</p>
End of term	<p>Identify one insight gained from course</p> <p>If you had to do it over, what would you do differently?</p>

Scripts/standards/checklists

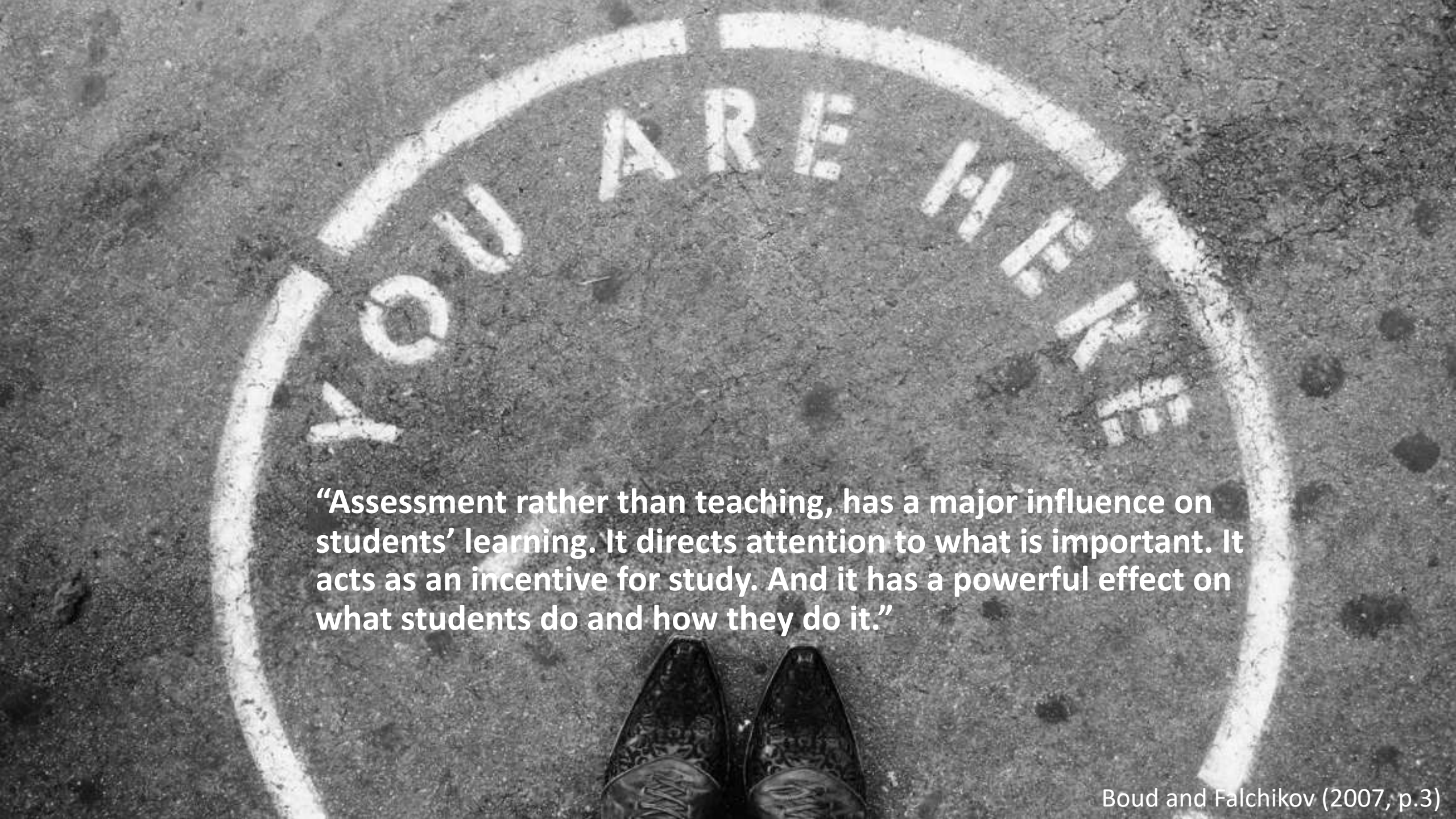


Submit your
self-
assessment

1. “Underline key phrases in the rubric with colored pencils (e.g., underline “clearly states an opinion” in blue), then underline or circle in their drafts the evidence of having met the standard articulated by the phrase (e.g., his or her opinion) with the same blue pencil. If students found they had not met the standard, they were asked to write themselves a reminder to make improvements when they wrote their final drafts. This process was followed for each criterion on the rubric. There were main effects on scores for every self-assessed criterion on the rubric, suggesting that guided self-assessment according to the co-created criteria helped students produce more effective writing.” (Andrade, 2019, p.4)
2. Script for written summary in psychology assessment (Panadero et al., 2014)
 - Does my summary transmit the main idea from the text? Is it at the beginning of my summary?
 - Are the important ideas also in my summary?
 - Have I selected the main ideas from the text to make them explicit in my summary?
 - Have I thought about my purpose for the summary? What is my goal?



Habits



“Assessment rather than teaching, has a major influence on students’ learning. It directs attention to what is important. It acts as an incentive for study. And it has a powerful effect on what students do and how they do it.”