

Self-Evaluation and Self-Assessment portfolio.

This portfolio is going to provide evidence and points of reflection regarding self-evaluation and self-assessment. It will critically discuss the principles of self-evaluation and self-assessment and how it has an important effect on the development of individual learners. It will take into consideration the journey an individual learner takes through higher education as well and the variety of teaching and learning situations. Self-assessment and evaluation differs based on the perception of the individual student, however it should always relate to the learning activities (Cukusic, 2014). Regardless of how self-assessment and self-evaluation are perceived, the purpose should remain the same. That purpose is to create change for the individual by reflecting on their current understanding (Olina, 2004). Through Self-assessment the students can find out what current knowledge they hold and how effectively they have completed assignments (Kapsalis, 2019). Self-assessment is said to break down barriers with students and teachers, created a stronger rapport. Also, it allows for instance feedback for the students as a result of this the student becomes more pro-active in their learning (Guskey, 2010). During the self-assessment process, students also self-evaluate. Why did their self-assessment outcome showing a particular issue ? Students then start evaluation different factors such as 'What in particular did they find hard in the subject?' 'Is there a reason why this issue was not addressed?'. Students start evaluating the current knowledge they have (Mitrofan, 2010).

21st century self-assessment and self-evaluation

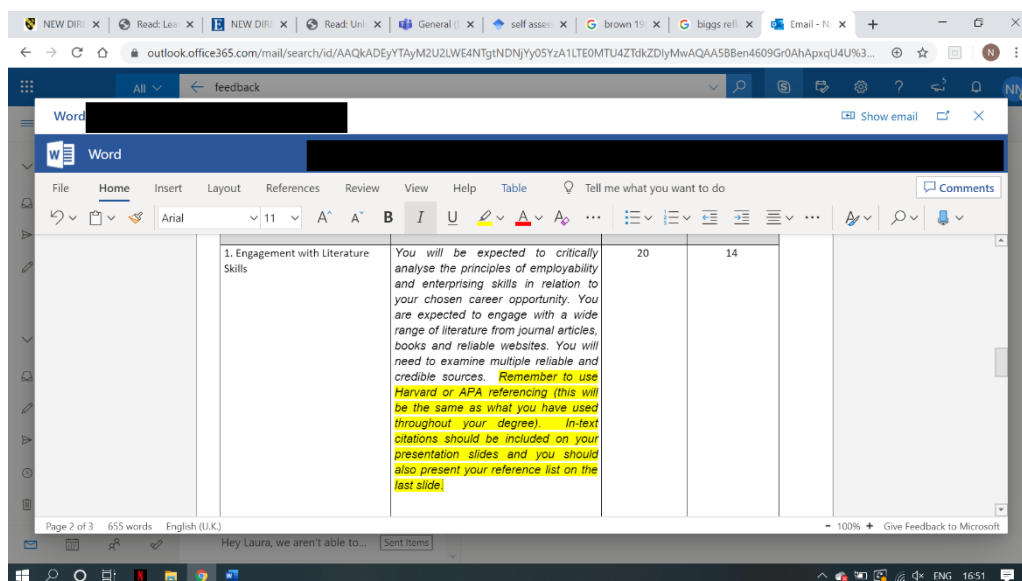
Current education teaches students to think for themselves. Education equips the student to self-assess and self-evaluate. It adapts each student to continuously learn and change. 21st century education requires more than knowledge, it requires for each student to reflectively judge and interpret (Swaffield, 2008). Self-assessment tends to take place in formative assessment. This entails evaluating the quality of their work and identifying weakness and strengths (Andrade, 2007). In order to self-assess and self-evaluate effectively, students need to have the ability to find appropriate objectives of their education, willing to critically evaluate, compare and reflect (Austin, 2007). Students need to reflect based on a pre-established criteria. However, self-assessment does not only occur after an activity is complete. It occurs during the learning process and while the student is completing the assessment, comparing it with the criteria (Panadero, 2013). Furthermore, teachers are encouraged to teach students to self-evaluate from the beginning of their assessments. This is so the student can see if their work and learning style is relevant and if not they can change it (Andrade, 2009). In addition to this, a reason self-assessing at the end of the process is not promoted is due to the fact that it can lead to lack of motivation. If a student sees at the end of the process they have done elements of the work wrong after putting time and effort into the work, they will be unwilling to change it and if they do change it can be done with lack of motivation (Alonso-Tapia, 2005). Also, one of the purpose of self-evaluation is that the student becomes more critical and preceptive about their own learning. Self-assessment and self-evaluation creates more autonomous students who are independent and control

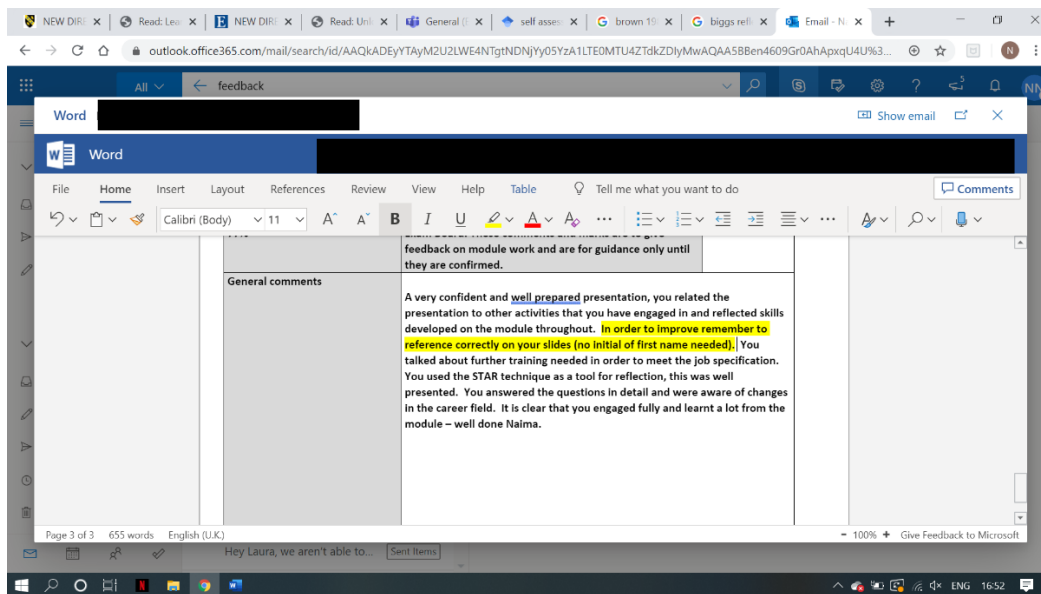
their learning better. Furthermore, by self-assessing students also gain skills such as monitoring and organization (Orsmond, 1997).

Although self-assessment and self-evaluation has always been a method teachers used, recently it has increased. There are many reasons as to why teachers choose to use self-assessment. One being that it allows the student to be involved in their learning and pro-active rather than reactive (Ross, 2006). Furthermore, self-assessment and self-evaluation can help the teacher as well as it takes some work load off for them. However, although that may be beneficial for the teacher, not all students find it beneficial for them. Some students state that the drawback of self-assessment and self-evaluation is that they rather the work be assessed by an expert and that they lack the relevant skills to do so (Wride, 2017). Another issue with self-assessing and self-evaluating is the reliability aspect. In research conducted, it was found that when it came to self-assessing for a long period of time and young students, there was less consistency. Despite this, it does not mean that the self-assessment conducted when successful is not valid. The validity is said through research to be more accurate as it is compared with the assessment of the teacher (Ross, 2006).

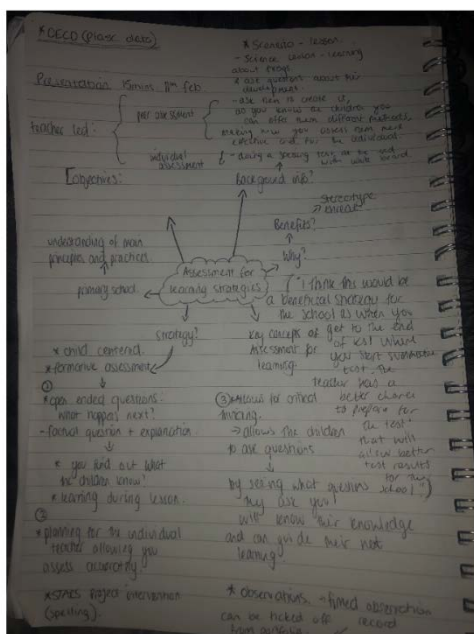
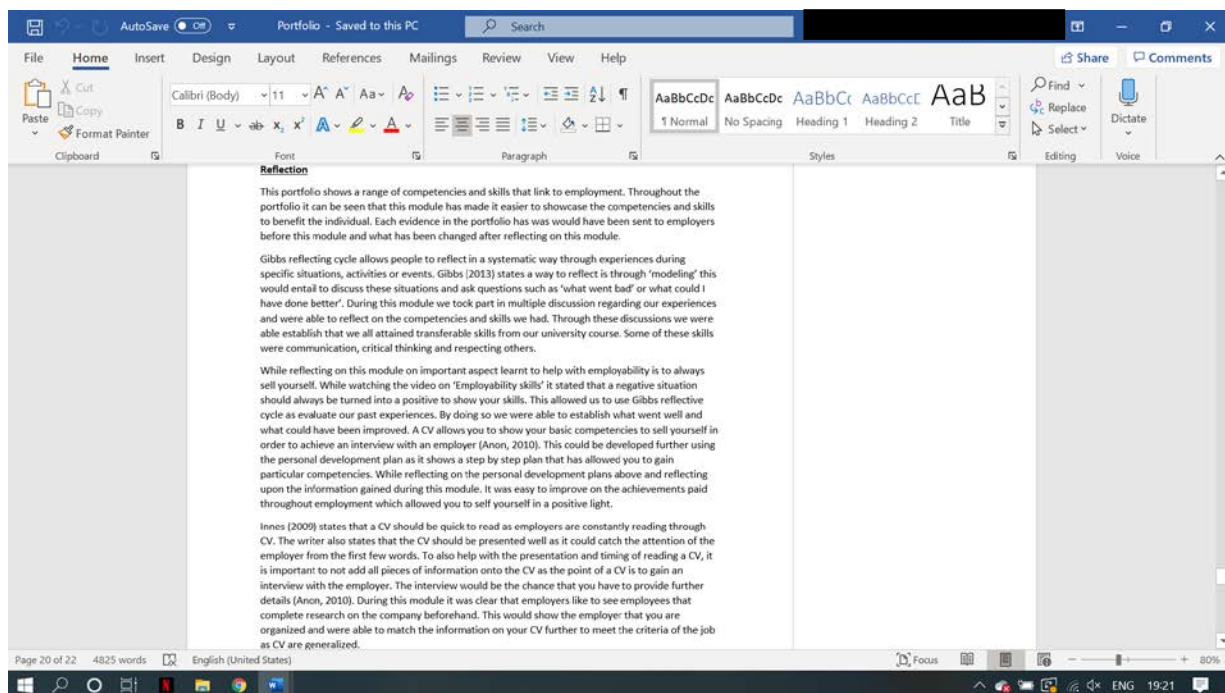
Engagement with learning and Reflection

Bransford (2000) states that self-assessment is the third fundamental principle in how students learn. Students require to develop metacognitive awareness. This is the ability to combine knowledge about themselves as learners and learning strategies with planning, goal setting and self-evaluation (Akturk, 2011). In order to self-evaluate, students need to be productive and engaged with their learning. They need to reflect on their own learning after seeing the results and apply it to further learning (Swaffield, 2008). As it can be see below in picture 1 and 1.1 feedback provided with the results state that an area that needs to be improved within the work is referencing. As a student this needs to be reflected upon and improved for further learning. In order for a student to see this feedback and work on it, they need to the beneficial side of self-evaluation (Robertson, 2017).





Once areas have been identified through, it is important to then plan for the future and reflect. This can be done through task identification and planning (Greene, 2007). In addition to this, when a student is engaged in their learning they will also include reflecting. Through reflecting as a result of self-evaluation students can repeat their methods if it worked correctly for them. However, in the case that it was not done well, by reflecting, students can self-evaluate where they went wrong (Boud, 1995). There are many frameworks that can help students reflect and self-assess. It is essential that this teachers also implement ways of teaching reflection and self-assessment to students to they are aware of how to complete it effectively. Within a particular module, students were required to discuss development. A section of this essay can be seen below, where the student discusses Biggs reflective cycle. Another framework that is also similar to this is Zimmerman's three steps. These steps are firstly, to make plans before completing the work. Secondly, monitoring the work comparing it to the criteria's. Thirdly, reflecting on how the goals have been obtained (Zimmerman, 2000). Down below it can be seen one of many methods how a student can plan for an assessment. The second step can be seen in the section 'Criteria's and goals' which shows how details criteria's are required to be. Lastly, the reflecting method can be seen in the pictures above where teachers can clearly state where student needs to improve, as well as what they have done well. Overall, engagement in reflection and self-evaluation is essential for development for the individual student (Van Loon, 2018).



Criteria's and goals

In order for a student to self-assess and receive the same results as their teachers, their work must be transparent. To achieve this most studies regarding self-assessment state that students work towards a pre-determined criteria (Andrade, 2007). Therefore, a pre-determined criteria must be unbiased, relevant to the content and must have objectivity. There is also guidelines provided with the criteria to ensure the student are not strayed from the purpose of the task. The objectivity element is the area that will allow students to self-assess (Pacheco, et al, 2009). Furthermore, having a criteria already set out, ensures the marking completed is subjective. This is because the criteria would be

known by both student and teacher (Orsmond, 1997). A method of setting criteria's for students used by teachers is Rubrics. What this entails is a documents that details of what is expected of the students by listing the criteria. The criteria list also comes along with a description of the quality from poor to excellent (Andrade, 2008). An example of the can be seen below. This is a method that also helps teachers establish the different ability level students are at. The students are also able to self-assessment and clearly see where they fit it. In a study completed in Australia, university students were all expected to complete an assignment. They were all split into groups, provided with different goals. A particular group within this study did better than other groups. The reason behind this was that the students were provided with clear guidelines of what was expected of them (Stupans, 2013).

Providing criteria's to students is also seen as beneficial in another study completed. Cohen et al (2002) found that students who had received the criteria beforehand as opposed to students who did not had better discussions and provided better work. However, another study completed stated that although students did have an increase knowledge in what was required from them from criteria's, it was hard for them to turn the criteria's into material for their writing (Andrade, 2008). Furthermore, in order for students to progress and develop as individual learners they must be able to see where they need to improve. This can be done by clear scaffolding assessment tasks. As can be seen below, this entails clear instructions, identification of relevant materials and clearly outlined criteria's (Sadler, 2005). Criteria's are also essential as self-evaluation takes place while completing a task. Students can selectively pick their learning strategies to fit the criteria, along with comparing it with what learning strategies they have used previously and whether it has worked to meet the criteria or not (Panadero, 2013).

TASK DESCRIPTION

Title: Self-assessment is, when students (i) individually... develop motivation to reflect on their previous learning and identify objectives for new learning; (ii) when they analyse and evaluate problems they... are experiencing and structure a way forward; and (iii) when through self regulation, they act to bring about improvement. (Pedder & James (2012 in Gardner 2012 p38) Self-evaluation can help learners appraise their current understanding in order to determine improvement needs (Olina & Sullivan 2004, p.6).

Through a series of reflective journal entries, critically discuss the principles of self assessment and self-evaluation and the importance of these to the development of effective learners. Use your own learning journey in Higher Education to illustrate your understanding of the issues involved. This should include reflection on how you have used feedback to inform your self-assessment and evaluation.

Consider the variety of teaching and learning situations and assessments you have experienced to strengthen your reflections and areas of development necessary for your future work as an educational professional.

- Demonstrate a critical awareness of the development of the individual learner.
- Demonstrate critical reflection upon your own learning experience in higher education.
- Use of fluent and confident use of academic English with appropriate referencing.

Demonstrate a critical awareness of the development of the individual learner.	30
Support points with a variety of reliable academic sources, you must be able to reflect on this also.	
2. Knowledge and Understanding Skills	
Demonstrate critical reflection upon your own learning experience in higher education.	30
Remember that a strong piece of work will not use the first person	
3. Cognitive and Intellectual Skills	
Link personal reflections and evidence of learning development together	20
4. Practical Application Skills	
Follow university presentation guidelines for essays.	10

Development of the individual

Individual development within education is essential for success. It is important for development to take place to support the student for the changes of competencies the community demands. The strategy to increase development of the individual is to guide students to improve their ability (Retnawati, 2018). Development is also essential so students are equipped with knowledge and skills that help them participate effectively as a member of society (Idris, 2012). Through self-assessment they identify learning goals and monitor progress. The school can decide how to implement this but a method for students to do this can be through self-assessment and self-evaluation. Self-evaluation and self-assessment allows for the student to think about their own learning, challenge the way they learn, think about what their next steps can be, what they can do to complete those steps and if they require more help on a certain aspect. All these steps that go into self-assessing and self-evaluating all lead to improvement for the student, therefore developing themselves. Furthermore, self-evaluation and self-assessment helps the student develop a positive sense autonomy and understanding that they are managing their own learning (Department of Education and early childhood, 2007). Self-assessment and self-evaluation also has benefits that go outside of the the academic aspect but built the individual so help them attain better within school as a whole. Self-assessment and self-evaluation improves social behavior and lower levers of hyperactivity. With both of these benefits it is stated that students provide higher quality of work and has life long affects that provide for a better academic outcome in the long run (Education, 2014). In addition to this, students develop to be a better learner. Through self-assessment and self-evaluation, students connect their knowledge, understanding and skills with they already know and used. It allows the student the ability to enhance their learning by providing meaning (McMillian, 2008).

Conclusion

To conclude, it can be seen by research that self-evaluation and self-assessment are very important to the development of the individual student. Research shows that when a student is providing with the accurate criteria beforehand, they are able to self-assess throughout while completing a task. Students develop as individuals as self-assessing gives them skills such as monitoring, independence and organization. They also develop further by self-assessing and self-evaluation as this helps students create better standard of work. Furthermore, by self-assessing and self-evaluating students are able to reflect on their work and become more critical. This is beneficial for students as they can see where their weaknesses and strengths lay. Also, by students self-assessing before the work is completed and comparing their work to the criteria it increases their motivation as they are aware there is a higher chance their work is correct and will not need to be repeated. In addition to this, students can reflect and self-assess as they complete their activity allowing them to correct any errors made. Although there may be some minor drawbacks surrounding self-evaluation and self-assessment such as lack of reliability and student confidence regarding it. Overall, it can be seen that self-assessment and self-evaluation benefits students as a whole. Through both of these they develop as individuals and gain

skills that can help them in further education and integrate within society, they gain a better meaning to learning and creates connections with all aspects of their learning.

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