

6) Self-assessment

Evaluation and assessment although often used interchangeably, refer to different levels of investigation. Evaluation is concerned at the macro or holistic level of the learning event, taking into account the context of learning and all the factors that go with it, whereas assessment can be seen as the measurement of learning and is one of the elements that go into an evaluation, the micro-level. Rowntree (1992) Rowntree, D (1982) "Educational Technology in Curriculum Development", Athenaeum Press Ltd, Newcastle upon Tyne

Self-assessment involves participants in evaluating their own work and learning progress.

Self-assessment is a valuable learning tool as well as part of an assessment process. Through self-assessment, participants can:

- identify their own skill gaps, where their knowledge is weak
- see where to focus their attention in learning
- set realistic goals
- revise their work
- track their own progress
- if online, decide when to move to the next level of the course

This process helps participants stay involved and motivated and encourages self-reflection and responsibility for their learning.

A valuable process on its own, self-assessment may be paired with peer assessment. Applying knowledge gained through peer assessment, participants' self-assessment can be a potent next step in actively promoting their own learning and achievement.

For self-assessment to be effective, participants should first become familiar with the concept. The term 'self-assessment' is used to cover all judgements by learners of their work: it is related to and incorporates terms such as 'self-evaluation' and 'self-appraisal'. There are several different purposes of self-assessment: to evaluate understanding of the content, to demonstrate the achievement of outcomes and goals and the selfdevelopment of the learner. These three aspects of self-assessment are all inter-linked and will receive different emphases at different times during the process of learning.

There are a number of benefits, along with barriers to and issues associated with self-assessment.

Benefits	Barriers and Issues
Enhances learning, including deep and lifelong learning	Some participants are reluctant to self-assess; they feel they lack the necessary skills, confidence or ability to judge their own work
Prepares participants for their role in participating in a democratic society	Participants prefer and expect to be assessed by experts
Makes participants feel that they have some control over their own evaluation	Participants are afraid of being wrong or are too harsh on themselves and are uncomfortable with the responsibility
Develops learner autonomy	Participants do not like it and do not see benefit in it
Promotes active engagement with learning	For some participants cultural issues impact on selfassessment because giving themselves a good grade is considered inappropriate or boasting
Promotes better understanding of content and increased quality and thoughtfulness	It raises some deep questions about the nature of the self, self-awareness and self-

	monitoring'
Alleviates student anxiety	
Enhances personal or intellectual development or social competencies	

There are a lot of models, methods and tools for self-assessment:

The RISE Model for Self-Evaluation is a tool that structures and facilitates a process of personal introspection. By addressing a series of stems, participants are prompted to use higher order thinking skills to thoughtfully consider their contribution to a course and voice future goals and objectives.



www.RISEModel.com

ELEVATE

Raise to a higher degree or purpose in FUTURE iterations

EXAMPLE STEMS:

*How will you approach similar situations in the future?
How does this inform your personal and professional goals?*

SUGGEST

Introduce ideas for improvement of CURRENT iteration

EXAMPLE STEMS:

*How could you improve your performance or contribution?
What if you had more time?*

INQUIRE

Seek information and provide ideas through questioning

EXAMPLE STEMS:

*What do you need to revisit to master the material?
What resources are available to you?*

REFLECT

Recall, ponder, and articulate

EXAMPLE STEMS:

How did your attitude, logic, and behaviors influence your performance or contribution? What worked? What didn't?

In recent years some self-assessment tools for non-formal education have been developed on the European level. This self-evaluation matrix is part of the "European Framework of Reference for Languages: Learning, Teaching, and Assessment". This framework is a tool for setting standards in an internationally comparable manner. It facilitates a clear definition of teaching and learning objectives and methods and provides the necessary tools for assessment of proficiency.

The Council of Europe has developed a self-evaluation matrix, which helps you to assess your language competencies. In the youth sector of the Council of Europe, a group of experts has developed the European Portfolio for Youth Leaders and Youth Workers. The European Portfolio for youth leaders and youth workers is a tool which has been designed to enable youth leaders and youth workers in Europe to assess and describe their competences, on the basis of a core set of European quality standards.

Good-self assessment practices don't have to be complicated. There are some examples of easy-to-use methods

1. Self-Reflection Journey: Encourage participants to mindfully explore reflective questions like:

- Am I asking questions while I'm learning?
- Am I formulating answers while I'm learning?
- Am I investigating answers to my questions?
- Do I understand the importance of what I'm learning?
- Am I becoming more curious about what I'm learning?
- Can I add something to my teacher's explanations?
- Can I challenge conventional points of view?
- Can I communicate different points of view?
- Are my communication skills improving?

2. One-Minute Papers: Take time to give participants blank cards or paper and have them write responses to the following two questions:

- What was the most significant thing you learned today?
- What question is still uppermost in your mind?

Experiment with other questions that you can ask. Another variation of this is 3-2-1, where you ask to list items such as three things that interested them, two questions they have, and one thing that surprised them.

Self-assessment is a valuable approach to supporting student learning. Self-assessment is one of the most important skills that people require for future professional development and life-long learning, as it develops the capacity to be assessors of learning.