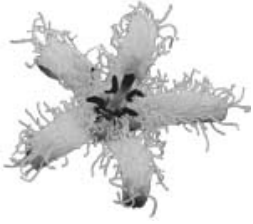




Self-Assessment

Paul Orsmond



Background

Self-assessment is may be seen by students and tutors as the assessment of a product.

But the focus of self-assessment should be on **processes**, processes of learning, processes of assessment, processes of reflection and processes on preparation for and leading to 'life long' learning



What is self-assessment

*Whenever we learn we question ourselves.
How am I doing? Is this enough? Is this right?
How can I tell? Should I go further? In the act
of questioning is the act of judging ourselves
and making decisions about the next step.
This is self-assessment.*

Boud, 1995



Questions

- ***Whenever we learn we question ourselves***
 - implies a need to find transparency in the learning process
 - students would need to consider how that transparency can be found for them. How do they actively begin to make sense of what is required of them during the assignment process?



Questions

- ***How am I doing and is this enough?***
 - These are both judgement questions and require students to be explicitly aware of the context of study, the criteria by which judgements are made and the standard of work they have produced.
 - The use of exemplars (Orsmond *et al.*, 2002) may help in this.



Questions

- *Is this right?*
 - 'Right' needs to be measured against the learning outcomes
 - Judgements made by the student may depend on the use made of the feedback received.
 - Feedback may be external or internal and again the validity of the feedback can be judged against the marking criteria.
 - So during the assessment process students should be actively working with criteria, and thus making it explicit to themselves in order not only to understand tutor and peer feedback, but also to become familiar with the language of the discipline.



Questions

- ***How can I tell?***

- This may best be answered by students through considering and identifying their own learning needs, which may well involve active reflection.
- Learning needs may be identified in a number of ways.

First part of the definition is about 'now', the second looks to the future



Questions

- ***Should I go further? –***
 - This requires the student to construct strategies for their own learning
 - Strategies may:
 - emerge from the transparency of the learning in the now.
 - involve students adapting or modifying criteria
 - involve students debating the structure of the assessment and how best they may demonstrate the learning outcomes
 - be developed that are useful in allowing the student to better prepare for future assessments



Statement

- ***In the act of questioning is the act of judging ourselves and making decisions about the next step***
 - this allows for the self-assessment made by students to be linked to life long learning and provides a way of ensuring that the assessment method used allows for *sustained* learning.



Workshop

In groups of 4

- Discuss what you were (are) expecting from the day.
 - What are the key issues? (relating to learning through assessment?)
 - How did you arrive at these?
 - What criteria are needed to make sense of (evaluate) the experience you've had?

Time: 10 minutes



Workshop II

In different groups of 4

- Discuss how you identified your teaching and learning philosophy
 - Why did you pick that approach?
 - Are you comfortable with being that 'type' of teacher?
 - How do you evaluate your performance and hence development needs

Time: 15 minutes



Workshop III

In the same groups

- Discuss the criteria for evaluation of the match between your philosophy and practice
 - How do you meet the challenge?
 - How do you judge the worth of feedback and move on?

Time: 15 minutes