



Online teacher self-assessment

A review of the literature

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Online Self-Assessment for MENTEP

- MENTEP supports teacher self-assessment in an authentic, or open environment, where there is no 'right' answer
- Assessment is iterative: learners set goals, test ideas, monitor progress and adjust strategies
- Tools for online self-assessment may include rubrics and checklists, tools to monitor progress, e-portfolios



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Search parameters

- EBSCO, ERIC & JSTOR databases
 - Keywords included: teachers, online learning, self-assessment, self-evaluation, professional development, self-regulated learning, peer-assessment, rubrics, validity and reliability, quality, game-based assessment
 - No studies addressing technology-enhanced teaching for in-service teachers identified...
...but did find relevant studies re: online learning and self-, peer-assessment in authentic environments for pre-service teachers, university-level learners



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Self-efficacy & self-regulated learning in the online environment

- Self-efficacy refers to an individual's judgment about his/her ability to organise actions necessary to attain goals;
- Self-regulated learning (SRL) - the capacity to regulate one's own learning for success in online learning environments, is also vital
- Self-regulation – typically includes:
 1. Goal setting
 2. Monitoring of learning processes and strategies
 3. Feedback
 4. Self assessment (including ability to interpret outcomes of efforts and to adjust strategies)

Emotional and motivational aspects are also vital

(Steffens, 2006)



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Validity, reliability of assessments

- Validity refers to degree to which assessments measure what they are intended to measure
- Reliability refers to the consistency, stability of results
- *Results also need to be usable* - Usability refers to the ease with which results may be interpreted and used to make improvements



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Validity and reliability in the context of authentic learning

- Include authenticity and complexity of the task(s) in relation to the domain assessed, impact on student's learning (Gielen et al., 2003)
- Achieving reliability is a challenge in authentic learning environments, but is possible



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Can learners be objective about the quality of their own performance?

- Low-achieving learners may over-estimate their capacity; high-achieving learners are more likely to rate selves at same levels as their teachers (Kruger and Dunning, 1999)
- Quality of self-assessment is related to the learner's existing knowledge, opportunities to react to feedback (Sitzman et al., 2010)
- Medical students frequently make inaccurate assessments of their own competences (Galbraith et al., 2008)



Rubrics that support the learning process

- Are particularly well suited to assessment in authentic learning contexts
- Typically include:
 - Categories for which performance is to be rated
 - Definitions and examples illustrating element being rated
 - A rating scale for each component



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Improving reliability

- Reliability may be improved by:
 - Well-defined scoring criteria, improvements in raters' familiarity with the scoring rubric (Chang and Wu, 2012)
 - Increase in the number of raters (Bouzidi and Jaillet, 2009; Sulzen, Young and Hannifin, 2008)
- External validation may be improved by access to expert thinking and modeling of processes, exemplars is also important(Barber et al., 2015); online discussions

Peer assessment

- May improve cognition, metacognition, social and thinking skills – for both the assessor and assessee (Mao and Peck,2012; Tsai, 2012; Vickerman, 2009; Yu and Wu, 2013)
- No clear relationship between quality of feedback learners receive from peers and their performance (Li, Liu and Zhou, 2010)
- Concise, general feedback from low competence assessors resulted in positive learning gains for the assessee (Strijbos et al., 2010)

Hypothesis: feedback that does not match the learner's own understanding will require the learner to draw on their own critical thinking skills, and thus reinforces learning

- Learners who value 'collective' intelligence have better results (Tsai and Liang, Tsai, 2012)



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Thank you for your attention!

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