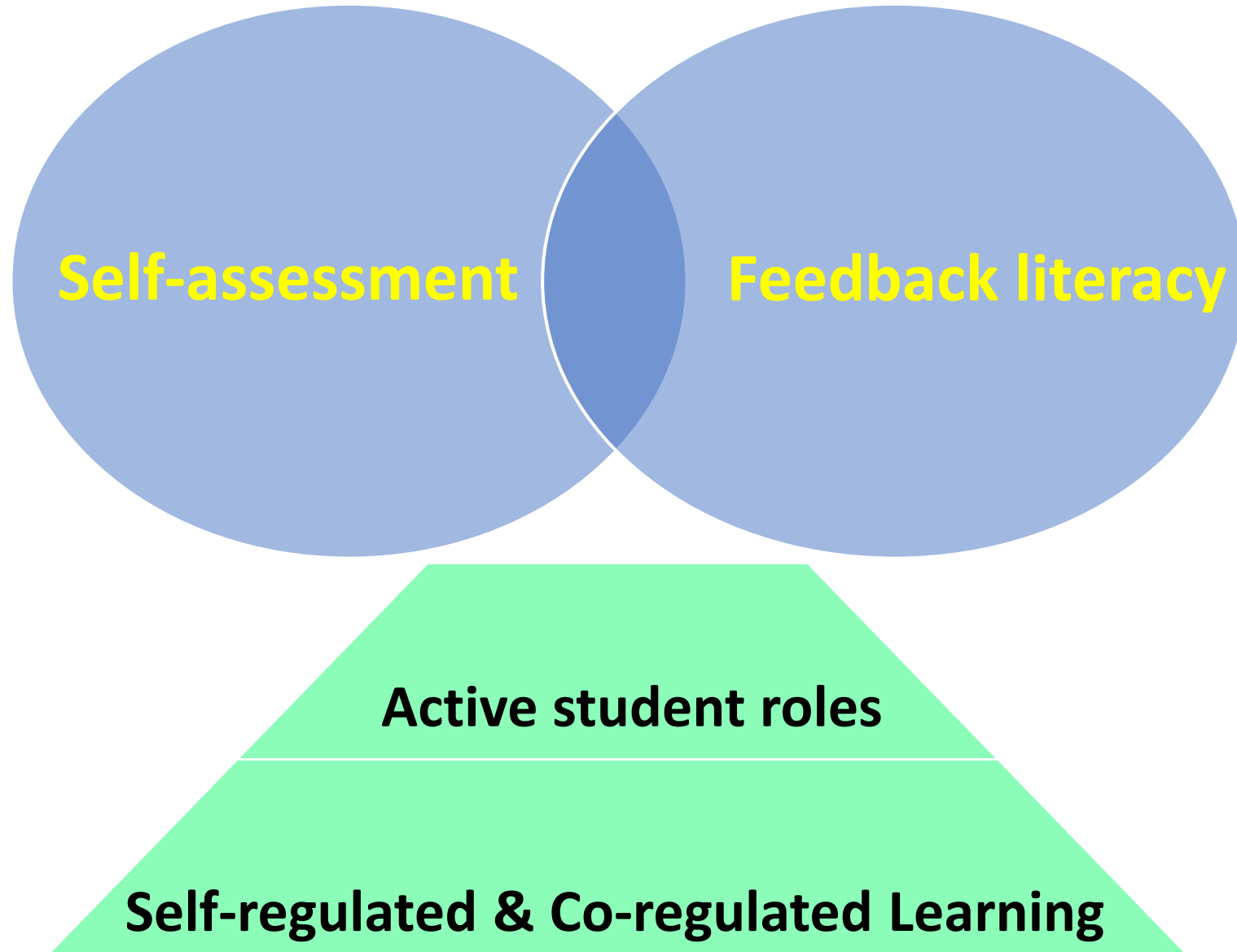**2nd International Virtual Meeting on Higher Education, UDD, Chile**

Self-assessment and feedback literacy

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Benefits of self-assessment

- Theoretical benefits
  - Compatible with self-regulated learning and **life-long learning** (UN SDG4)
- Empirical evidence of positive effects
  - Academic performance (Brown & Harris, 2013; Yan et al., in press),
  - Self-regulation (Panadero, Jonsson, & Botella, 2017)
  - Learning autonomy (Andrade & Du, 2007; Cassidy, 2007),
  - Self-efficacy (Kissling & O'Donnell, 2015)
  - … …

What is self-assessment

- No consensus regarding what "standard self-assessment" means (Panadero, Brown, & Strijbos, 2016)

- More than "Self-rating/grading".

- The inner processes of self-assessment (i.e., the actions students incorporated in self-assessment practices) matters.

A cyclical self-assessment process
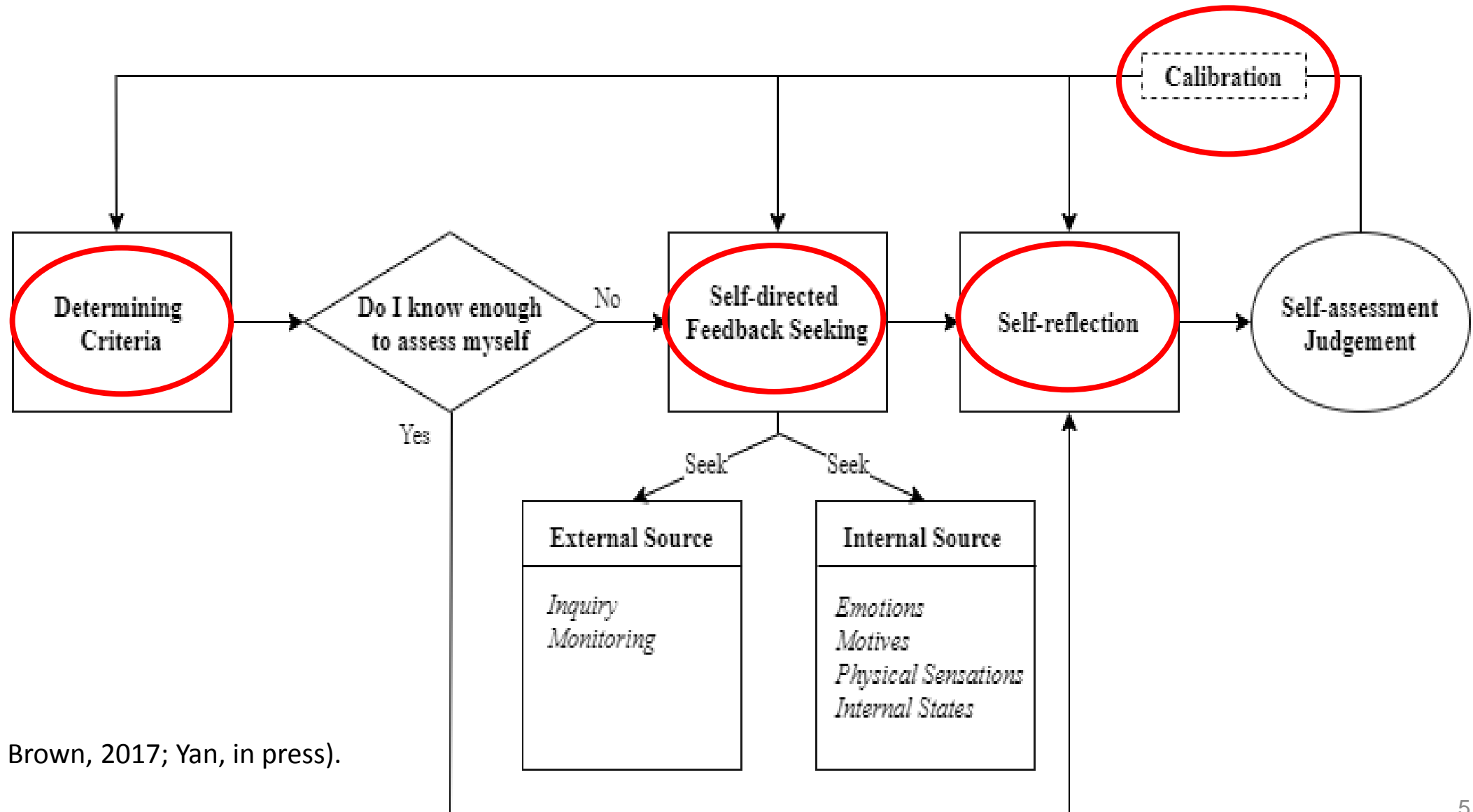
(Yan & Brown, 2017; Yan, in press).

What is feedback literacy

- Feedback literacy is "the understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies" (Carless & Boud, 2018, p. 1316)
  - Appreciate feedback
  - Make judgement
  - Manage affect
  - Take actions upon feedback

What is feedback literacy

(1) commits to feedback as improvement
(2) appreciates feedback as an active process
(3) elicits information to improve learning
(4) processes feedback information
(5) acknowledges and works with emotions
(6) acknowledges feedback as a reciprocal process
(7) enacts outcomes of processing of feedback info   (Molloy et al., 2019)

(1) seeking information on learning performance
(2) processing feedback information
(3) acting upon feedback information
          (Malecka et al. 2020)

Internal feedback (Nicol, 2020)

- feedback seeking
- generating internal feedback

Self-assessment is an learning process that students use to monitor and improve learning
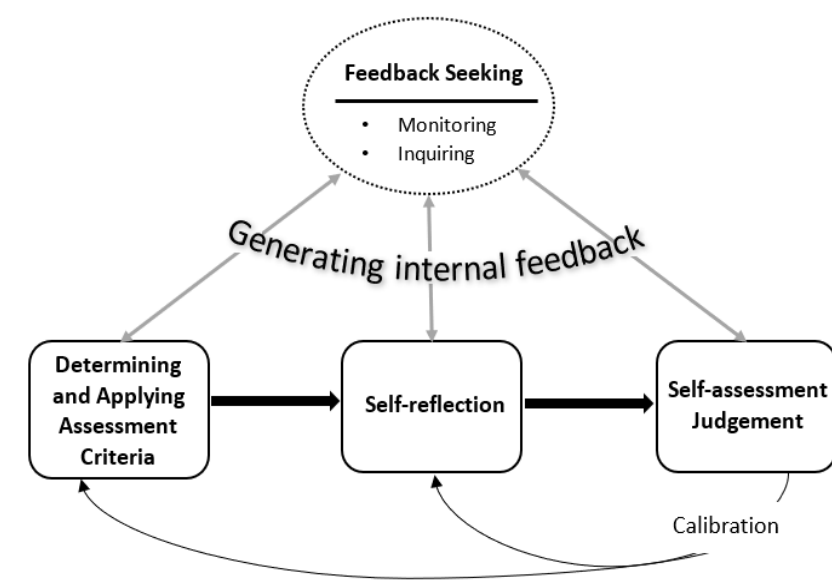
Feedback literacy is a capacity that students need for effective learning processes
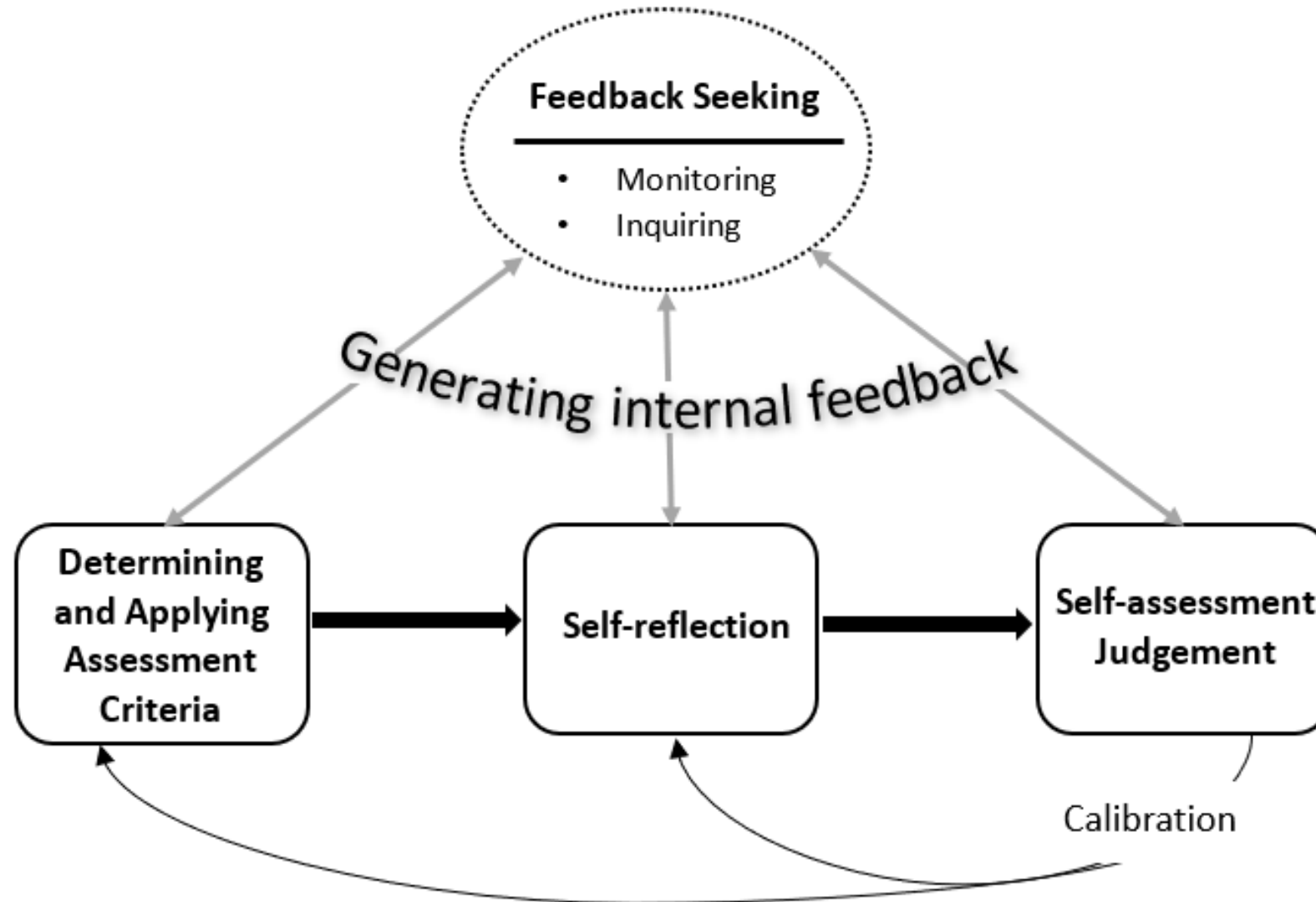
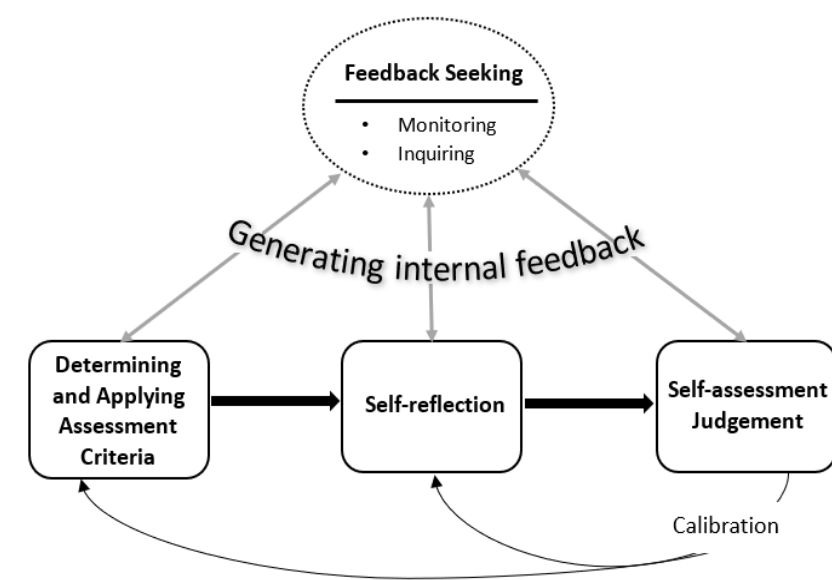**The self-assessment process integrating feedback literacy**

SA --> FL

- Self-assessment provides opportunities for
  - Seeking external feedback
  - Generating internal feedback
- Repeated practices enhance students' feedback literacy

FL --> SA

- Seeking external feedback may enhance the accuracy and usefulness of self-assessment
- The generated internal feedback can support different aspects in the self-assessment process
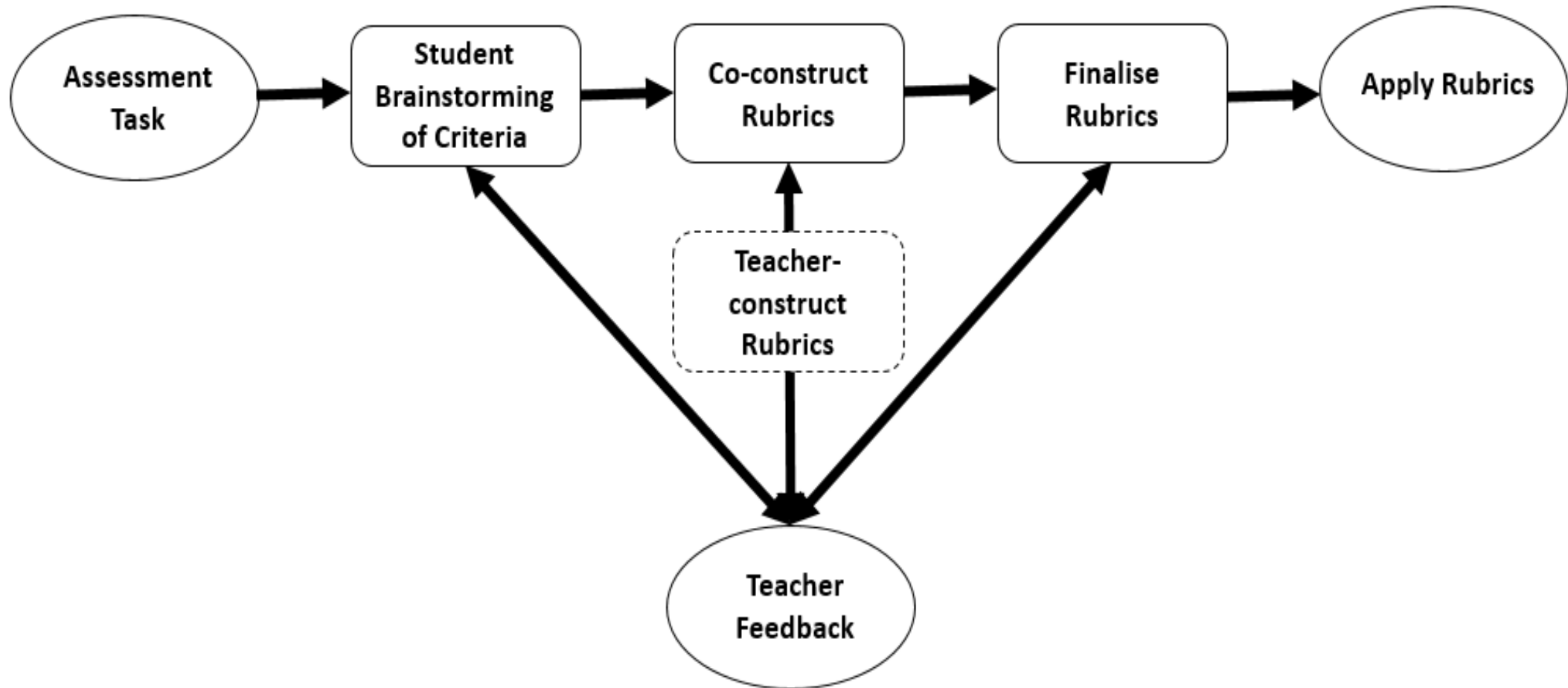
Recommended Feedback Practices in the Self-assessment Process

| Self-assessment steps	Design principles	Recommended feedback practices
Step 1 (determining and applying assessment criteria)	Enhancing understanding and application of the criteria through feedback process	Students and the teachers co-construct performance rubrics
Step 2 (self-reflection)	Making explicit the internal feedback generated by self-reflection	Making internal feedback explicit via written reflections
Step 3 (self-assessment judgement and calibration)	Facilitating calibration of self-assessment judgment through interaction with different feedback sources	Interactive calibration process

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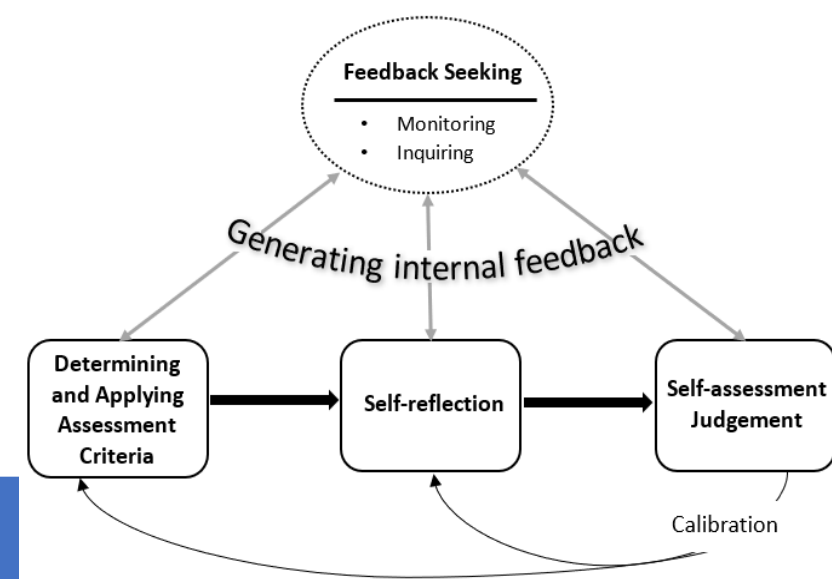
Recommended Practices for Step 1

Co-constructing and Applying Rubrics

Recommended Practices for Step 2
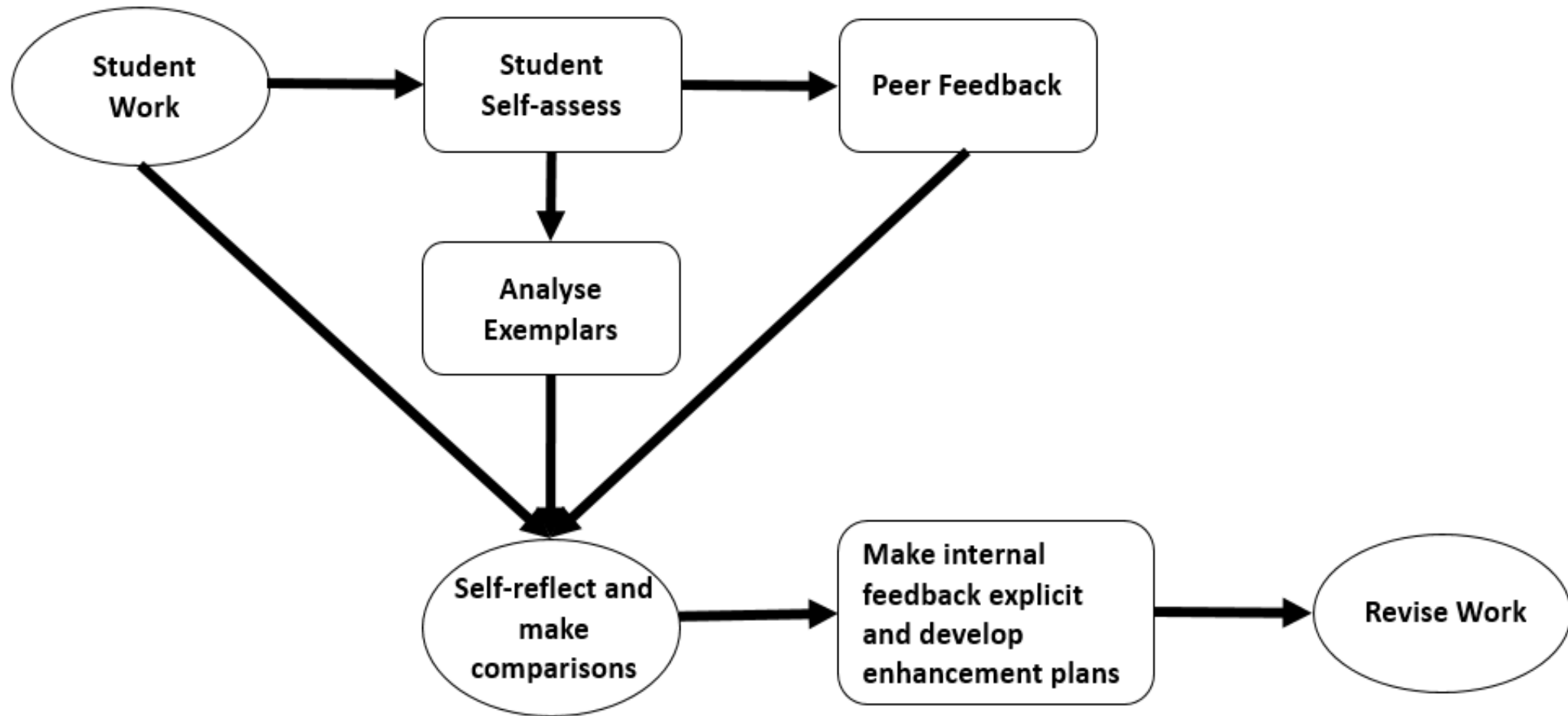
Making Internal Feedback Explicit

Recommended Practices for Step 3
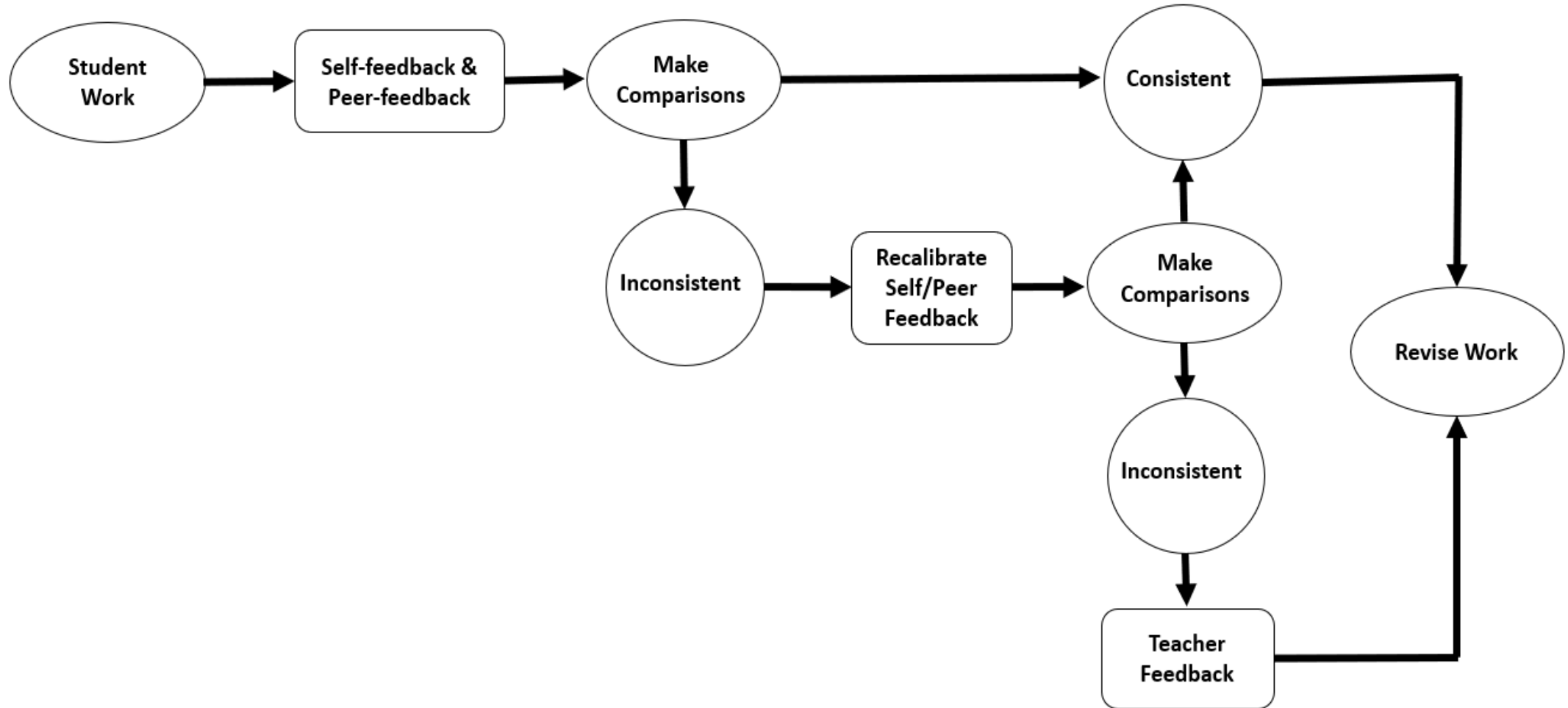
The Interactive Calibration Process

Conclusion

- The enabling role of feedback literacy in the self-assessment process needs to be more widely utilised to inform productive student learning.

- Appropriate feedback practices should be embedded purposefully within the design of self-assessment activities in cumulative ways in order to enact positive impact.

- When implementing self-assessment activities, build a trusting, collaborative learning environment that is supportive to students' feedback seeking.

- Scaffolding is necessary for students to make use of feedback seeking for meaningful self-assessment.

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Thank you!