

THE STUDENTS SELF-ASSESSMENT DEVELOPS THE METACOGNITION AND INFLUENCES IN THE LEARNING RESULTS

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Abstract

This work aims to offer a deep analysis of the concept of self-assessment where it is included the examined the shapes and also the ways of students self-assessment, but at the same time the identification of the factors that influence in meta-cognition development and as a result in learning results improvement. To reach objectives, the methodology used is based in quantitative method and the instrument used to collect data is the questionnaire, so that to test the hypothesis: the ways of self assessment adopted by the teacher influence the performance of the students and a long life learning. The questionnaires were given to 150 teacher, delivered in middle schools in the city of Elbasan. Other methods: observation as a tool of qualitative research method, the method of the profound study of the literature, studying the previous dissertations of this field of study, also national and international authors. This work comes as a need of detailed diagnosis of the problems that the students have today in learning and a permanent necessity of a clear and simple teaching promotion. It is of a big interest in nowadays because the self assessment is seen as a self directed learning difficulty and can serve to better know the role of self assessment and with the importance that it has in the preparation of new teachers.

Keywords: self assessment, self responsibility, the quality of self control, techniques of self assessment, long life learning.

1. Introduction

The societies today are engaged in a transformation process that includes all the aspects of life. Such a change has a visible effect in school, as an institution of knowledge and education. Students today have more sources of information compared this to ten years ago, due to contemporary technology. As a result, it's important to review the traditional predefined functions in school and the professionals who work in it, the teachers. The importance of today societies is connected directly to the citizen's level of education and their capacity over initiatives and innovations. Today's society asks from its professionals a continuous training and teaching activity as well as knowledge and attitude adaptations. Changes that have happened in Education have affected all its elements. Besides the changes in curriculum, techniques and methods of teaching, important elements that influence the quality of teaching process in all its levels are evaluation and self-evaluation. Submitted as a request, a closer look in the way as how these elements are applied in our education environment is needed. In education, our goal is to teach students to identify and evaluate the interest, skills, values and other characteristics. Self-evaluation is part of their managing career skills.

2. Literature review

According to some studies, the process of self-evaluation is the evaluation done by the students who are able to see and analyze their progress as well as relevant problems. When the term self-evaluation is mentioned, teachers based on their experiences express feeling, ideas and different attitudes, very often contradictory to the goal of self-evaluation, expectations and the impacts of this phenomenon. The interest on self-evaluation is developed from a general interest in the field of autonomous learning or the student's independence (Blue, 1994). During the last ten years it is noticed a growing interest on self-evaluation about the methodology of teaching. In several countries great efforts are put towards this work and a lot of reports are published about theoretical and practical complications that are observed during the use of self-evaluation techniques (Oscarsson, 1997). The aim of self-evaluation is student's knowledge, skills and attitudes. Their evaluation is one of the fundamental processes that stay at the base of learning. Self-evaluation is a critical element that affect on teacher's judgment and leads the student's learning. Evaluation in the other hand is the judgment given by the students to each other and

self-evaluation in the judgment that each student gives for his/her skills. Seen from this point of view, evaluation uses as its own sources not only the teacher but the student as well. Here we have to highlight that Brown, Bull and Pendlebury (2003), consider evaluation from other and self-evaluation not as a method but as a evaluation *sources*, which can be used with different evaluation methods and instruments. Students do the self-evaluation with special tools like; questionnaires check lists and similar techniques. This thing influences in the development of **metacognitive**, that according to Fleivel (1985, as cited in Musai, 1999), includes two fields; **metacognitive** knowledge and **metacognitive** experiences, that according to him, appear when careful monitoring of cognitive efforts, is asked. Making students aware (Musai, 1999, p. 142), that they can “think over their thinking”, the teachers will help them to improve their cognitive behavior as a result of better fulfillment of the class activities. For this reason, self-evaluation in related to specific goals in the teaching process. It serves students primarily to;

- Recognize its own level of knowledge.
- Recognize and identify the level which they desire to achieve.
- Find which are their weakness, obstacles and mistakes to identify them in the future.
- Balance the level between knowledge and skills achieved during the academic year.
- Contribute in raising the teaching quality at school.

Self-evaluation is the reflection about the results; it serves to use the results to improve student’s learning.

2.1. Thenon benefits of self-evaluation

According to Regine Berger (2009), self-evaluation helps us;

- To identify the position of the beginning
- To accompany processes
- To highlight the changes
- To make decisions

At the same time it is very important that the process of self-evaluation is not only about discovering the shortages and the weak sides and about the positive changes in these shortages,

but to emphasize the positive sides and the strong point. It is widely known and accepted that students can't have the right experience needed, to make such judgments. Apart from the critics, a lot of reasons exist to why self-evaluation should be encouraged in learning. A well known scholar in the field of self-evaluation Mats Oscarsson (1998), offers five different reasons to why self-evaluation could be profitable in learning. Firstly, he emphasizes that self-evaluation promotes learning, simple and clear. It gives students experience in evaluation, which is profitable in the learning process. Secondly, it gives both teacher and students a higher level of responsibility over the ability levels. Self-evaluation training even in the simplest forms, as in the question; "What have I learned?" encourages students to view the content of the subject in a more critical way. Thirdly, it's highly motivating when it comes to setting the goals. Fourthly, through the use of self-evaluation methodology in class we have a widening and spreading of the evaluation techniques. Due to the use of self-evaluation, students expand his/her specter of experiences in the evaluation field. Fifthly, practicing self-evaluation students take part in the evaluation of themselves. They, in fact, divide the weight of evaluation with their teachers.

2.2. How is self-evaluation realized?

Self-evaluation in the learning is a continuous and everyday process. It is realized in different ways;

- Through the requests made in class.
- Through home-work.
- Through participation in class during material review.
- Through the activation of group work.
- Through mini-tests and acquisition of learning unit.
- Quizzes. Accompanied with students grading each other.

According to the authors, the teacher should systematically give every student the opportunity to self-evaluate his/her writing works. Gradable evaluation is irreplaceable, especially to encourage students. The realization of the lesson in this way, where students discuss with each other about their goals and the active involvement in defining the results, it requires more time. This time, in an effective way is used to ensure greater interaction and communication between the teachers

and the students, easier discovery, correction of mistakes, eventual conclusions and greater knowledge about their level of achieved results etc. This gives the students clear ideas about their progress and motivates them for higher successes (Burkard, 2000; Gerhard, 2000).

Self-evaluation emphasizes student's responsibilities about their scientific preparation and for the development of the right relationship with others in class, school and outside (Kempfert, G, 1999; Rolff, H.G. 1999). Self-evaluation from students in every activity they do, strengthen their responsibilities creating a better image. This process starts at a early age in family, then is strengthen at school and continuous during the whole life. School and family care is very important about the widening the cultural level of the children, because a well-educated person is a more **responsible** one. This is the foundation of **self-responsibility**. The teachers who value student's thoughts, create for them a friendly environment, educate them how to be sincere or as some authors say; when is worked like this, at this age they will understand the responsibilities they have towards themselves and others regarding their actions. Scholars emphasize that the quality of self-control and self-evaluation that students make for their activities is related to the level of education they achieve in family, school and society and from the responsibility formation scale, to highly implement them. Serious self-evaluation crowns responsibility. That is for the student's a warning Ex, "if you don't learn first the theory, you can't solve the problems". "if you don't learn at home, you are not able to speak the next day in class". Always the negative consequences are as a result of actions which are not well thought. As it is well know, students are in front of a variety consequence. Teacher and parents should be extra careful, when trying to make them capable of evaluating their actions with the proper responsibility.

In conclusion, we could say that self-evaluation helps students to crown their responsibilities for the work they do. Self-evaluation without self-responsibility turns into a passive information with a low impact in their psychology.

2.3 Students Self-evaluation and achievements

Student's self-evaluation passes through all the learning process. It shows two sides of teaching; student's needs and skills. It totally supports the program objectives of the subject, so the teacher

evaluates the students about the achieving objectives, described in the program. Self-evaluation is a critical element that affects the teacher's decision making and orientates student's learning. Its main goal is not the grade and it doesn't end with that. Self-evaluation is used;

- To gain necessary and very important information about the student's progress, their motivation towards learning and to define real possibilities from student's further learning.
- To evaluate the priorities, weakness in student's achievement and to discover the causes of this situation.
- To gain data about student's final achievement during learning.

Self-evaluation requires;

- Clear learning objectives
- Student's motivation
- Understanding of student's experiences and skills
- Clear requests to students (IKT, 2009).

3. Research Methodology

The aim of this research is to investigate self-evaluating ways to students and their impact in their learning results. The research is realized based on qualitative and quantitative methods. Different scholars like; Salomon, Creswell, Jakobs (1999), give arguments that qualitative and quantitative approaches can be considered as complimenting each other and should be used simultaneously while suggesting to the researchers to combine these two researching methods in one single study.

The first phase consists in gathering and analyzing the existing literature related to the aim and the objectives of the research, theoretical base, books, manuals, magazines and online libraries. In this phase was identified the appropriate methodology for this study.

The second phase observation as a research tool for gathering quality data. Teaching classes were observed in primary and high school and the main focus was teacher's teaching process and student's learning, to clearly identify the existing evaluation and self-evaluation practices. The

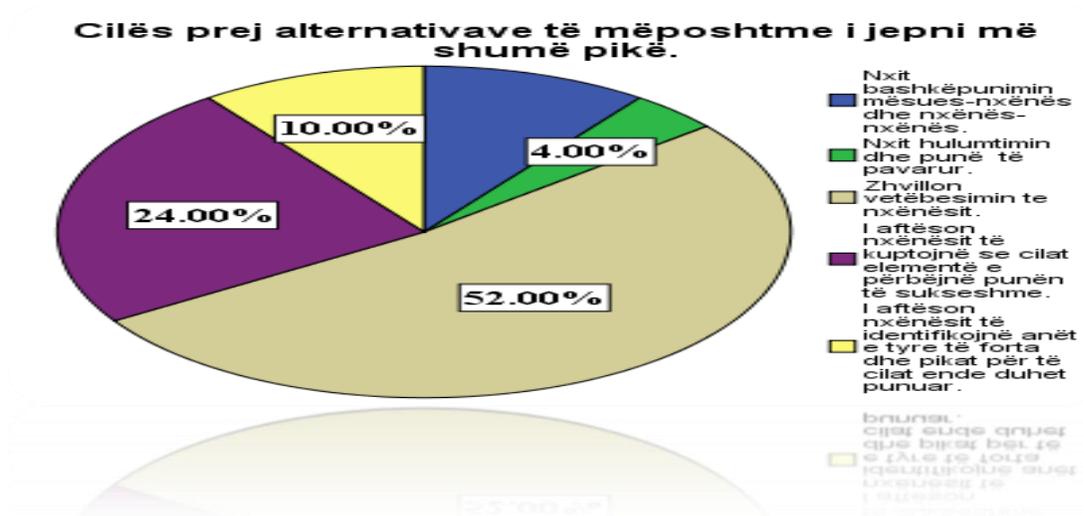
observations are conducted through note taking, to register teacher’s and student’s evaluation behavior, in class.

The third phase was the questionnaire, which is an instrument used to gather structured information from people (Coolican, H, 1990). The purpose of drafting the questionnaire for the teachers was to receive detailed information about the knowledge that teachers have for the process of self-evaluation and its application in teaching and learning. The questionnaire contains closed and open questions. The questionnaire was addressed to 150 teachers, the main participants of the research, spread in eight schools in Elbasan. To realize this I followed this procedure; firstly, was formulated the questionnaire format according to the topic of the study. Secondly, was determined the field where it would be applied and it was organized the handing of the questionnaires. I should say that some of the participants responded via e-mail. Thirdly, after collecting all the questionnaires, the statistic data was compiled expressed in percentages through a computer program SPSS and they were analyzed as follow.

Question 1. *Which of the alternatives do you assess more? Self assessment.....*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Enhances the collaboration of tacher-student and student-student	15	10.0	10.0	10.0
	Enhances the research and independent work.	6	4.0	4.0	14.0
	Develops the self confidence of the students	78	52.0	52.0	66.0
	Makes the students able to understand the elements of a successful work.	36	24.0	24.0	90.0

Makes the students able to recognize the strong points and where to work harder in their formation	15	10.0	10.0	100.0
Total	150	100.0	100.0	



Question 2. Do you think that self assessment requires from the pupils on the basis of the expected results , to analyze and to comment their abilities and theirs of their friends , and also to identify the shapes of progress?

N	Valid	150
	Missing	0

Table 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	64	42.7	42.7	42.7
	no	49	32.7	32.7	75.3

	somew hat	37	24.7	24.7	100.0
	Total	150	100.0	100.0	

Mendoni se vetëvlerësimi kërkon nga nxënësit në bazë të rezultateve të pritshme, të analizojnë dhe të komentojnë aftësitë e tyre dhe të bashkëmoshatarëve si dhe të identifikojnë format e përmirësimit.

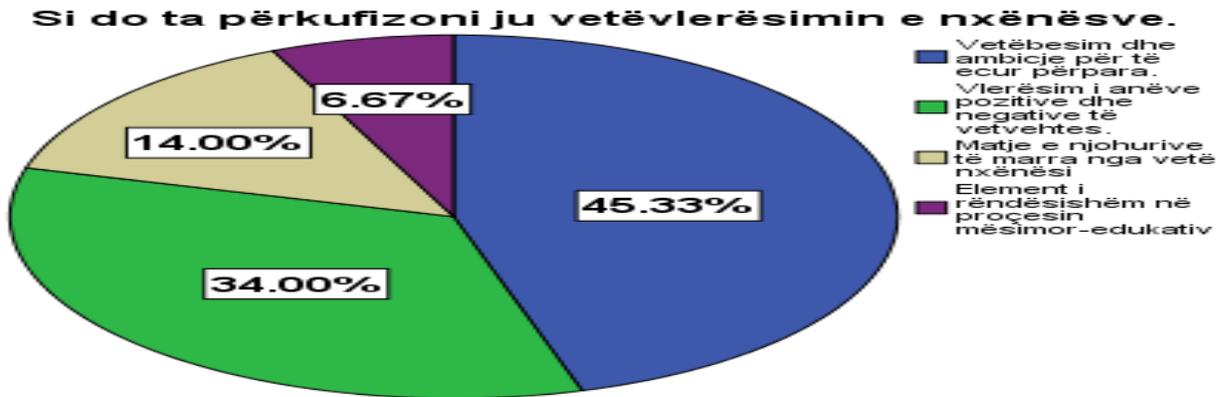


Question 3 .How do you paraphrase the self assessment of students?

N	Valid	150
	Missing	0

Table 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Self_assessment and ego to go forward	68	45.3	45.3	45.3
	Positive and negative evaluation of the self	51	34.0	34.0	79.3
	The measurement of the taken knowledge of the students..	21	14.0	14.0	93.3
	Important element on the educative lesson process..	10	6.7	6.7	100.0
	Total	150	100.0	100.0	



Question 4. Do you apply it in the teaching methodology?

N	Valid	150
	Missing	0

Table 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	33	22.0	22.0	22.0
	no	117	78.0	78.0	100.0
	Total	150	100.0	100.0	



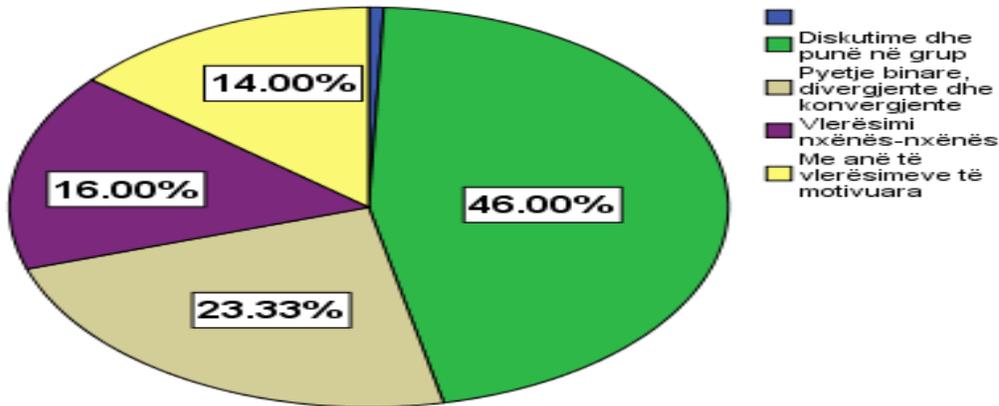
Question 5. *What methods and techniques do you use to increase the self assessment in the lesson process.*

N	Valid	150
	Missing	0

Table 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No answer	1	.7	.7	.7
	Discussion and group work	69	46.0	46.0	46.7
	Biased, convergent and divergent question.	35	23.3	23.3	70.0
	The assessment student-student	24	16.0	16.0	86.0
	Through motivated assessment	21	14.0	14.0	100.0
	Total	150	100.0	100.0	

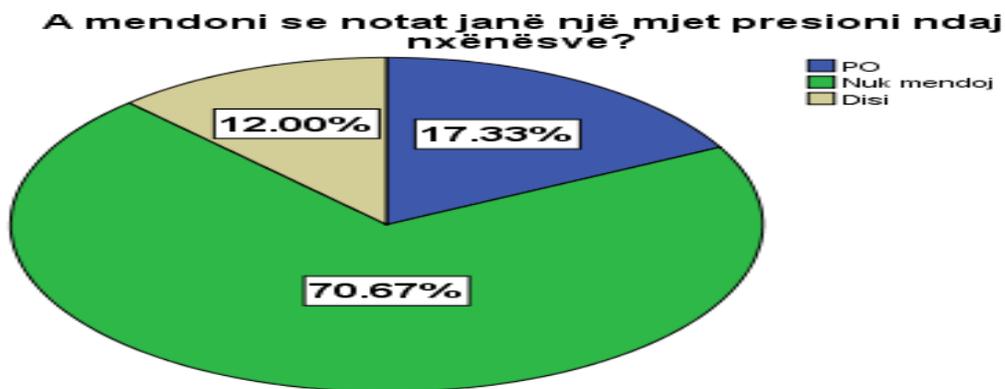
Cilat metoda dhe teknika përdorni ju për të nxitur vetëvlerësimin në mësim?



Question 6. *Do you think that the marks are a pressure tools towards students?*

N	Valid	150
	Missing	0

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	26	17.3	17.3	17.3
	I don't think so	106	70.7	70.7	88.0
	somewhat	18	12.0	12.0	100.0
	Total	150	100.0	100.0	



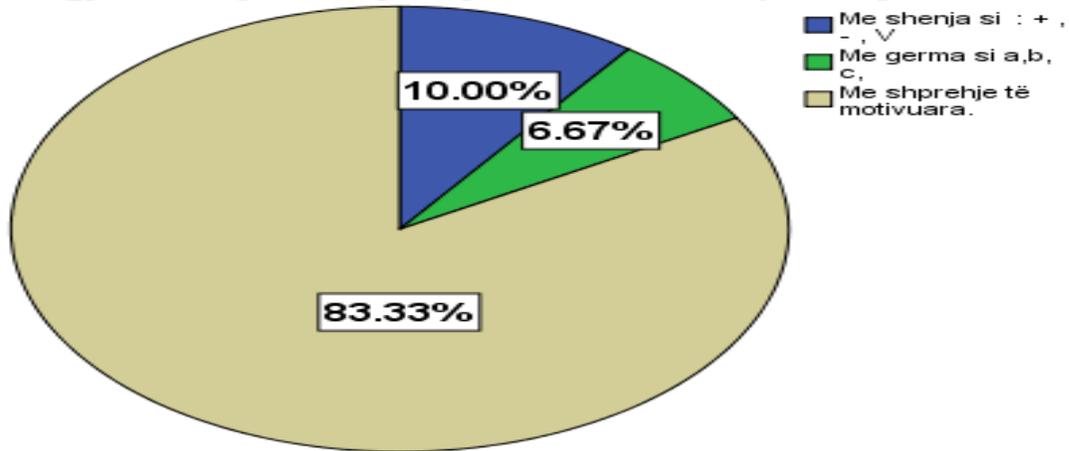
Question 7. *Suggest another way of assessment despite the mark*

N	Valid	150
	Missing	0

Tabela 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Signs like : + , - , V	15	10.0	10.0	10.0
	Letters like a,b,c,	10	6.7	6.7	16.7
	Motivated expressions.	125	83.3	83.3	100.0
	Total	150	100.0	100.0	

Sugjeroni një mënyrë tjetër vlerësimi përveç notës?



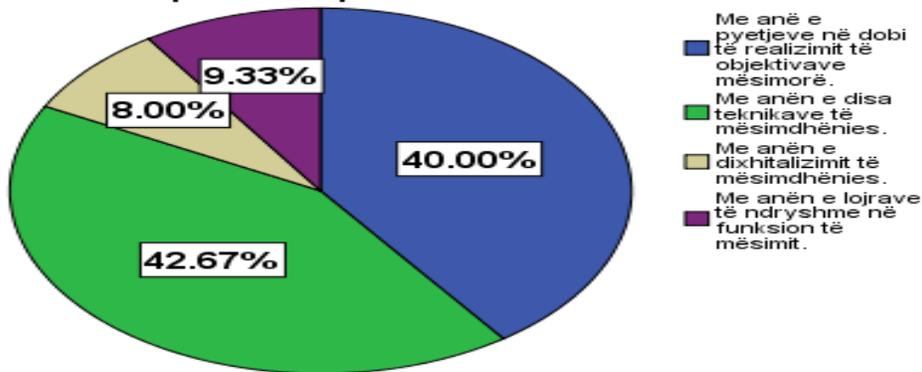
Question 8. Self assessments enhance and strengthen the self-assessment abilities of the students. Which are the ways that you use to realize this?

N	Valid	150
	Missing	0

Tabela 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Through the questions in the effectiveness of lesson objective.	60	40.0	40.0	40.0
	Through some teaching techniques	64	42.7	42.7	82.7
	Through the digitalization of teaching	12	8.0	8.0	90.7
	Through the games in function of teaching	14	9.3	9.3	100.0
	Total	150	100.0	100.0	

Vetëvlerësimet nxisin dhe forcojnë aftësitë vetëvlerësuese të nxënësve .Cilat janë mënyrat që përdorni për të realizuar këtë.

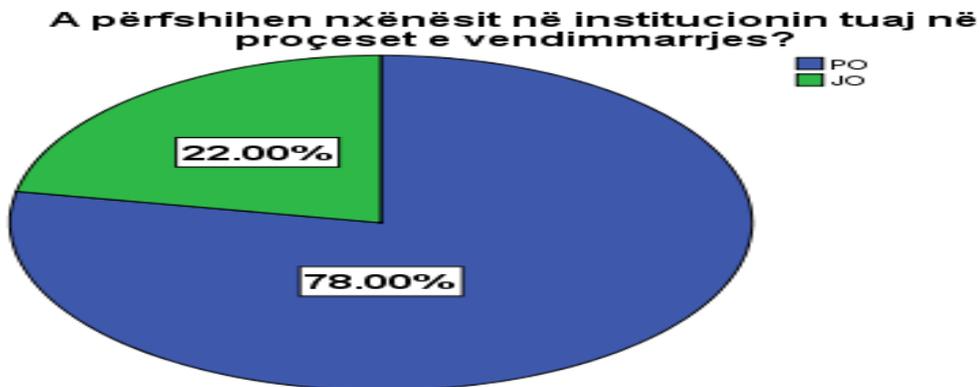


Question 9. Are the students in your institution included in the process of decision-taking?

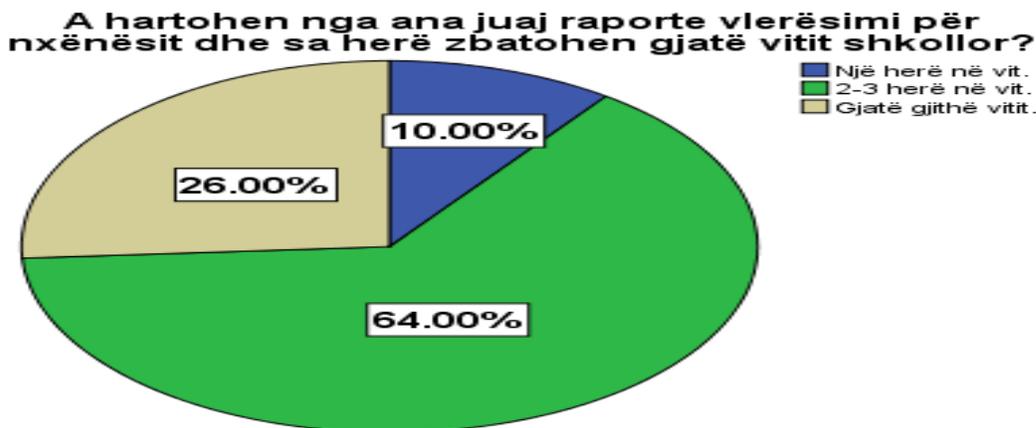
N	Valid	150
	Missing	0

Table 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	117	78.0	78.0	78.0
	no	33	22.0	22.0	100.0
	Total	150	100.0	100.0	



Question 10 *Do you make assessment reports for students and how many times are they used during the scholar year?*



Results

Based on the above data it is seen that teachers do not have the right level of knowledge about the process of self-evaluation and self-evaluation techniques. They keep in mind the students that are open-minded and enthusiastic, to the new ideas, that have the desire to get involved, that request information to continue their work, but this is not enough. A lot of teachers see the self-

evaluating activities as added activities. Self-evaluation requires added time, but this is a well spend time. As the learning strategies could be learned, teachers can help students to evaluate their values, making them focus on what they do when they learn. Students are able to evaluate themselves regarding certain objectives. Self-evaluation stimulates and strengthens the self-evaluativeskills, so students analyze, comment their and their friend's abilities, as well as identifying the ways of improvement.

To realize these efficient methods and techniques are needed. Important is that every student is included in specific activities and this is in teacher's hand. The atmosphere of success creates strong spiritual connections among students. The joy of work unites them to work forward. As a teacher, when we evaluate, we should measure student's performance aiming their achievements in the learning process. At the same time a detailed diagnosis should be done about the problems that students encounter and what is more important and fundamental is that we should serve students this analyzes to help them find way to recover the problems encounter because self-evaluation stimulates and strengthen self-evaluation skills.

These can be realized in different ways such as; group and face to face conversation, review of the previous three month or annual period, critics about weekly plane, project work or self-evaluation of the orientated learning objective. This requires knowledge about the progress and the methods of self-evaluation, but also about the general standards and conditions, that important in this process.

Findings

This study based in European practice, is a guide for all the students evaluation practice gathering process; in the exploration process of enrichment and usable alternatives of self-evaluation techniques and the process analyzing of advantages of team work over the evaluation planning. Its structure transmits the message that the measurement and evaluation of students progress, is a process.

Working with this document you will be involved in a process that combines planning, measurement, evaluation and reflection about your actual evaluation techniques. Both self-evaluation and evaluation from others encourage students to judge in the right and correct way

their own work or other student's work in class. Students should be provided with an opportunity to measure their own work, often by giving an evaluation rubric. Even though this evaluation types don't pay an important role in the final evaluation, they offer a very strong mean of information for the students about their performance quality. Some really good students value their work. They think that everything that they do in based on set standards from teachers or others. This small problem now days, in the future will cause bigger problems at these students, who in their future work won't have faith in their abilities. In the other hand, some bad students in an unreal way think that everything they do is excellent. Later on in their lives, these students will come across an unpleasant reality, for example achieving the right but not satisfying results at school and later on in their life or profession.

Self-evaluation requires a critical analyzes of your personal work. It helps students to create a clear and correct overview about them. Definitely, the disadvantage of subjectivity is present and should be taken in consideration any time students get involved in their personal evaluation or their friends evaluation, in and out the class. It is also accepted that this study is a tool that will help teachers in their professional development regarding student's evaluation and self-evaluation, it has its restrictions. Its important that teachers to achieve knowledge and skills developed through it and to put them in practice in their class and school context. As with any other developing ability, time and practice will show the level of usefulness. Continuous development and expertise improvement are fed from only **aattitude**; learning during life.

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