



## **DEVELOPING SELF-REGULATED LEARNERS USING A UNIQUE REFLECTIVE SUMMATIVE ASSESSMENT**

### **Summary**

In our presentation we discussed the design of the assessment where students completed a challenging task in the form of a formative assessment, and reflected on their experience using a scaffolded survey questionnaire. We then shared with students a video and a detailed solution written by an expert. After this, they were asked to reflect on their answer through another survey questionnaire. Both reflections were part of the summative assessment.

The survey questionnaires were designed carefully with open- and closed-ended questions to enable students to generate their own feedback and tease out the learning that occurs when students compare their own answers with that of an expert. This adds to the strand of new literature on generating inner feedback through resource comparison (Nicol, 2020). Such skills will be valuable to students to be able to generate their own feedback about their work and self-regulate their learning. These learning skills contribute to sustainable and lifelong learning as well as student wellbeing.

Our design of reflection is a transformative approach to learning that supports deep, active, and lifelong learning (Kalantzis and Cope, 2008). Unlike standard assessments, it is based on uncertainty (Boud, 1999) and thus helps students to realise what they don't know. In scaffolding our reflective assessment by providing a clear structure and marking criteria effectively, we enable students' critical thinking about theory and practice (Lay and Peters, 2009). Many authors have proposed ways to facilitate reflection and we used these to design our own assessment (Grossman, 2008).

We embedded counselling into curriculum through continuous learning, encouraging students to notice links between their own learning and real world (Steuer et al. 2008) and designing formative activity that helps students prepare for summative assessment (Houghton et al. 2017).

### **Learning outcomes and take-aways**

Our audience will learn a new way of using formative and summative assessment together as we discuss the design of our assessment, the research methodology, results and its value. This will help them develop ways to directly interlink formative and summative assessments so that students can engage with tasks that they find challenging without feeling overwhelmed. This also increases students' participation in formative activities, which usually suffers from non-engagement.

We presented the effectiveness of a reflective assessment in generating inner feedback and developing transferable skills. This is particularly conducive for diverse learning styles and inclusiveness (EDI). Our design achieves this in two ways. First, by connecting theory to the real world and getting better grasp of practical knowledge, especially related to areas of improvement. Second, by interlinking formative and summative assessments, students engage more deeply with formative assessments and in doing so they can improve their understanding of more complicated tasks in the future.

Students' responses show that this design enabled development of soft skills such as confidence, independence and spontaneity as our design focuses on process of learning rather than the result. This revises their perception about performance and helps them identify areas of improvement. This presentation would be of interest to teachers of any



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discipline. The methodology can transcend disciplines and courses, especially those which have a problem-solving requirement.

### **Personal reflections**

We have created a form of assessment and feedback that highlights the importance of involving students in identifying areas of development through reflection, inner and external feedback process; reviewing their perception and adjusting their expectations of teachers' feedback; and engaging students in formative activity without overwhelming them. It also highlights the importance of teachers' feedback in supporting students to get more specific help and reinforcing instructions that students might have ignored given plethora of information.

This research continues to evolve our approach towards learning and teaching. We are engaging with student-centred activities that focus on active learning. It has set an example for transforming assessment and feedback that helps student develop different skills and grow professionally. This analysis sheds light on the value of experts' videos (and written document) as a comparator to facilitate feedback generation. We find that reflection is a useful skill to reinforce learning, develop insights about self, and regulate own learning.

This methodology can transcend disciplines and courses which especially have a problem-solving requirement. This assessment approach is valuable to teaching and learning communities in higher education institutions.

### **Supporting information**

[https://charteredabs.org/wp-content/uploads/gravity\\_forms/333-a8ffc074f653caa78d70d995d442a511/2022/06/Bibliography.pdf](https://charteredabs.org/wp-content/uploads/gravity_forms/333-a8ffc074f653caa78d70d995d442a511/2022/06/Bibliography.pdf)

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