USING STUDENT SELF-ASSESSMENT TO STEER FEEDBACK

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BACKGROUND
Students might better engage with feedback if they are responsible for steering the feedback process. However, this requires them to first accurately assess the quality of their work.

AIMS
To determine whether providing students with a structured self-assessment method prior to submission influences their confidence with this process.

DESCRIPTION OF INTERVENTION
Students were asked to complete a brief self-assessment of one of their laboratory reports, which markers then used to guide their feedback to each student.

DESIGN AND METHODS
Participants were undergraduate students undertaking a second-year pharmacology unit in semester 2, 2018 (n=117/265 enrolled). Students were invited to complete an anonymous survey asking them about their perceptions of self-assessment.

RESULTS
55% of respondents indicated that they found feedback useful following self-assessment. Of these respondents, 54% indicated that being able to first specify areas of difficulty was the reason why. However, 34% of all respondents indicated that they still lacked confidence in accurately evaluating their work.

CONCLUSIONS
Students' lack of confidence in their ability to self-evaluate suggests that perhaps they are not given sufficient opportunity to practice this skill. Although our current model could be extended into any setting, the value of self-evaluation first needs to be understood by students in order to promote their full engagement with this process.