Promoting learning with self-assessment and using assessment matrix

Watcing a video 5 min (not open without a Helsinki University account)

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- DISA Project (digital self-assessment) Find the publications concerning the project through https://disa.cs.helsinki.fi/ (in the lower part of the page Background ' a study on self-assessment')

Self-assessment in mathematics (Rämö, Häsä, Nieminen, 2018)

- First-year lecture course
- Students did assignments in Moodle
- Got feedback about the assignments from peers and the teacher
- Assessed their leanring in the middle and in the end of the course – gave themselves the grade
- Preliminary results show:
  - Self-assessment was valid – reflected students learning well
  - Students learned more deeply, were more motivated to learn and dropouts decreased

Learning for oneself and not for the exam!

Think by yourself

- Think about the last time when your performance was evaluated or assessed and feelings were involved
- How did you feel before the assessment? How about during the assessment? How about afterwards?
- Do you think that the assessment gave a truthful picture of your real skills?

Discuss with your group

- Share your experiences with your group
- Write down the feelings people in your group have experienced

Evaluative judgement

’’*The capability to make decisions about the quality of work of self and others*’’ (Tai et al. 2017, 5, in Boud et al. 2018. Developing Evaluative

The ability to engage effectively in lifelong learnin is a crucial twenty-first-century capabilty

Case: Self-assessment in a university course

- students work together with the support of the teacher
- feedback from the teacher and peers
- students practise self-assessment
- award their own grades

Learning objective matrix

- Contains both content and generic skills

- http://www.mv.helsinki.fi/jramo/algebra2/tavoitematriisi_alg2.html
- https://disa.cs.helsinki.fi/courses/matrix/1

	Prerequisities	Skills corresponding to grade 1	Skills corresponding to grade 3	Skills corresponding to grade 5
Quotient structures	I can determine the cosets of a subgroup. I can view a quotient group as a group and handle its elements like in any other group (e.g. determine inverse elements and powers). I know how normal subgroups and quotient groups are related. I can check in several different ways whether two cosets coincide.	I can calculate with cosets. I can, for example, determine the elements of the quotient group $S_4/\langle(1234)\rangle$. I can also determine the elements of the subgroup generated by $(12)\langle(1234)\rangle$. I can view cosets as equivalence classes, and know which equivalence relation defines them. I can determine elements of a quotient ring and know how ideals and quotient rings are linked.	I calculate with cosets fluently. I can check whether an equivalence relation is compatible with a binary operation. I know why the equivalence relation needs to be compatible with a binary operation when defining a binary operation for equivalence classess.	I can deduce the definitions of normal subgroup and ideal from the concept of binary operation compatible with an equivalence relation.
Mathematical discussions	I can formulate precise questions when I do not understand something. I can talk about my solutions to other people.	I present my solutions to other people. I take part in mathematical discussions with my peers.	When talking to other people, I listen to them and react accordingly. When talking to others about my mathematical thinking, I try to concentrate on the main ideas instead of technicalities. I give feedback to others when their solutions are discussed.	I give constructive feedback to others so that they can improve their work. I can find something positive and meaningful to say in other people's work. I can summarise my solutions clearly, briefly and precisely. When discussing with other people I can take their position and feelings into consideration. I try to make the conversations meaningful to all parties.

What did the students think?

"Now I didn’t focus on memorising things. Instead, I focused on **understanding** the topics, so that in the future, if necessary, I can use them / re-learn them quickly.”

More information in the blogs

- **Kumpula opettaa**: blogs.helsinki.fi/kumpula opettaa
- **Hel of a lesson**: blogs.helsinki.fi/helofalesson

Johanna Rämä and DISA group (Digital Self-Assessment)

Group work: Design an assessment matrix

- In your group, first, choose a situation in which one needs to assess learners' skills
  - a course in university or school or other formal education, workplace, etc.
- What kind of learning objectives are there?
- Design a matrix
- Plan together how self-assessment can be used in to assess the learning outcomes in that situation?

- The figures of group works will be submitted to MyCourses in the area of first contact session