**August 2020**

*Please share with your faculty:*

**The importance of self-assessment for online learning**

Given the highly self-directed nature of online learning, it is important for learners to develop the habit of self-assessing their own work.  Educators can make self-assessment central to their course(s) by including self- assessment as part of their program and course-level student learning objectives and integrating self-assessment exercises with required assignments. For example, rather than just assigning a paper assignment, instructors can require students to include with their paper submission a reflection about what they learned from completing the assignment. More specifically, students can be asked to write about the kinds of knowledge, skills, or behaviors they gained from the doing the assignment, what they felt that they did well, what they found challenging, and what they might do differently next time. In addition, instructors can teach and model for students how to actively think-aloud in a structured way while completing an online learning task. A structured-think aloud methodology involves continuously thinking about one’s learning goals and the effectiveness of each online action for achieving one’s goals.(Ebner & Ehri, 2013; Ebner & Ehri, 2016).  In addition, instructors can encourage self-assessment by providing students with grading rubrics and asking students to assess their own work alongside the rubric. Self-assessment techniques such as these can help students build important metacognitive skills and self-regulated learning skills that are key for successful online learning.

References:

Ebner, R., & Ehri, L. (2013). Vocabulary learning on the Internet: Using a structured think-aloud procedure. Journal of Adolescent & Adult Literacy, 56 (6), 472-481, republished in Digital Literacies: An IRA Cross-Journal Virtual Issue (International Reading Association)

Ebner, R. & Ehri. L. (2016) Teaching students how to self-regulate their online vocabulary learning by using a structured think-to-yourself procedure. Journal of College Reading and Learning, 46(1), 62-73, DOI: 10.1080/10790195.2015.1075448. Published online Oct. 5, 2015 and available at [http://dx.doi.org/10.1080/10790195.2015.1075448](about:blank)

**Check out!**

[Papadopoulou, Athena (2019). Learner assessment in online courses: Best practices & more. *Learnworlds.com.*](https://www.learnworlds.com/learner-assessment-best-practices-course-design/)

**Please share examples** of self-assessment activities you use in your courses, and I will feature those examples on [YU’s Learning Assessment Website](about:blank).

**Reminder:** Please remember to submit a Spring 2020 assessment report or alternative assessment narrative by **August 17**. If choosing to submit the latter, below are some guiding questions to consider:

* What are some examples of online learning assessments that your program's faculty conducted this semester, and what student learning objectives were those assessments designed to measure?
* What are some of the challenges that faculty and/or students experienced in connection with these online assessments?
* Based on your experience this Spring, what do you consider to be some of the relative benefits  of online student learning assessments  vs. traditional assessments?
* Should program faculty consider using blended learning assessment techniques (i.e., a combination of online and traditional assessments ) in the future?  If so, how?