**December 2021**

*Please share with your faculty:*

**Promoting Self-regulated Learning Through Feedback Strategies**

Self-regulated learning is when students’ take ownership over their learning. It involves having metacognitive awareness, behavioral skills, and motivation to succeed at learning tasks. Providing students with clear and timely feedback is critical for fostering students’ self-regulated learning skills. The article, [Promoting Self-Direction Through Better Feedback](https://www.edutopia.org/article/promoting-self-direction-through-better-feedback?fbclid=IwAR0JnoGriBCePFTg3o5NRIx-TrUQh-WE3UVw8JS6N6yF0hCrcB9Nz8oj6Ik), by Michael McDowell (2021), provides some useful strategies for providing students with valuable feedback. Although this article is written for K-12 teachers, the strategies discussed in the article are applicable to higher education professionals as well. For example, one strategy that the article discusses involves having students evaluate different students’ work samples for a particular assignment and provide their rationale for their evaluation of the work. This strategy can be a great way for students to reflect upon what makes a piece of work exemplary, satisfactory, or poor. This exercise can also help students learn how to create their own rubrics for evaluating their work against a set of expected criteria. Another strategy that the article discusses involves having the students reflect upon their own learning processes with the following prompts, “I use to think..” and “Now, I think…”. This can be a useful way for students to reflect upon how their thinking has evolved over the course of learning new material, which can promote important metacognitive processes. A third valuable exercise discussed in the article involves having students complete “entrance tickets” before or during class. An “entrance ticket” asks students to respond to a particular question about material that was previously learned in order to trigger prior knowledge before introducing new material. In summary, meaningful assessment practices do not just involve evaluating students’ performance, but also require providing students with helpful feedback that will encourage them to become self-directed learners.

**Check Out!**:  Ebner, R. & Ehri (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)

**Please share examples** of feedback strategies you use in your courses and I will feature those examples on [YU’s Learning Assessment Website.](https://www.yu.edu/provost/assessment/resources)

**Please contact me** if you need any assistance with your Fall 2021 assessment activities.

**Important Reminder** Fall 2021 assessment reports will be due on **Monday January 10.**