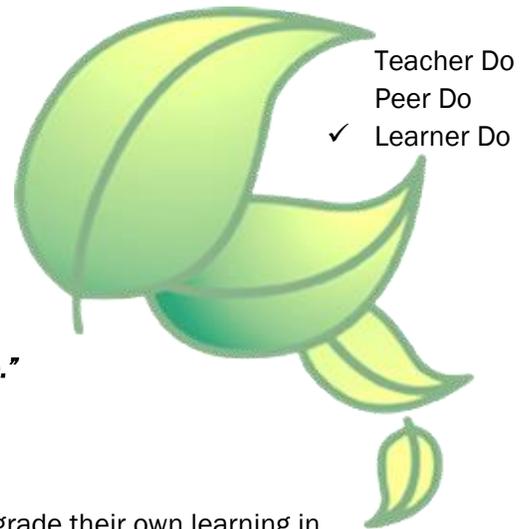


Activating Students as Owners of Their Own Learning



“Reflecting critically on one’s own learning is emotionally charged, which is why developing such skills takes time, especially with students who are accustomed to failure.”

(Wiliam, 2011, p. 158)

What does this mean? Some dilemmas...

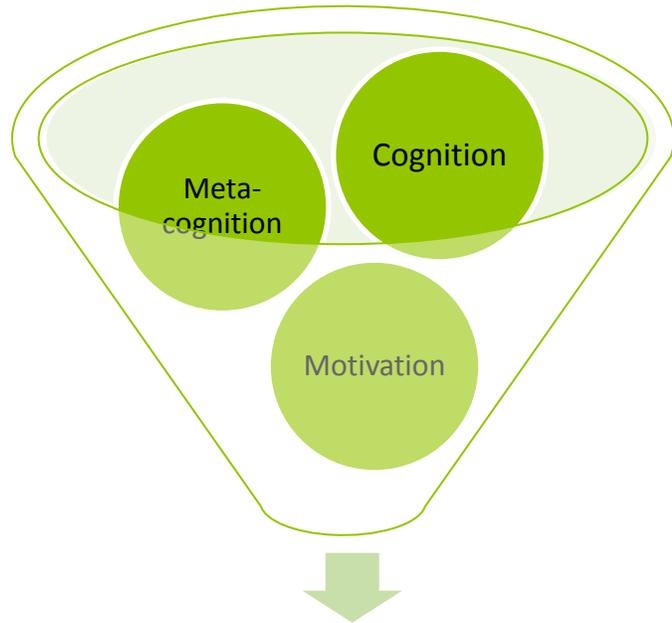
- Student self-assessment does not mean that students grade their own learning in the absence of criteria for quality, corroboration, or feedback from teacher and/or peers.
- Students owning their own learning cannot occur in the absence of implementing all of the other Formative Assessment strategies. Wiliam (2011, p. 152) suggests the following to allow this to occur:
 - Share learning goals with students so that they are able to monitor their own progress toward them.
 - Promote the belief that ability is incremental rather than fixed; when students think they can’t get smarter, they are likely to devote their energy to avoiding failure.
 - Make it more difficult for students to compare themselves with others in terms of achievement.
 - Provide feedback that provides a recipe for future action rather than a review of past failures.
 - Use every opportunity to transfer executive control of the learning from the teacher to the students to support their development as autonomous learners.
- The link between student self-assessment and improvement in learning is unclear. It is the student’s reflection and action related to that self-assessment that occurs in response that changes learning.

The Link Between Self-Assessment and Self-Regulated Learning

- The question is not whether a student can accurately evaluate their performance, the key is that students need to be able to have insight and assess their own learning in order to improve it ... knowing what to do next.

“The basic idea of self-regulated learning is that the learner is able to coordinate cognitive resources, emotions, and actions in the service of his learning goals.” (Boekarts, 2006 as cited in Wiliam, 2011, p. 147)

- Cognition involves a student having the necessary knowledge, skills, strategies, etc. to reach a goal.
- Metacognition includes knowing what one knows (metacognitive knowledge), what one can do (metacognitive skills), and what one knows about one's own cognitive abilities (metacognitive experience). (Wiliam, 2011, p. 148).
- "Motivation is in the match between challenge and capability."



Self-Regulated Learning

"...if we see motivation, not as a cause but as an outcome, an emergent property of getting the match between challenge and capability right, then if the student isn't motivated, that's just a signal that the teacher and the learner need to try something different." (Wiliam, 2011, p. 150)

Wiliam's Wisdom

- Self-efficacy is the belief in their ability to carry their plans through to successful completion. This tends to decline as students go through school."... students provided with positive constructive feedback by their teachers were more likely to focus on learning rather than on performance (Deevers, 2006 as cited in Wiliam, 2011, p. 151)
- "Assessment can improve instruction, but it can also impact the learner's willingness, desire, and capacity to learn." (Harlen & Deekin Crick, 2002 as cited in Wiliam, 2011, p. 151)
- Possible Instructional Strategies
 - Traffic Lights
 - Red/Green Disks
 - Colored Cups
 - Learning Portfolios
 - Learning Logs

Works Cited

Wiliam, D. (2011). *Embedded Formative Assessment*. Bloomington, Indiana, United States of America: Solution Tree Press.