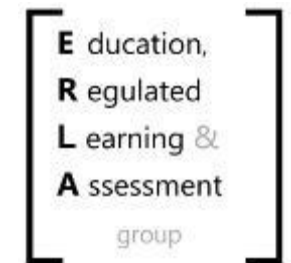


Autorregulación del aprendizaje: qué es y cómo trabajarla desde la autoevaluación y la evaluación de pares

Ernesto Panadero

IKERBASQUE Researcher Universidad de Deusto (Spain)

27th of November 2020 UDD



Menu

- Self-regulation of learning
- Formative assessment
- Self-assessment and peer assessment

First Block:
Self-Regulation of Learning

We want to train autonomous and self-directed students who can learn beyond their formal education

Self-regulated Learning

How many of you know what self-
regulation is(SRL)?

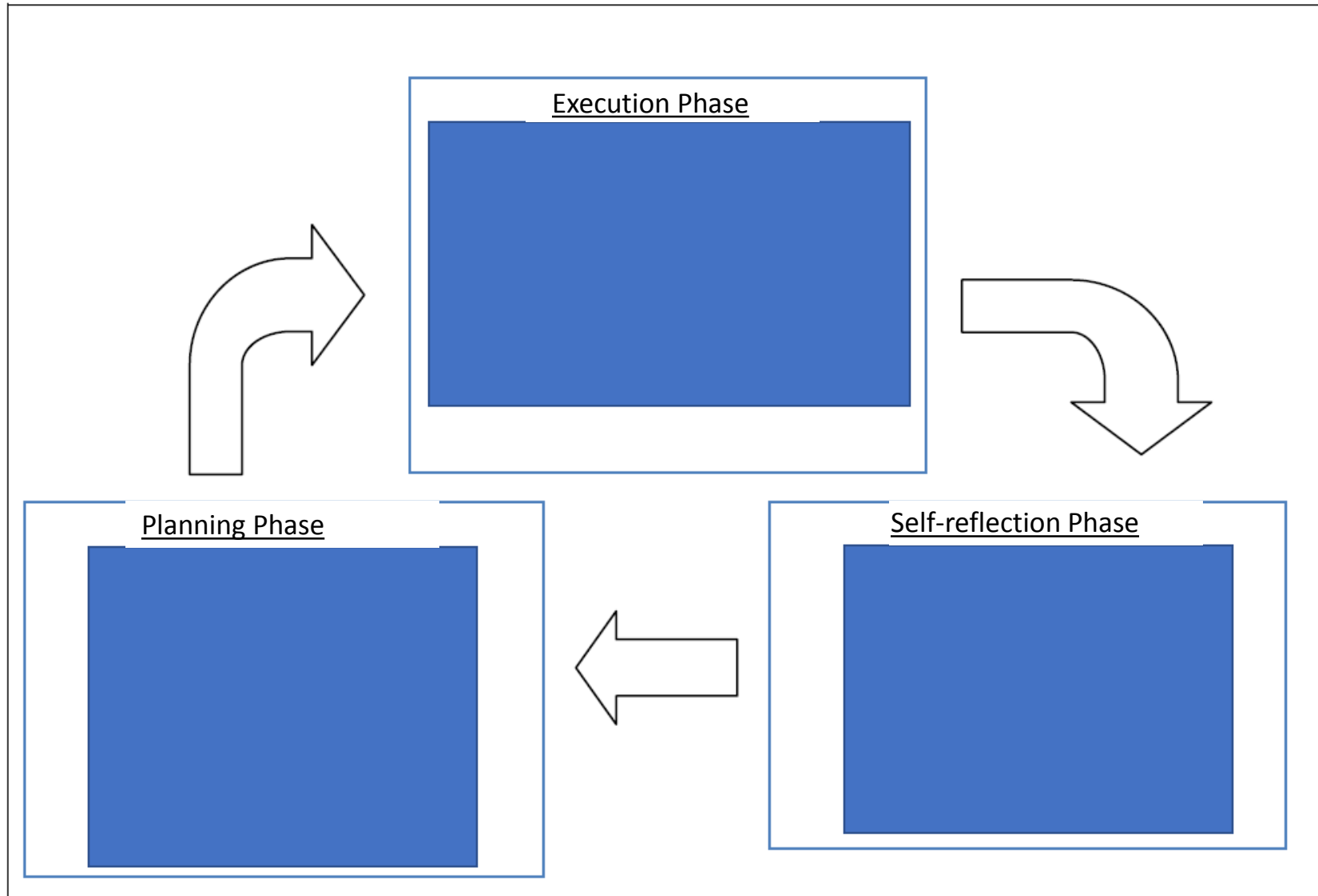
Write a definition.

Self-regulation Definition

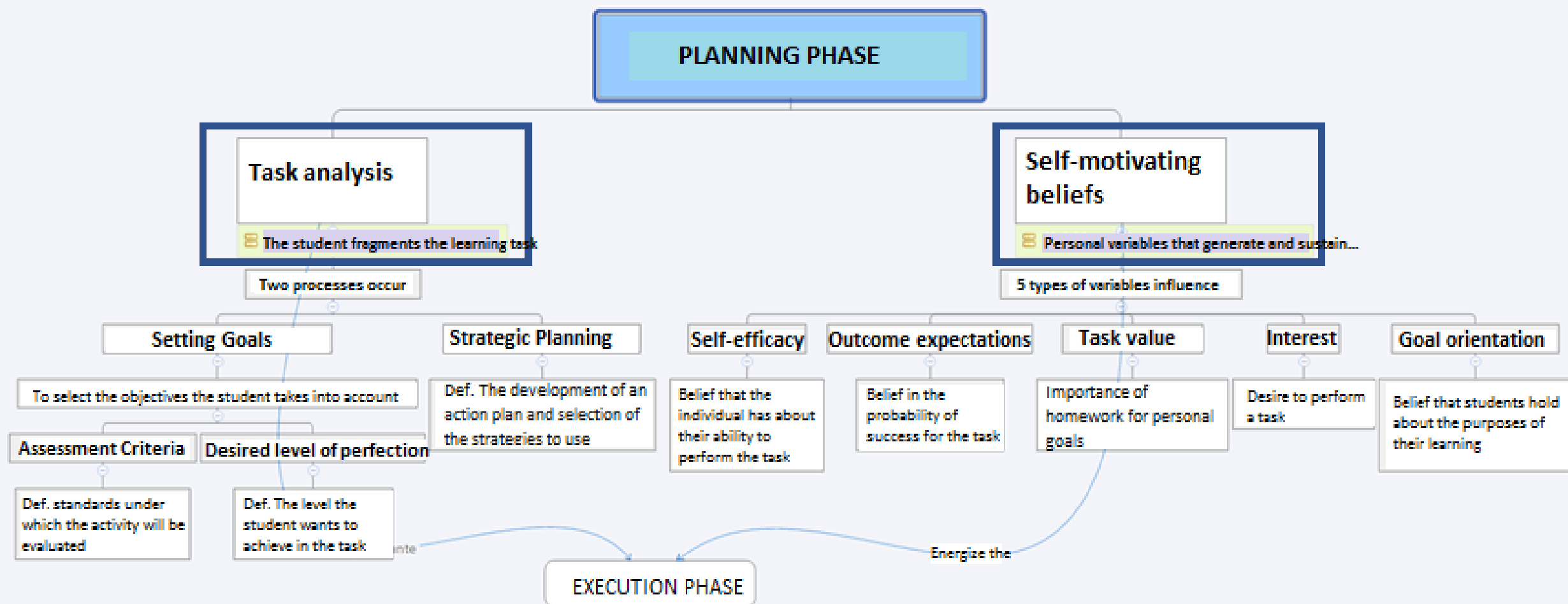
- Zimmerman (2000): “Self-regulation refers to self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals”.

Educational self-regulation offers us
models to interpret the use of learning
strategies

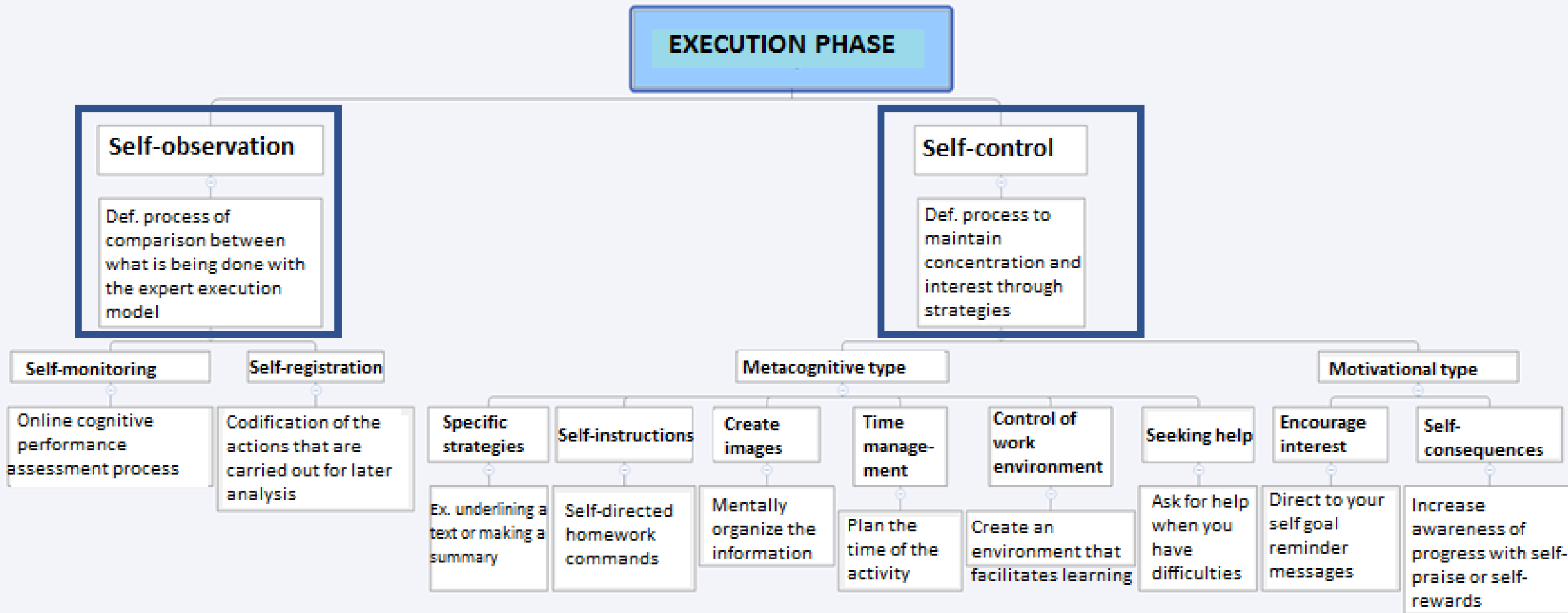
Cyclic Model - Zimmerman (2000)



Panadero, E., & Alonso-Tapia, J. (2014). ¿Cómo autorregulan nuestros alumnos? Revisión del modelo cíclico de Zimmerman sobre autorregulación del aprendizaje. *Anales De Psicología*, 30(2), 450-462. doi:10.6018/analesps.30.2.167221



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doi:10.6018/analesps.30.2.167221

SELF-REFLECTION PHASE

Self-judgment

Process in which the student judges his performance

Self-assessment

Assessment of the student based on the assessment criteria and mediated by the level of perfection

Causal attribution

Self-explanations about the reasons for success or failure in the activity

directly influencing

Self-reaction

Student reactions to his self-judgments

Self-satisfaction/affection

Affective and cognitive reactions produced by self-judgments

Adaptive/defensive inference

Willingness to repeat the task or to avoid it

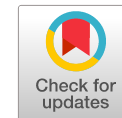
Panadero, E., & Alonso-Tapia, J. (2014). ¿Cómo autorregulan nuestros alumnos? Revisión del modelo cíclico de Zimmerman sobre autorregulación del aprendizaje. *Anales De Psicología*, 30(2), 450-462.
doi:10.6018/analesps.30.2.167221



Diferentes modelos

REVIEW ARTICLE

Front. Psychol., 28 April 2017 | <https://doi.org/10.3389/fpsyg.2017.00422>



A Review of Self-regulated Learning: Six Models and Four Directions for Research



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Self-regulated learning (SRL) includes the cognitive, metacognitive, behavioral, motivational, and emotional/affective aspects of learning. It is, therefore, an extraordinary umbrella under which a

Boekaerts' model

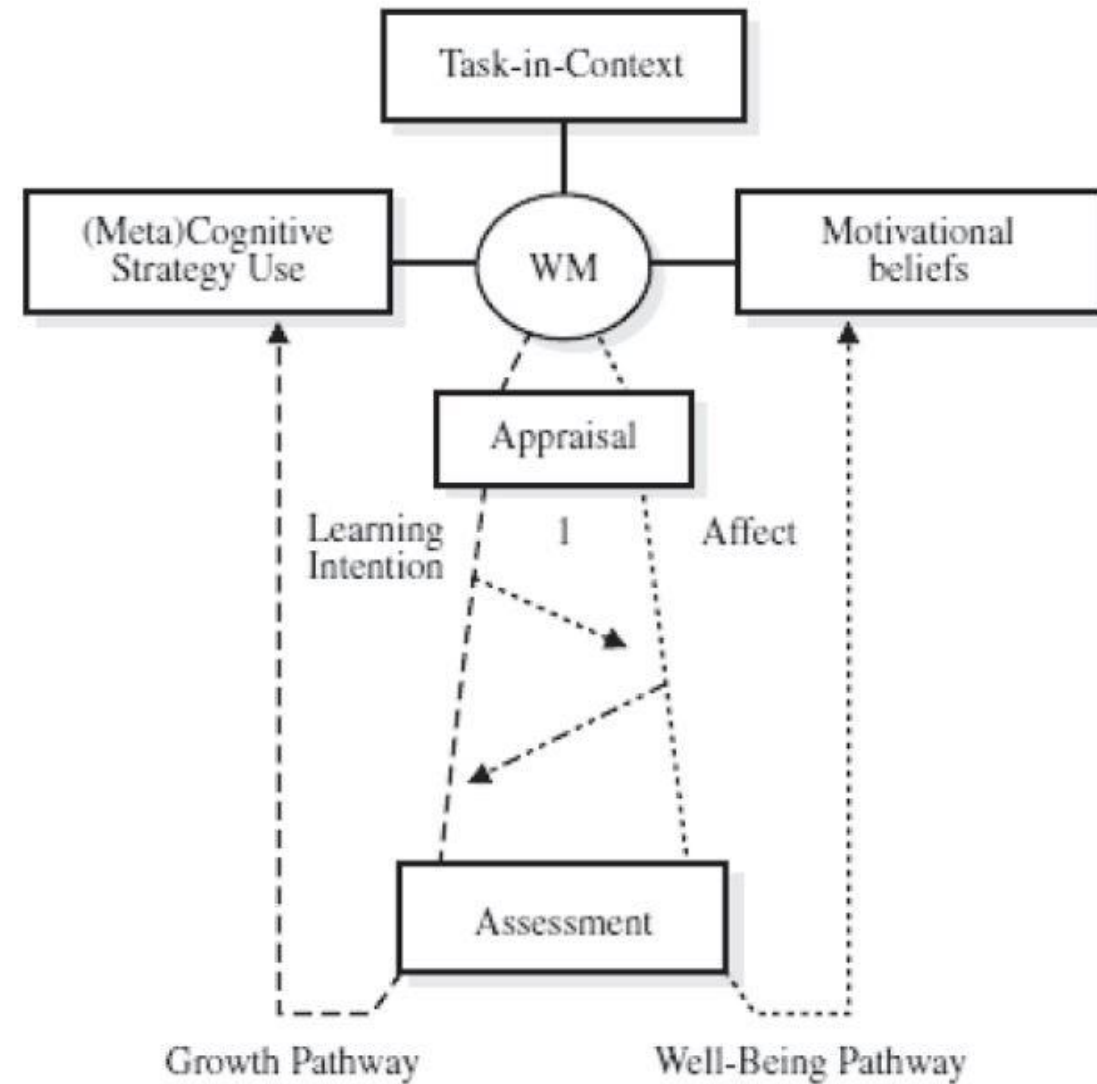
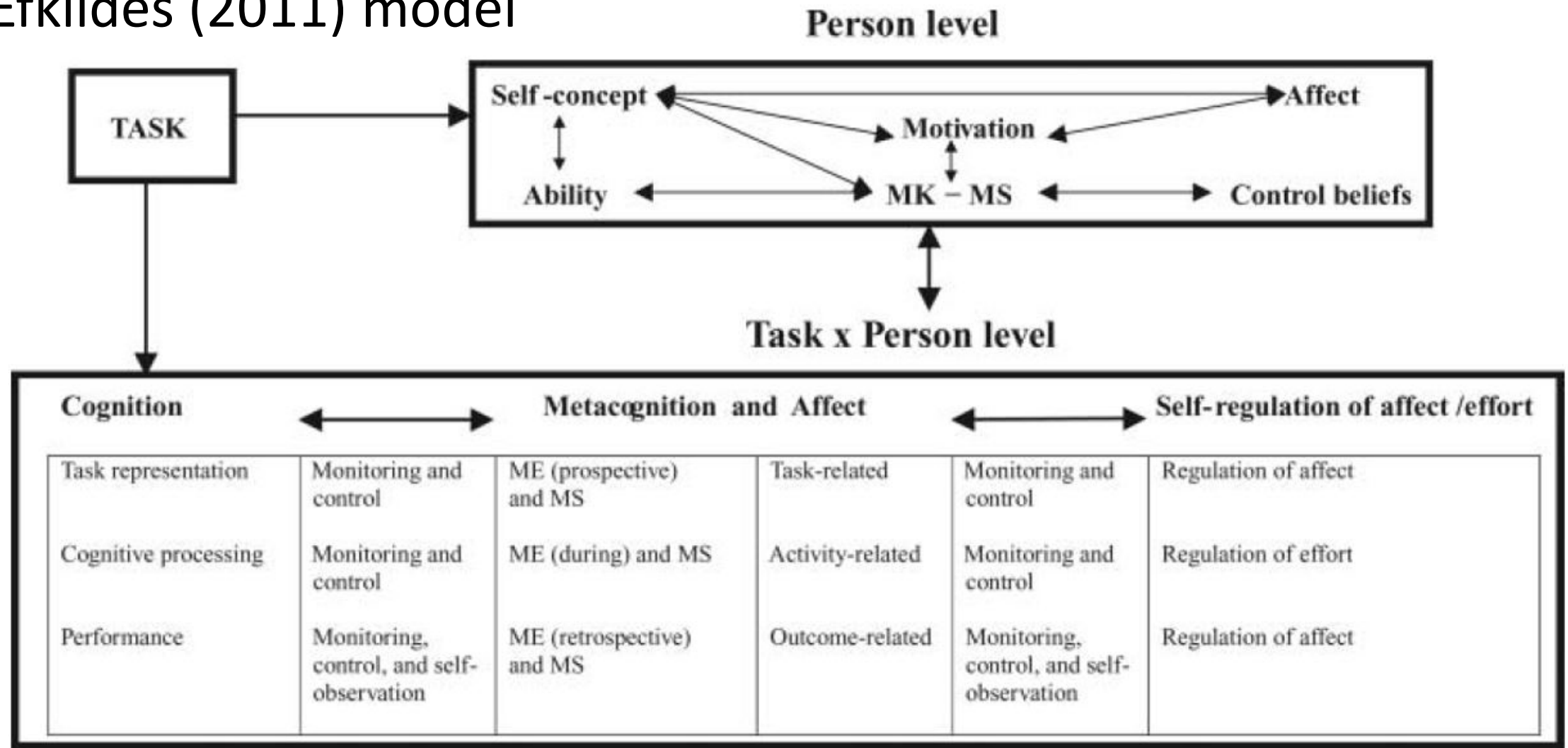


Figure 7. Dual processing self-regulation model. From: Boekaerts, M. (2011). Emotions, emotion regulation, and self-regulation of learning. In B. J. Zimmerman & D. H. Schunk (Eds.), *Handbook of self-regulation of learning and performance* (pp. 408-425). New York: Routledge.

Efklides (2011) model



ME = Metacognitive experiences, MK = Metacognitive knowledge, MS = Metacognitive skills.

Figure 11. Metacognitive and Affective Model of Self-Regulated Learning model (MASRL). From: Efklides, A. (2011). Interactions of metacognition with motivation and affect in self-regulated learning: The MASRL model. *Educational Psychologist*, 46(1), 6 - 25. doi: 10.1080/00461520.2011.538645

**What can we conclude from the fact that
there are different models?
Which is the best?**

Is self-regulation always positive for learning?



IGNITERMEDIA.COM

No, it is not always positive for
learning
Assessment is essential

Second Block: **Formative Assessment**

Assessment = Instruction?

How do you think assessment is connected to instructional design?

**How can we help our students
to be self-regulated from the
assessment?**

Rubric Example

Do you know how to make cookies?

Chocolate Chip Cookie Rubric

Developed by a group of nuns who baked cookies for profit.

	Size	Chocolate Chips	Taste	Texture
Heavenly	Huge! At least 6"	Super size Pure smooth	MMMmmm good!	Soft Bends without breaking
Earthly	4" – 5"	Toll House standard	Okay in a pinch	Crisp without brown
Purgatory	2" – 3"	Generic real chocolate	Edible	Crispy with burnt edges
Gone to Hell	You gotta be kidding!	Where are they? Grainy, carobs	Spit that OUT!	Burnt

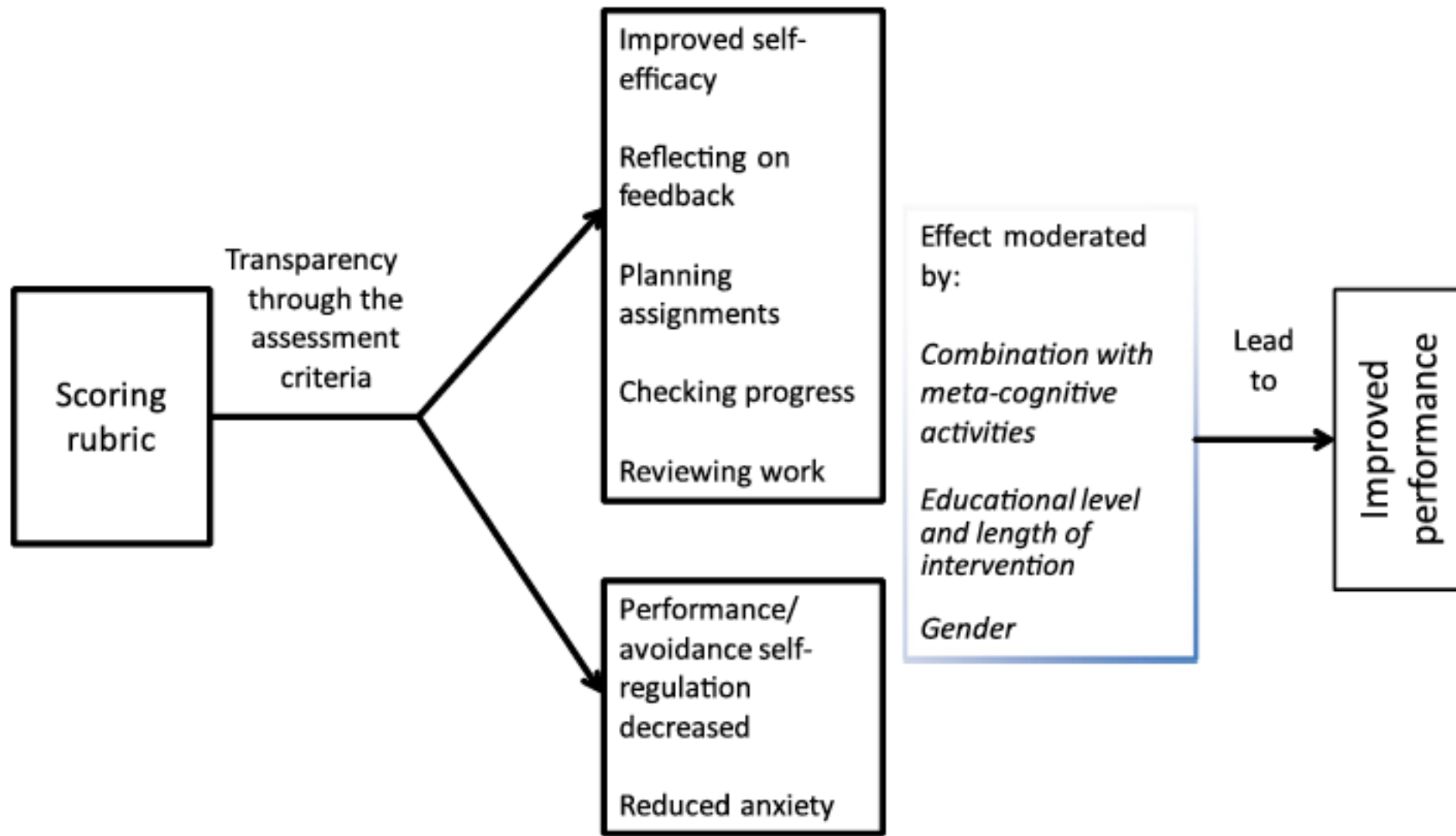


Fig. 1. Rubric and moderating effects that improved performance.

Panadero, E., & Jonsson, A. (2013). The use of scoring rubrics for formative assessment purposes revisited: A review. *Educational Research Review*, 9(0), 129-144.

[doi:http://dx.doi.org/10.1016/j.edurev.2013.01.002](http://dx.doi.org/10.1016/j.edurev.2013.01.002)

In what ways do rubrics increase students achievements?

Support self-regulation

Increase transparency

Help in the feedback process

May reduce student anxiety

May increase student self-efficacy

**What is the connection between self-regulation and
our assessment?**

Does our assessment promotes self-regulation?

**Does our assessment promotes “negative” self-
regulation?**

Why anchor our assessment to self-regulation?

- Psychological and autonomy principles
- Class climate: assessment practices are key
- **Student participation in the assessment : self and among peers.**

Fundamental for both fields

El nacimiento de un nuevo campo: “el cruce de caminos” de la evaluación formativa y la autorregulación del aprendizaje

Aust. Educ. Res. (2018) 45:13–31
<https://doi.org/10.1007/s13384-018-0258-y>



Fusing self-regulated learning and formative assessment: a roadmap of where we are, how we got here, and where we are going

Ernesto Panadero¹  · Heidi Andrade² · Susan Brookhart³




ASSESSMENT IN EDUCATION: PRINCIPLES, POLICY & PRACTICE
2020, VOL. 27, NO. 4, 319–331
<https://doi.org/10.1080/0969594X.2020.1803589>



EDITORIAL




Bridging classroom assessment and self-regulated learning

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Using formative assessment to influence self- and co-regulated learning: the role of evaluative judgement

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Abstract

Recently, the concept of evaluative judgement has gained attention as a pedagogical approach to classroom formative assessment practices. Evaluative judgement is the capacity to be able to judge the work of oneself and that of others, which implies developing knowledge about one's own assessment capability. A focus on evaluative judgement helps us to better understand what is the influence of assessment practices in the regulation of learning. In this paper, we link evaluative judgement to two self-regulated learning models (Zimmerman and Winne) and present a model on the effects on co-regulation of learning. The models help us to understand how students can be self-regulated through developing their evaluative judgement. The co-regulation model visualises how the learner can become more strategic in this process through

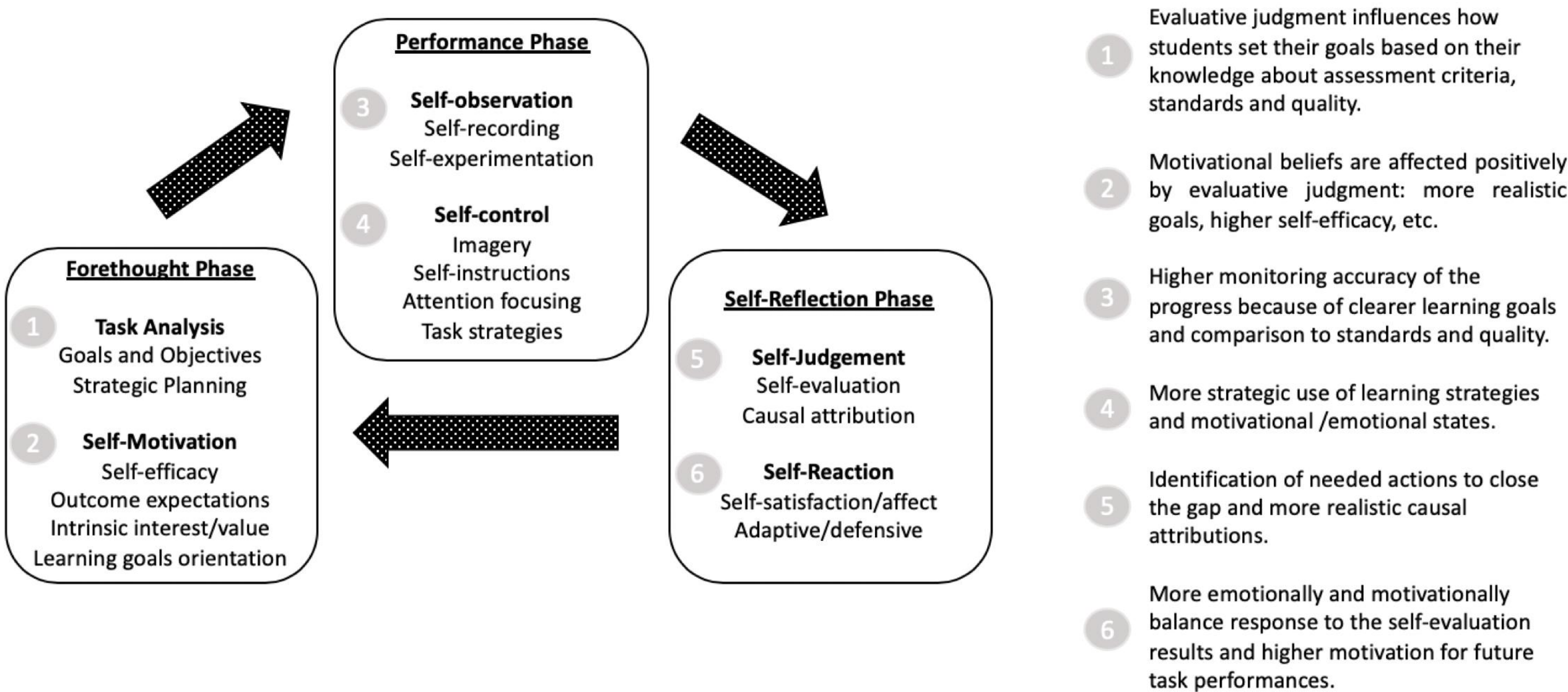


Figure 1. Effects of evaluative judgment on Zimmerman's model (2000).

Taken from Panadero, Broadbent, Boud & Lodge (2018). Using formative assessment to influence self- and co-regulated learning: The role of evaluative judgement. European Journal of Psychology of Education. doi:10.1007/s10212-018-0407-8

Co-regulation via peer and teacher assessment

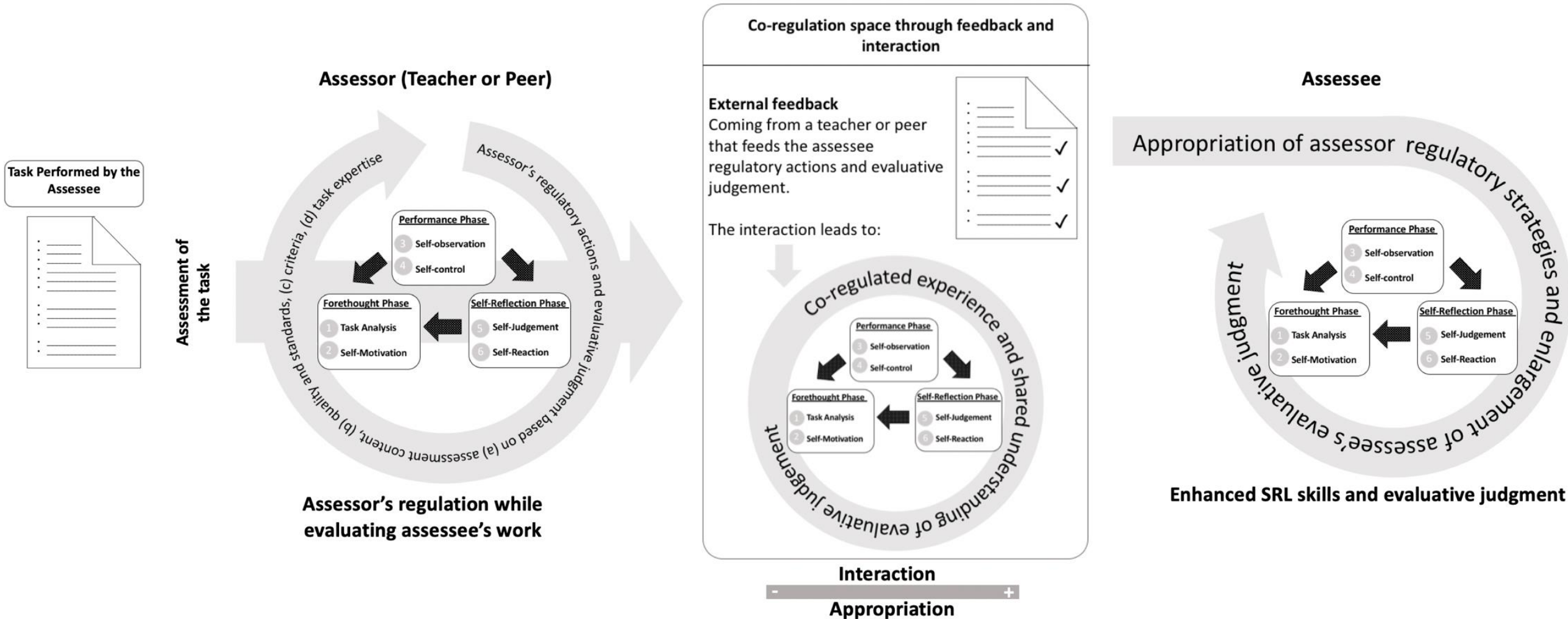


Figure 5. Co-regulation and evaluative judgment
Taken from Panadero, Broadbent, Boud & Lodge (2018). Using formative assessment to influence self- and co-regulated learning: The role of evaluative judgement. European Journal of Psychology of Education. doi:10.1007/s10212-018-0407-8

The keys to formative assessment and self-regulation of learning

The primary purpose of formative assessment is for the information to be useful for **learning and instruction**. For this, feedback and involving students in the evaluation is essential.

Three main agents here: **(teacher) feedback, self-assessment and peer assessment**

Third Block:

Peer assessment and Self-assessment

Dylan Wiliam



Professional development

Finally! The revised *Embedding formative assessment* pack for schools and colleges to run their own two-year professional development programme on formative assessment is now available **worldwide**. In Europe, this can be ordered through SSAT, in Australasia through Hawker-Brownlow, and in North America from Learning Sciences International. Further details of the pack are here.

Also, a series of high-quality video presentations by Dylan Wiliam, with a total running time of over two and a half hours, is now available world-wide. Details are here.

Inside the Black Box, and other booklets containing ideas about how to improve formative assessment in schools, are available from GL Assessment in Europe, Hawker-Brownlow in Australasia, and Learning Sciences International in North America.

What does Self-assessment is?

- **Student self-assessment (SSA) most generally involves a wide variety of mechanisms and techniques through which students describe (i.e., assess) and possibly assign merit or worth to (i.e., evaluate) the qualities of their own learning processes and products (Panadero, Brown & Strijbos, 2016)**
- **How many different types exist?**

- SA independent of the teacher
- To improve: deliberate practice
- SA referenced to rubrics
- Clear goals, assessment criteria and "exemplars"
- Students are reluctant at first
- Developmental approach
- Needed by the time they leave college

What does peer assessment is ?

- Is peer rating, peer evaluation and peer feedback the same?
- Which do you think is the most used?
- Which do you think is more productive?

But, do SA & PA work?

- Self-assessment: Hattie (2009), Brown & Harris (2013), Panadero, Jonsson & Botella (2017)
- Peer Assessment: Topping (2000), Van Gennip, Segers & Tillema (2009), van Zundert (2012), Panadero, Jonsson & Alqassab (2018)

Recommendations for implementing SA

1. Define the criteria by which students assess their work
2. Teach students how to apply the criteria
3. Give students feedback on their self-assessments
4. Give students help in using self-assessment data to improve performance
5. Provide sufficient time for revision after self-assessment
6. Do not turn self-assessment into only self-evaluation by counting it toward a grade

Panadero, Jonsson & Strijbos (2016)

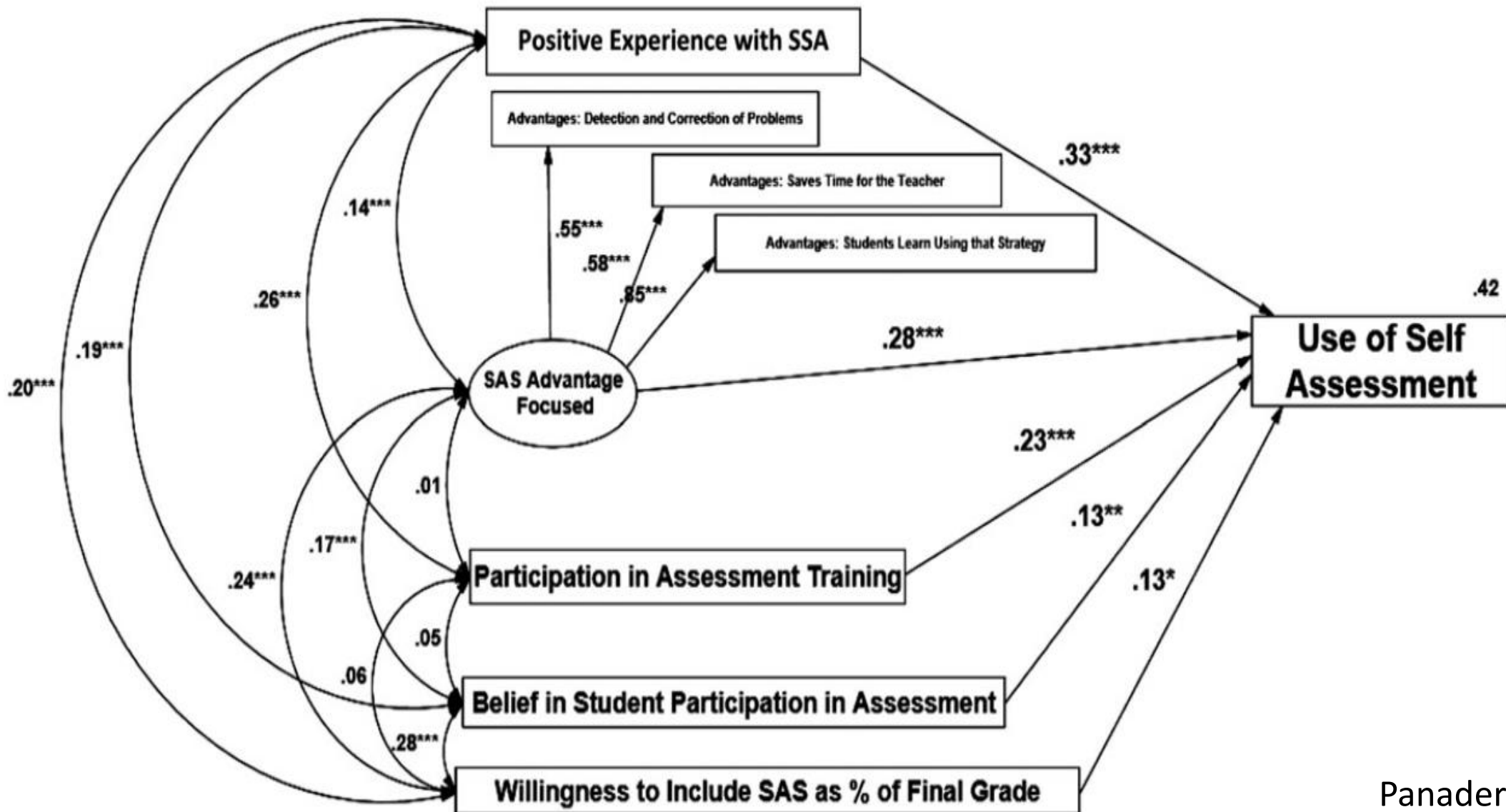
Recommendations for implementing PA

1. Clarify the purpose of PA, its rationale and expectations to the students
2. Involve students in developing and clarifying assessment criteria
3. Match participants (e.g., individuals, groups) fostering productive PA
4. Determine the PA format (e.g., rating with or without comments) and mode of PA interaction (e.g., face-to-face or online)
5. Provide quality PA training, examples and practice (including FB about PA)
6. Provide rubrics, scripts, checklists or other tangible scaffolding for PA
7. Specify PA activities and timescale
8. Monitor the PA process and coach students

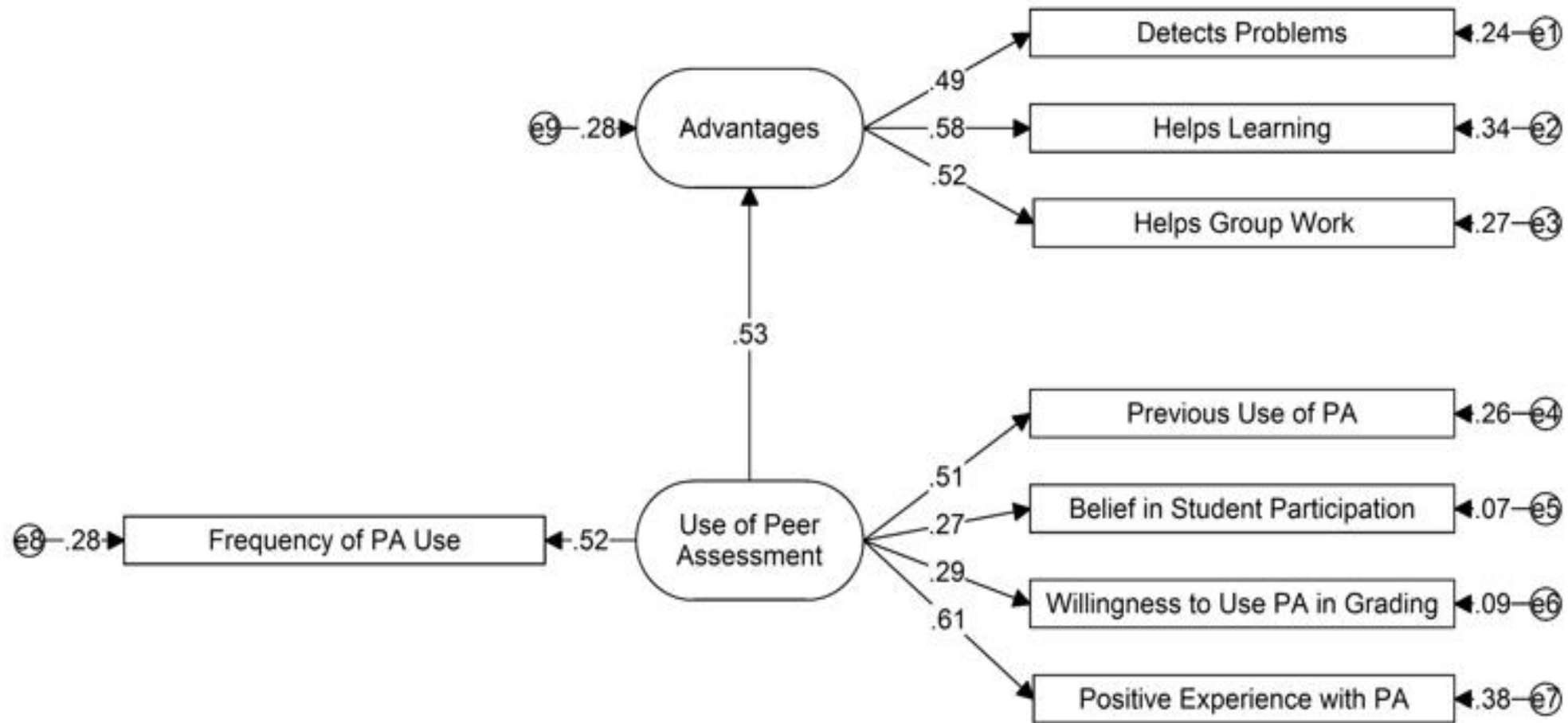
Panadero, Jonsson & Strijbos (2016)

A tip for the "intrepid"

Predictores del uso de la AEV en el profesorado



Predictores del uso de la EP en el profesorado



E ducation,
R egulated
L earning &
A ssessment
group



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Conclusions

What main ideas do you take
with you?