The effects of self-assessment on self-regulated learning for language learners

Presenter:
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The educational research about self-assessment has been going through an important phase as recent publications show. The recent literature review suggests that the interventions of self-assessment have a positive effect on learners' self-regulated learning strategies and self-efficacy. Self-regulation in language learning help learners to be able to actively and constructively use strategies to manage their own learning. Learners' self-assessed data (e.g. questionnaires with rating scales) have been employed in educational research and have the potential to contribute to the measurement of both the academic and behavioural outcomes of the educational process. For this seminar, the data collected from Programme for International Student Assessment (PISA) is selected for illustrating self-assessed data and validating techniques such as Anchoring Vignette.

The following topics will be covered in this workshop:
Direct and Indirect Language Learning Strategies
Self-regulated learning strategies and self-efficacy
Self-assessment
Survey methods used in Programme for International Student Assessment, PISA (e.g. 2015) Validating self-assessment in the form of scaled questionnaire by using Anchoring Vignette method.