



Effective Feedback Series

PART 3: Using Reflective Activities with Students as Self-Assessment

When students give themselves feedback, or assess their own work, their performance on tests improves (Hassmen et al., 1996), and when they reflect multiple times on their work, they become more aware of its quality in relation to learning outcomes (Gentle, 1994). The metacognitive task of self-reflection has also been shown to improve the likelihood of students transferring knowledge from one learning context to another (Wardle, 2007).

Strategies	Teaching Suggestions
Use an “exam wrapper” after graded exams.	An “exam wrapper” is an assignment distributed along with graded exams, that asks students to reflect on how they prepared for the exam, their performance, and how they might prepare for the next exam. When it’s time to start studying for the next exam, re-distribute students’ exam wrappers for their reference.
Assign a “cover letter” with major projects.	Assign a “cover letter” along with an assignment, in which students list the assignment’s main points, areas they felt were strong and weak, and specific questions they have for the instructor as a reader. In order to help students formulate appropriate and high-level questions, make sure learning outcomes are explicit and consider giving them time in groups to compose questions together.
Invite students to participate in creating class rubrics.	Invite students to participate in creating the rubric and standards for evaluation, to involve them in assessing their own learning (Adams & King, 1995, Inoue, 2004). Students can help formulate a rubric in class, or submit their suggestions through an online forum.

Citation

Center for Educational Effectiveness [CEE]. (2018). Effective Feedback Series. *Just-in-Time Teaching Resources*. Retrieved from <https://cee.ucdavis.edu/JITT>

References

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