

Formative Use of Assessment to Foster Self-Regulated Learning

the Alignment of Teachers' Conceptions
and Classroom Assessment Practices

<https://rdcu.be/dqKQg>



Maastricht University

HAN UNIVERSITY
OF APPLIED SCIENCES

Researchteam Quality of Teachers

School of Education – HAN University of Applied Sciences



Janneke van der Steen



Jeroen van der Linden



Marijke van Vijfeijken



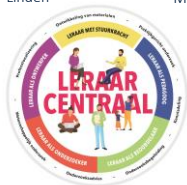
Roel Grol



Marjoleine Dobbelaer



Helma Oolbekkink-Marchand



Tamara van Schilt-Mol



Carlos van Kan



Martijn Peters



Harry Stokhof



Linda Jakobs



Eline den Tuinder



Jan Martens



Marion van de Wijdeven



Marjoke Bakker



Kyle van den Langenberg



Edwin Buijs



Katrijn Opstoel



Fedor de Beer



Elvira Folmer



Maaike Nap

ledere foto linkt naar het mailadres
van de betreffende collega!

Do you foster SRL?

<https://bit.ly/howaboutyoursrl>

Five propositions



Maastricht University

HAN UNIVERSITY
OF APPLIED SCIENCES

Theoretical framework



Students' success in HE depends on their SRL skills



The Cycle of Self-Regulated Learning

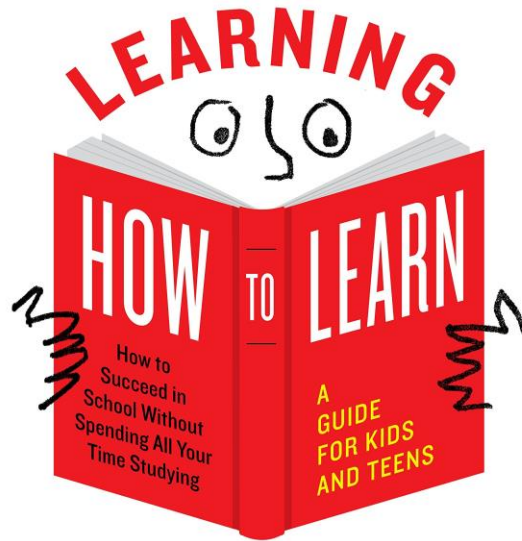
Showing steps students can take throughout the process

Image by Karin Kirk

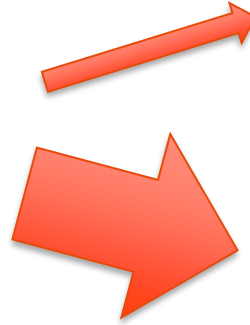


Lack and need for development of SRL skills

From the bestselling author of *A Mind for Numbers* and the creators of the popular online course Learning How to Learn



BARBARA OAKLEY, PhD, AND
TERRENCE SEJNOWSKI, PhD,
WITH ALISTAIR McCONVILLE



Maastricht University

HAN UNIVERSITY
OF APPLIED SCIENCES

(Heikkilä et al., 2012; Virtanen et al., 2015)

Classroom assessment can foster SRL skills development



(Biwer et al., [2020a](#); Cai et al., [2022](#); De Bruin & Van Gog, [2012](#); Nugent et al., [2019](#); Peeters et al., [2016](#); Russell et al., [2022](#))



Information from assessment => feedback direction

Three feedback directions and three levels create nine fictitious strategies

	Feedback level		
<i>Feedback direction</i>	<i>Task level</i>	<i>Process level</i>	<i>SRL level</i>
Feed up	Clarify task strategies	Clarify process strategies	Clarify SRL strategies
Feedback	Diagnostic strategies on task	Diagnostic strategies on process	Diagnostic strategies on self-regulation
Feed forward	Scaffolding strategies on task	Scaffolding strategies on process	Scaffolding strategies on self-regulation

(Hattie & Timperley, 2007; van der Linden et al., 2023, p. 3)

Teachers' conceptions influence classroom assessment practices



Cognizant teachers => conducive SRL environment



Teachers' conceptions on SRL development \approx classroom assessment practices on SRL development?



**RQ: To what extent is
the formative use of assessment to foster SRL
aligned with the teachers' conceptions
and classroom assessment practices?**



Sub-questions

- (1) What are teachers' conceptions on the formative use of assessment to foster SRL?
- (2) What are teachers' task conceptions on the formative use of assessment to foster SRL?
- (3) What is the focus of teachers' strategies in classroom assessment practices?

Method & Subjects

- Qualitative constructivist grounded theory approach + thematic analyses
(Boeije, 2014; Charmaz, 2006); (Brooks et al., 2014; Creswell, 2014)
- In-depth interviews with 16 HE teachers (13F, 3M) from nine different programmes
- Purposive sampling
- Semi-structured interview guide
- 28 – 67 min, AVG 42 min

Analyses template

Conceptions of assessment functions (McInerney, 2009)		Teachers' conceptions	
Function: Improvement of teaching and learning		I Teachers' conceptions	II Teachers' task conceptions
		TCAF	TTCAF
Direction of teachers' classroom assessment practices (Hattie & Timperley, 2007; van de Pol, 2012)		III Teachers' reported classroom actions aimed at	
Feedback level	Teacher (classroom) action aimed at		
Task level	Feed-up, -back or -forward at task level	TRCTL	
Process level	Feed-up, -back or -forward at process level	TRCPL	
SRL level	Feed-up, -back or -forward at SRL level	TRCSL	

Results (1&2)

Teachers' (task) conceptions on the formative use of assessment to foster SRL



Results (1&2)

Teachers' conceptions on the formative use of assessment to foster SRL

- *“Ultimately, it is also up to me to help them that they can take the exam. That is also one of the biggest goals because ultimately that is what they earn credits for. So that’s the system. And that’s where I feel a duty, or an appeal, that I at least provide that. And on top of that, I try to enthuse them, encourage them, make them aware of the usefulness of everything else.” Teacher 29*

Results (1&2)

Recognised importance of fostering SRL

- *“No formal attention. So you think: oh, they will learn from this. It’s not formal attention. And I also think a lot of teachers, including myself, have never been trained in how to do that either.” Teacher 2*
- *“Those learning skills, that bit of self-regulation, metacognition, that. No, I don’t think that we can really guarantee that this is really in the curriculum.” Teacher 4*

Results (1&2) exception



Consequence of integral school policy

- *“I think the learning function in the way we assess is in the continuous feedback loop that the student actually has to go through.” Teacher 11*

Results (3)

Teachers' Reported Classroom Actions on Learning and SRL



Results (3)

Teachers' Reported Classroom Actions on Learning and SRL



Conclusion

- No consideration using assessment to foster SRL
- Assumption that SRL-skills are already acquired
- Felt incompetence to foster SRL-skills
- However, upon inquiry, teacher see the potential of assessment to foster SRL

Why no focus on SRL? Four reasons

1. Teachers are not cognizant of the importance of SRL
2. Assessing SRL is not seen as necessary because it is not regarded as a goal in itself
3. Assessing SRL is arduous and is therefore omitted
4. Assessment of SRL would only avail students' development if all outcomes from different teachers and courses would coalesce, which it does not.

Impact

1. Focus on teachers' knowledge and skills to enable and encourage students' development of SRL
2. Focus on policy to widen teachers' knowledge about the potential of assessment as a tool to promote SRL

How about your SRL?

<https://bit.ly/howaboutyoursrl>

Five questions

[Your answers](#)

[All answers](#)



Maastricht University

HAN UNIVERSITY
OF APPLIED SCIENCES

Thank you

Questions?



J.vanderLinden@maastrichtuniversity.nl

Jeroen.vanderLinden@han.nl



Maastricht University

HAN_UNIVERSITY
OF APPLIED SCIENCES

Paper @
<https://rdcu.be/dqKQg>

Results from propositions (n=109)



Insight in student's SRL-skills

Don't know

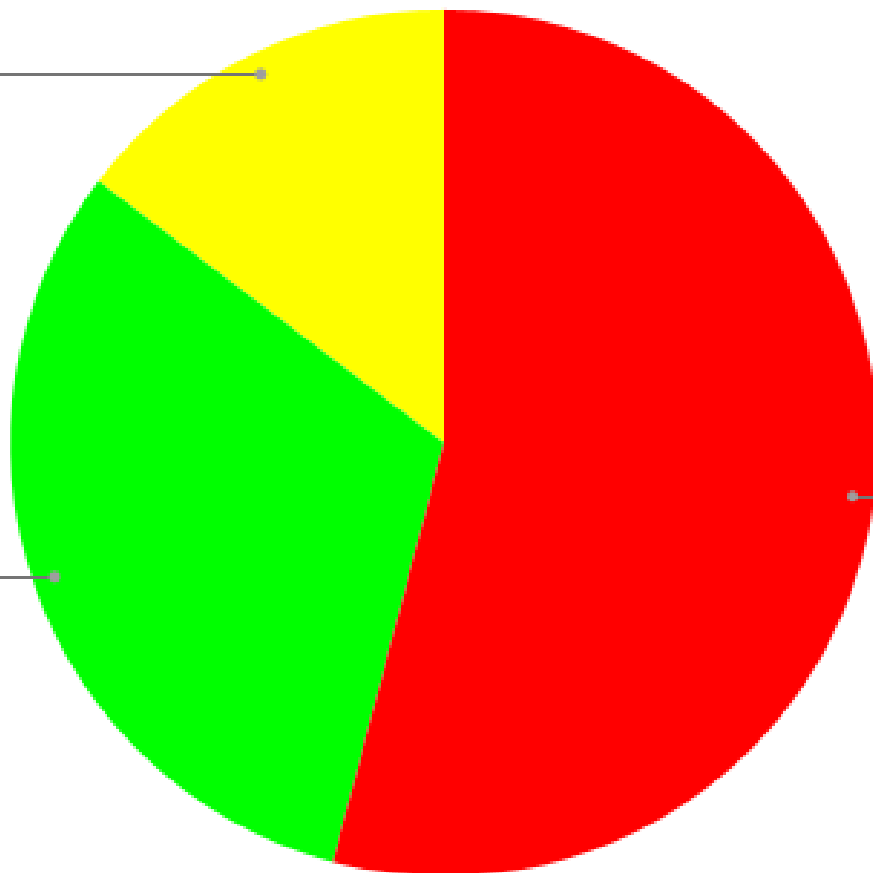
14,7%

Yes

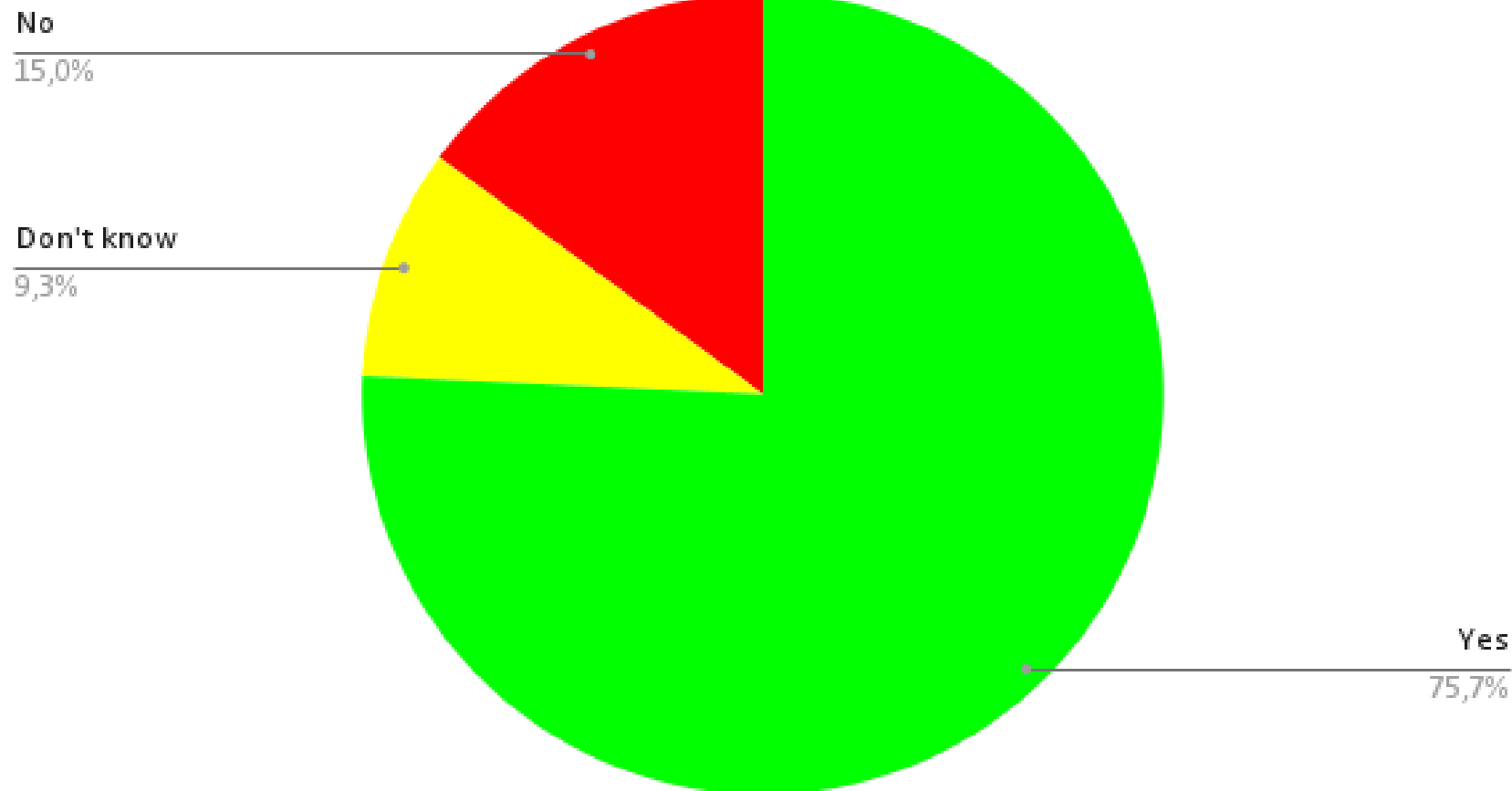
31,2%

No

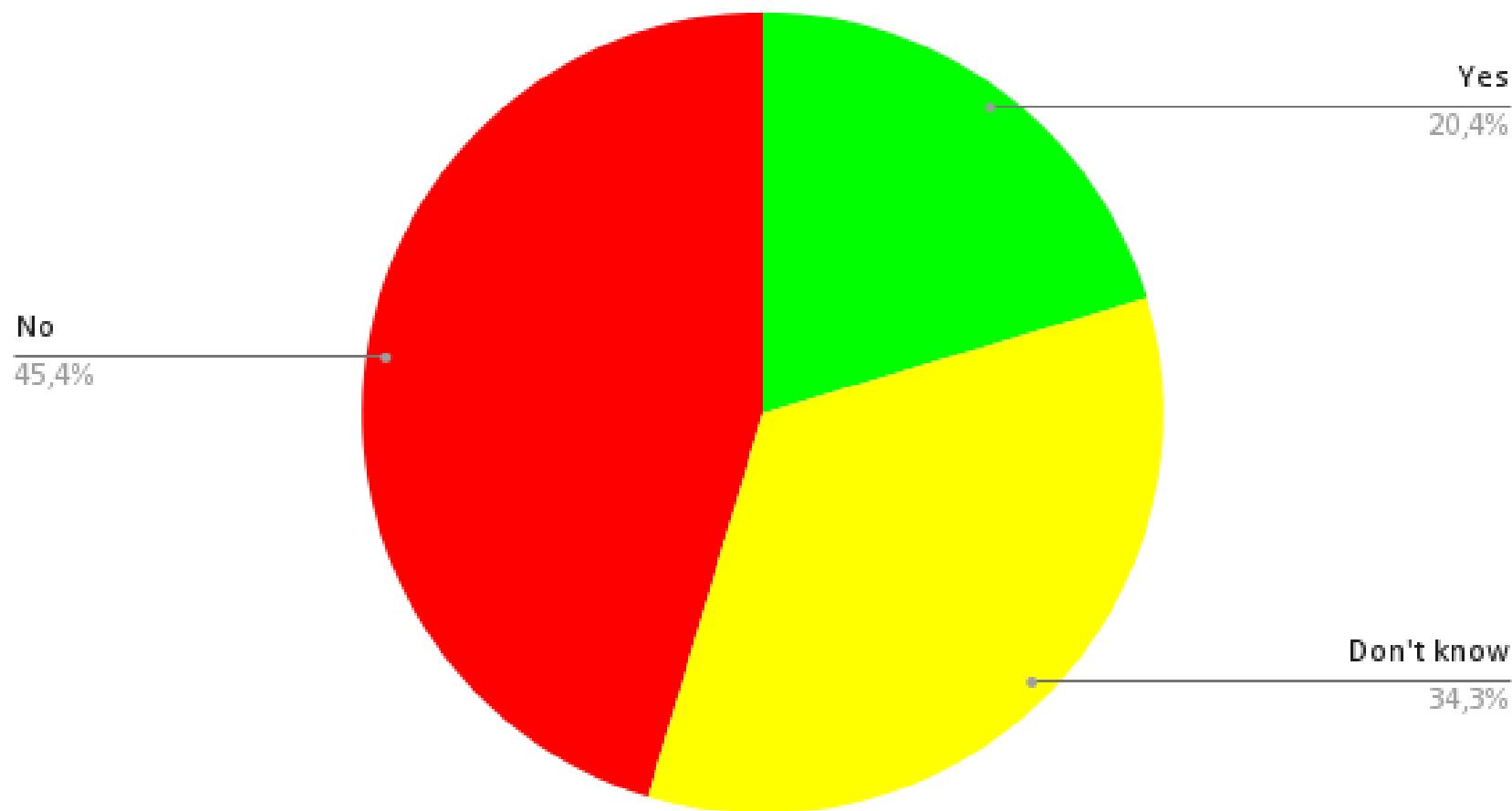
54,1%



SRL development task of HE



Equipped to foster SRL in students



Assessment is aimed at student development

Don't know

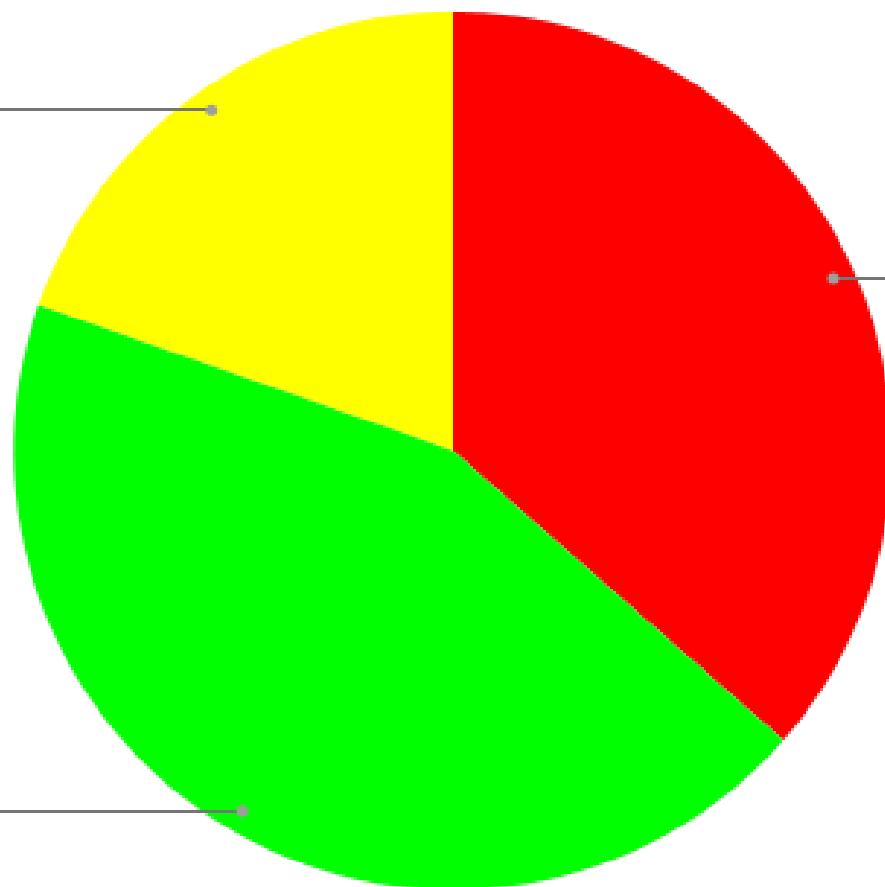
19,6%

No

36,4%

Yes

43,9%



Development is more important than certifiying

Don't know

20,0%

No

21,3%

Yes

58,7%

