

## BOOK REVIEW

### LEARNING THROUGH ASSESSMENT: AN APPROACH TOWARDS SELF-DIRECTED LEARNING

Edited by Elsa MENTZ and Anita LUBBE

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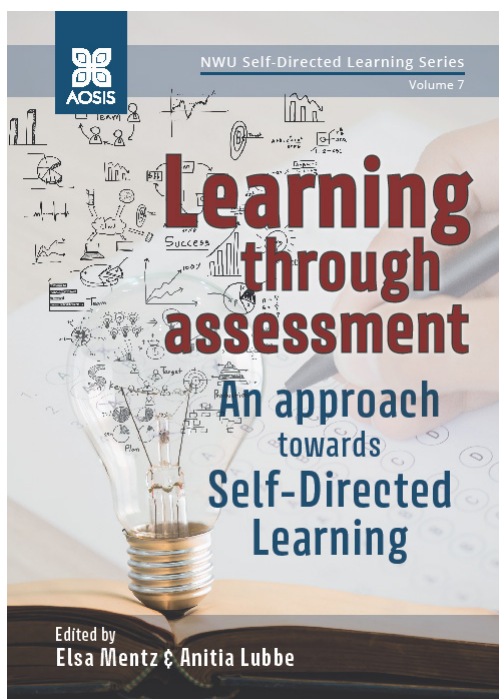
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#### INTRODUCTION



There are three concepts explaining the relationship between learning and assessment. These are; assessment of learning (AoL), assessment for learning (AfL), and assessment as learning (AaL). The purpose of AoL is usually summative and mostly done at the end of a unit, course, semester etc. In AfL, formative assessment is in question and is carried out continuously throughout the learning process. In AaL, on the other hand, the learner's self-assessment, self-direction and self-regulation are in question. Peer and self-assessment are the most important methods in this kind of assessment that learners actively participate in the learning and assessment process. In this regard, it can be said that there is a strong relevance among AaL and self-directed learning, which requires the learner to take the initiative in diagnosing learning needs and resources, choosing appropriate learning strategies, and implementing and evaluating learning outcomes.

Elsa Mentz and Anita Lubbe, in this book, have tried to explain the role of assessment to improve self-directed learning (SDL). Considering the changing approaches to teaching, learning and assessment during the COVID-19 pandemic, the editors explained the purpose of this book as follows:

“The goal of this book, consisting of original research, is to assist with the paradigm shift regarding the purpose of assessment, as well as to provide new ideas on assessment strategies, methods and tools appropriate to foster SDL in all modes of delivery”.

This book, whose target audience is academics and researchers, consists of ten chapters and contains empirical investigations into assessment practices.

## REVIEW OF THE BOOK

In the first chapter of the book, the editors discussed the conceptualisation of assessment from a social constructivist point of view by providing a relevant literature on the issues of self-directed learning oriented assessment and assessment literacy. At the end of the chapter, they emphasized the importance of self-directed learning-oriented assessment.

In Chapter 2, the use of language in assessments was researched regarding its role in supporting situated self-directed learning. The author has presented the answers to the question “How language should be used to support situated self-directed learning-oriented assessment?” Qualitative and quantitative data were collected with the support of seven university lecturers and the results are presented under the following three headings: inductive content analysis, corpus analysis, and readability analysis.

The spread of the use of technology in education has affected the learning and teaching process as well as the assessment process. Within the scope of this situation, the concept of self-directed multimodal assessment is discussed in the Chapter 3. The author has presented a framework for self-directed multimodal assessment and emphasized that a self-directed multimodal assessment perspective should also include students with special needs and disabilities.

In Chapter 4, metaliteracy and its relationship with self-directed learning are discussed. The chapter also includes two case studies on how to address the intersection of metaliteracy, self-directed learning and assessment in practice.

In Chapter 5, the authors discuss the effects of an online tutoring system that will help students become more self-directed, maximize their learning, and increase students’ self-efficacy through ipsative assessments. In such a system, learners are the producers of information and can be rewarded according to their activity.

The main topic of the Chapter 6 is the use of evaluation as an epistemological tool. The author provides a theoretical framework on the various conditions that an assessment task must meet in order to facilitate and promote metacognitive awareness.

In Chapter 7, the researchers shared the results of their research on the value of feedback during the implementation of the group-individual-group collaborative learning assessment method. The results of the research conducted on the basis of social constructivist learning theory revealed that it is more valuable for students to create their own feedback in terms of learning. Peer feedback has been found positive by both students and teachers.

Chapter 8 includes a critical examination of an institution that provides English teacher education from a point of view that promotes self-directed learning. It is focused on self-directed learning and quality issues with various assessment tasks for critical thinking and problem solving.

Highlighting the difficulties posed by the COVID-19 pandemic in terms of assessing students, Chapter 9 presents the results of online assessment and feedback on a project implemented to improve self-learning among preschool teacher candidates. The results revealed that the responses from the students were positive in terms of the quality of online feedback. The authors of this chapter believe that this will contribute to the development of self-directed learning.

In Chapter 10, the authors examined the role of teachers’ assessment beliefs in developing self-directed learning skills in school learning and its effects on higher education. As a result, the authors proposed a more structured program that will support teachers to realize their assessment beliefs and change their negative belief systems that work against appropriate student development needs.

As a result, this book, which contains comprehensive information about the topics; assessment literacy, self-directed learning, social constructivist theory, situated learning, assessment in language teaching, multimodal learning and assessment, self assessment, peer assessment, ipsative assessment, assessment feedback, digital learning and assessment, formative assessment also fluently presents to the reader the original research results on the role of assessment in developing self-directed learning. The book can be considered as a reference source for all researchers, teachers, managers and practitioners, especially those working in the field of assessment in distance education.

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## REFERENCE

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