



Selfie@ssessment as an alternative form of self-assessment at undergraduate level in higher education

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Abstract

This study aimed to get ideas formed by undergraduate foreign language students about the applicability, advantages and disadvantages of 'selfie@ssessment', which can be regarded as an alternative form of self-assessment utilizing modern mobile phone technologies and the available Internet facilities. Underpinning this study of selfie@ssessment by undergraduate students is that an increasing body of research and a good many theoretical views acknowledge the importance of self- and group assessment by students for their performances in the activities they carry out in their learning process. This study, without contrasts with the prevailing notion in the self-assessment by students in assessment acquis, offers a new perspective to the traditional approach undergraduate students assess themselves for their learning performances and presentations within the class. The unique approach in this study is that students are expected to send their selfie-recorded self- or group assessments via mobile phones or cameras enabling self-recording to their teachers through the Internet. Implemented as a research to test how undergraduate students would approach the new concept, this study is intended to bring to the fore a new dimension in self-assessment utilizing modern methods of communication and data transmission in the light of the framework of data obtained in the area self-assessment.

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1. Introduction

Assessment is as an important part of teaching and learning which is conducted for the purpose of considering the extent of student learning based on educational expectations. Assessing learners on their learning performances is essential as it informs both teachers and students as regards the progress in learning. Assessment, which can be accomplished in numerous ways, should be conceived as a learning activity (Fullan, Hill & Crévola, 2006; Sluijsmans, Dochy & Moerkerke, 1999; Torrance & Pryor, 2001) instead of mere grading. Gaining importance as functional tools for learning, assessment practices have been assigned different forms which also include 'alternative assessment'. Traditional assessment makes teacher the active agent who is responsible for conducting the whole assessment procedure. In alternative assessment, though, students have gradually opted for alternative assessment tools through which they can be more involved in the process and have their voices in their own learning. As a type of alternative assessment, *self-assessment* has taken its share, especially in the last few decades, as a preferred way of evaluation in which the necessities of learner centered assessment (Webber, 2012) have been satisfied to a larger extent compared with traditional forms of assessment.

Self-assessment or self-evaluation can be briefly described as the active participation of students in evaluating conclusions of and reflections on their own learning (Boud & Falchikov, 1989). Black and William (1998) maintain that self-assessment pushes learners forward in the way to attain “recognition of the desired goal, evidence about present position, and some understanding of a way to close the gap between the two” (p. 143). The concept can be regarded as the integration of students into a critical thinking process about the quality of their studies instead of depending only on teacher as the single supplier of evaluation (Andrade & Valtcheva, 2009). Bearing its complicated nature in mind and putting forward the multi phases in the process, Bourke (2016) explains that self-assessment is a “sophisticated concept, requiring an understanding of the content, the task or activity at hand, the criteria identified by others, the (often preferred) criteria established by the self, and linking the learning across contexts” (p. 100).

On the basis of the escalatory awareness of the learner-centered motive behind self-assessment, some studies have been conducted to calculate the effectiveness of this alternative form of assessment in different contexts. In Korean context, Goto Butler and Lee (2010) examined the efficiency of self-assessment regularly conducted by sixth graders. The results of the validity scores of on-task and off-task self-assessment pointed at the contributions of self-assessment to learners’ performances and their confidence in the process of learning the target language. Micán and Cuesta Medina (2015) explored the effect of self-assessment on vocabulary development of twenty four adult learners. Based on the results of field notes and pre- and post-tasks, the researchers concluded that self-assessment helped the participants identify their strengths and weaknesses. The participants were also able to monitor themselves in a better way and make judgements concerning their progress.

In a quasi-experimental study, Mazloomi and Khabiri (2016) aimed to identify the effectiveness of self-assessment on learners’ writing skills. The evaluations of essays of two groups and the interviews revealed that self-assessment contributed to learners’ writing abilities as it enabled the participants to review their own work and become more aware of the learning procedure. Pointing at the scarcity of self-assessment studies in Turkish context, Ünalı (2016) worked with EFL learners to test their receptive skills. The results of self-assessment and teacher assessment displayed the correlation between self-scores and teacher scores though there were some cases of over- and underestimation in self-assessments of the participants as also reported by Suzuki (2009) and Leach (2012). These studies, some of which were carried out in EFL contexts like the present study, exposed the contributions of self-assessment by students in learning, particularly in language learning.

Perusal of relevant literature underscores the contributory nature of self-assessment referring to different benefits or advantages coming along with its adoption. For the purposes of this study, these advantages can be divided into two main parts: those for learners and those for teachers. First of all, self-assessment is a form of assessment which tackles the concerns of learner-based education (Kearney, 2013; Micán & Cuesta Medina, 2015; Webber, 2012) because it values learners as the key figures with fundamental roles in their own learning and gives them the personal responsibility of following their own progress. It increases learners’ awareness of their own advancement and encourages them to take individual responsibility for and ownership of their educational progress (Brantmeier, Vanderplank & Strube, 2012; Kearney, 2013; Willey & Gardner, 2010). While decreasing dependence on others, self-assessment increases independence in learners as responsible and autonomous agents evaluating their learning states (Chen, 2008; Harris, 1997; Poon, McNaught, Lam, & Kwan, 2009; Wong, 2016). Considering self-assessment from Vygotskian perspective of ZPD (the Zone of Proximal Development), Poehner (2012) notes that learners should be supported in the process of self-assessment as they are experiencing the transition from being dependent to being independent.

As independent and autonomous agents, learners can, with the help of self-assessment, have access to the treasure of self-monitoring and self-reflection (Cyboran, 2006; Langan, Shuker, Cullen, Penney,

Preziosi, & Wheeler, 2008; Race, 2001; Willey & Gardner, 2010) which gradually promotes self-regulation (Cuesta Medina, 2010; Micán & Cuesta Medina, 2015; Flores, Veiga Simão, Barros, & Pereira, 2015; Hattie, 2013; Orsmond, Maw, Park, Gomez, & Crook, 2013; Rivers, 2001) through constant and active engagement in each and every step of their educational lives. Monitoring the progress in their learning performances and making judgements on their strengths and weaknesses can facilitate the sense of ownership, responsibility and autonomy in learners. In a sense, by regulating their learning, students can be aware where they are now, where they want to go next and how they can reach their goal. In this way, as dynamic observers, reviewers and evaluators, they can also learn how to learn.

The concepts of *learning to learn* and *lifelong learning* have attracted attention following the fast-growing and day-by-day-advancing improvements and changes in the modern world. The availability of and access to immense amounts of information makes it a necessity to learn how to survive in this data-driven milieu. As Zimmerman (2001) puts it, learning “is not something that happens to students; it is something that happens by students” (p. 33). Therefore, students should be taught the ways to control and regulate their learning as vigorous researchers of new information instead of depending on the teacher as the sole source of data. Those learners who are autonomous and independent with the ability to self-regulate can realize lifelong learning (Zamora, Suárez, & Ardura, 2016). As an alternative to traditional ways of assessment, self-assessment is also claimed to stimulate lifelong learning (Poon, McNaught, Lam, & Kwan, 2009). Dunning, Heath and Suls (2004) suggest the integration of self-assessment into education practices in order to create a lifelong learning atmosphere and consider self-assessment as essential “for education to be a lifelong enterprise that continues far after the student has left the classroom” (p. 85).

Self-assessment also enriches learners’ meta-cognitive skills (Mok, Lung, Cheng, Cheung & Ng, 2006) and critical thinking (Nguyen & Walker, 2014; Rodriguez Ochoa, 2007) needed for comprehensive evaluations and judgements. As for the effectiveness of self-assessment in developing meta-cognition, Broadfoot (2000) states that self-assessment comprises “the ability to engage metacognitive monitoring of one’s own learning” (p. 212). Cooper (2006) expresses that self-assessment enables learners to develop their skills of adjusting what they are employing in order to reach better conclusions along with equipping them with new ways that they can use to improve their critical thinking. Traditional ways of assessment are criticized by these researchers for not supporting self-reflection and critical thinking involved in metacognitive process. Some researchers are of the opinion that self-assessment increases learners’ self-efficacy (Panadero, Alonso & Huertas, 2012) which can be defined as peoples’ “judgment of their capabilities to organize and execute courses of action required to attain designated types of performances” (Bandura, 1986, p. 391). Their opinions indicate that self-efficacy beliefs can be developed with the help of self-assessment as learners are more engaged in and have further voice in their own learning not as passive but as active parties.

Self-assessment by students is not beneficial only for students as mentioned above; literature suggests that teachers can also gain advantages out of this practice though the number of studies revealing this perspective is relatively low. One of the most important benefits of self-assessment, for teachers, is that it encourages learners to take responsibility and become more conscious of the learning process internalizing the purpose of education (Herbert, 1998). This increase in student awareness correspondingly decreases the burden of teachers (McMillan & Hearn, 2008; Micán & Cuesta Medina, 2015) who, in traditional teaching and assessment ways, have to shoulder a great percentage of the weight of conducting education-related tasks. Focusing on the interactive chances offered by self-assessment, Geeslin (2003) comments that the interactions between teachers and students can be strengthened through self-assessment as both parties are supposed to be involved in communication to make evaluations of students’ progress.

To carry out successful self-assessment, literature presents the following tools: portfolios (Herbert, 1998), journals (Azorín, 1991), audio-recordings (Micán & Cuesta Medina, 2015), video-recordings (Brevig, 2006), learning or reflection logs (Micán & Cuesta Medina, 2015), class or group discussions, teacher-student interviews and checklists or rubrics (Cleland, 1999; Saddler & Andrade, 2004). Focusing on the contributory nature of self-assessment to teaching/learning process, this study, based on the preliminary results of qualitative data, is intended to offer an alternative form of self-assessment at undergraduate level in which learners can conduct the assessment process by shooting videos in which they can make individual evaluations of their performances. What differs this suggestion from the already-existing self-assessment through videos is that this one offers learners the opportunity of shooting their videos in the form of ‘selfie’ (a global term coming into use with the invention of digital cameras and camera mobile phones that allow individuals to take their own or group photos or make their own or group camera recordings by their hands or by using selfie sticks for a broader view) which has gained popularity in the world these days.

1.1. Research perspective

The area of student assessment on their learning performances has taken new stances as research in every area of learning has unfolded new dimensions that have initiated the application of new propositions. As a result, many traditional education values and ideas have been challenged and replaced by new approaches (Libman, 2010). The search for improvement has also exerted its influence in the theory and practice of self-assessment undergoing considerable changes and entailing new approaches in the course of time (Levine, 2002). While self assessment was traditionally carried out in the form of written or oral feedback, teachers in the modern world have technological equipments to implement in their students’ self assessment procedures. To integrate technology into the area of education is also indicative of the inevitable need for teachers and students to keep up with the exponential growth of digital revolution. Mobile phones equipped with a number of features and applications are no exceptions as regards teachers and students use technology for individual needs, for learning and for social interaction.

The data obtained for this study indicate that as a form of self-assessment utilizing today’s technology, selfie@ssessment helps undergraduate students to appraise their overall performances and may be regarded as an assessment mechanism that requires students to look back at their competence in what they do in the learning process. As a modern way of self-assessment, selfie@ssessment can be benefitted at all undergraduate levels for every course due to the fact that learners at tertiary level can better combine their abilities to integrate technology into their education. Undergraduate students taking different courses can conduct selfie@ssessment based on their in-class and out-of-class performances and monitor the process in their learning.

Selfie@ssessment can be particularly suitable to employ for self- and group assessments of undergraduate foreign language learners. Since they are expected to learn the target language also for communicative purposes, they can have a unique chance of practicing in the target language through their self-assessment videos. Shooting self-assessment videos can help them to improve their speaking skills in the target language paying attention to structure, vocabulary, pronunciation and fluency while, at the same time, monitoring their learning trajectories and establishing an effective social interaction pattern with their teachers.

The first of its kind to explore the practice of selfie@ssessment by undergraduate foreign language learners, this study sought to reveal the outlines of this evaluation process through qualitative data to be compatible with the research perspective of evaluating data grounded in self-assessment by students, an area in which much published research exists. Yet, before delving into the particulars of the subject, it will be helpful to define the framework of the term ‘selfie@ssessment’. Proposed in this

study as an alternative way of self-assessment, 'selfie@ssessment' denotes the use, by undergraduate students, of mobile phone technology (other video recording devices may also be included within this framework) for their self-assessment and group assessment to be prepared and recorded outside the classroom environment. The term, composed of the combination of 'selfie' and 'assessment' with '@' placed in the middle replacing the 'a' of assessment, indicates a new approach to traditional self-assessment via an alternative method based on technology. The '@' in the term is purposely placed to make clear that students are expected to send their selfie@ssessments to teachers through the available Internet facilities, a peculiar feature denoting modern age technological approach to traditional self-assessment procedure. Some researchers use the term self-evaluation instead of self-assessment (Langan, Shuker, Cullen, Penney, Preziosi, & Wheater, 2008; Sullo, 2009). Those researchers who prefer to use self-evaluation instead of self-assessment may use 'selfi@valuation' as a substitute for selfie@ssessment for the alternative way of self-assessment proposed in this study.

2. Methodology

This qualitative study was based on the self-videos and written reports of the students who took Teaching English to Young Learners class (n=71) for a whole semester. For the purposes of the course, each student was required to make a mini presentation (15-20 minutes) in which s/he was supposed to teach a pre-determined topic included in young learner curriculum in the class as practice. The presentations were recorded minute-by-minute for later consideration and evaluation by the presenter-students. During each presentation, the researcher and other students in the class also took some notes for the evaluation following the presentation. After the presentations, the teacher offered some comments about the strengths and weaknesses of each presenter and asked for further comments from other volunteer students in the class. In this way, the presentations received teacher and peer-evaluation and feedback. In the light of teacher and peer-evaluation, the presenter-students were asked to watch their recorded videos and make personal evaluations of their own performance. These self-assessments were submitted to the instructor in the form of self-recorded videos in which the presenter-student shot a video in the 'selfie format' making an oral evaluation of his/her performance. The presenter-students were also asked to prepare a written report in which they listed the advantages and disadvantages in self-assessment through 'selfie-video' and discussed these items in a 100/150-word paragraph. The next section presents the analysis of the videos and the written reports of all students also referring to some related literature.

3. Results and Discussion

Overall, the findings from this study indicate that selfie@ssessment is an applicable technique for self- and group assessment of students for their in-class performances and may be preferable to conventional self-assessment by both students and teachers. The preliminary results obtained from the comments of student-participants as regards the applicability of selfie@ssessment especially in language classrooms can be presented under the themes *arguments in favor of selfie@ssessment* and *arguments against selfie@ssessment*. The following tables can illustrate the underlying categories and relevant codes proposed by the participants based on their selfie@ssessment experiences.

Table 1. Arguments in favor of selfie@ssessment

Theme 1: Arguments in favor of selfie@ssessment	Category 1: Educational advantages	More student-centered More independent Speaking spontaneously Improving speaking skills Improving pronunciation Learning to criticize objectively Making learning more permanent Realizing mistakes
	Category 2: Social advantages	Having fun and being motivated Using body language and voice more effectively Feeling like talking to someone (not alone) Decreasing anxiety about public speaking
	Category 3: Other advantages	Expressing ideas freely without others' pressure Improving self-esteem & confidence Saving more time compared to other tools Archiving easily Pausing & replaying Seeing oneself from a mirror Audio-visual feedback

As Table 1 demonstrates, selfie@ssessment offers some advantages that should be taken seriously in self-assessment process. (As there were many participant comments, only those displaying the frequently-mentioned points are provided with participant quotations.) The data elicited for this study plainly indicate that students found selfie@ssessment both motivating and contributory. Though it was a new practice for them, most of the student-participants appreciated selfie@ssessment as they were much more engaged in the process of assessing themselves compared to the traditional ways of evaluation in which the teacher was the authority. One of the student-participants provided a salient comment including advantages from almost all categories. Having some prejudice against selfie@ssessment at first as it was something new to him, the participant stated that he could improve his speaking skill while having fun in an active process through selfie@ssessment as an independent individual responsible for evaluating his performance:

“To be honest, I was really anxious before I sat down in front of the camera. But, when I started to talk, my anxiety disappeared and I began to feel relaxed. The more I talked, the more I wanted to continue. At the end, I liked recording my evaluation video because I had the chance to talk freely on my performance, like being in front of a mirror... This was also a chance to develop my speaking ability without having anxiety.”

Another advantage of selfie@ssessment which was common among participant remarks was that it enables learners to comment on their educational practices and learning performances freely without teacher's or classmates' pressure. This eliminates the pressure or fear of making mistakes in front of others. Feeling pressure-free helps learners to find out their strengths and weaknesses and work on them for improvement. The below statement from one of the participants can be offered as an

excellent example pointing at this advantage of selfie@ssessment as a preferable way of self-assessment by students as he noted that he wishes to utilize this technique when he becomes a teacher:

“In this kind of self-assessment, I really felt comfortable and confident... There was no teacher or friend to hear or criticize me, I was there alone with myself. I was the authority to judge myself and I think this is a really good chance for real evaluation. I think I want to use this new thing in my education and with my own students when I graduate from this department and start teaching.”

Likening selfie@ssessment to a mini-movie, a participant stated that she enjoyed selfie@ssessment because it offered pause-replay options. She expressed that she tried to behave like an actress paying attention to her pronunciation and the way she used the language. Finding this experience a bit funny, she thought that selfie@ssessment can be an enjoyable way of improving speaking ability in a learning environment like theirs because students in the foreign language learning setting do not have much chance to practice in the target language. Also mentioning the sense of increasing self-confidence as she kept on speaking in the video, the participant made the following comment:

“I felt like I was on the stage while I was shooting the video. It was really enjoyable. I tried to speak English in a correct way paying attention to my pronunciation... Though I knew that I wasn't perfect, I felt confident. I think this kind of evaluation can help us improve our language skills while assessing ourselves.”

Most of the student-participants enjoyed adopting selfie@ssessment in the process of assessing their presentations. They viewed this practice as beneficial since it combines the advantages of having fun and being actively involved in one of the most central processes in foreign language education. Most of them paid particular attention to the preparation of their selfie@ssessment as a self-recorded document to be sent to the teacher. Even the choice of environment they recorded their selfie@ssessment reflected the extent of care taken for this activity. Students wanted, unexpectedly, to manifest the meticulous nature of their efforts even through the background scenery: they preferred clean and tidy environments that do not disturb the person watching the recording. They made their recordings with impressive background scenes in the dormitories, at homes, on the campus and in the city center; to the surprise of the researcher, a few students recorded their selfie@ssessment in front of a historical madrasah (the name for educational institutions which offered both Islamic sciences and positive sciences including university level until the Republican period in Turkey) at -7°C (Erzurum is one of the coldest cities in Turkey and in winter months the temperature may be -35°C or over at night) to provide an impressive background scenery.

Though there were many advantages of selfie@ssessment, there were also some points noted as disadvantages as displayed in the following table. Table 2 presents the arguments, based on participant remarks, against selfie@ssessment.

Table 2. Arguments against selfie@ssessment

Theme 2: Arguments against selfie@ssessment	Category 1: Psychological Disadvantages	Having anxiety Hesitating to make mistakes Being shy, nervous or excited in front of the camera
	Category 2: Technical and Setting Disadvantages	Not having appropriate video-recording equipment Difficulty in finding appropriate place
	Category 3: Other Disadvantages	Being disturbed by people around Spending extra effort More time-consuming

One of the most commonly-mentioned disadvantages, as noted by some students, was feeling anxious about making judgements on their performances especially in front of cameras. Although they liked being free to talk and being active as evaluators, some shy, introverted participants did not like talking to cameras. Another challenge for some of them was the fear of making mistakes, especially grammar and pronunciation mistakes. A participant, favoring written assessment over video evaluation, expressed her experience of selfie@ssessment centering mainly on the disadvantages mentioned above:

“I had to take the video again and again because I was making mistakes, sometimes grammatical mistakes sometimes pronunciation mistakes. I didn’t want someone else to hear my mistakes. Also, I didn’t like being in front of the camera... If I had evaluated myself in the written form, I would have felt more comfortable.”

Having problems with technical equipment was another challenge for some participants. One of the students stated that he had to shoot the video again and again because there were some problems with his mobile phone. The below comment from this participant illustrates the negative experience of the participant:

“I almost hated shooting this evaluation video because I had to do it many times. There was a problem with my phone and finally I had to ask my friend to give his. It could have been nice to assess myself in this way but it didn’t work, I think.”

Another disadvantage, as the data elicited from students display, in the application of selfie@ssessment was the uneasiness experienced by a few participants who were disturbed by the curiosity of outsiders during video-recording. (As a matter of fact, this may not be thought as a disadvantage: They may have preferred different places for shooting their videos or even considered outsiders’ involvement in their videos not as a challenge but as a sign indicating that what they were doing was something deserving attention.) Considering this as an obstacle to exercise the practice of judging themselves from an educational perspective, a student-participant uttered that her attention was distracted by the gazes and comments of outsiders one of whom even wanted to appear in the video:

“Well, actually I liked shooting video in order to self-assess my presentation. But people around... they really disturbed me. They were staring at me as if I had been a stranger and they were talking to each other about what I was doing there talking to a phone in my hand ... One of them even stood behind me so that he could be appear in the video too like a little boy.”

There may be some possible reasons why some of the participants centered on the disadvantages over the advantages of selfie@ssessment. Being camera-shy is of foremost significance. Most of the students are used to being in front of cameras for taking photos and self-recordings but they are generally for social purposes like being with friends or keeping memories. However, they have almost no experience of shooting videos in which they are expected to make assessment judgements related to their performances. Another reason for not preferring selfie@ssessment as a tool for self-assessment can be the existing foreign language education system in which students are used to focusing on true grammatical forms instead of placing emphasis on the functional use of the target language. The combination of being camera-shy for educational purposes and centering on linguistic appropriateness as the focus of foreign language education results in feelings of anxiety and hesitation in front of the cameras while taking videos of self-assessment, which ultimately creates some prejudices against selfie@ssessment.

Given the arguments in favor of and against selfie@ssessment, it can be concluded that the proposal offered for self-assessment in this study can be pertinent in undergraduate education particularly in undergraduate foreign language education as a new form of assessment which offers learners the chance of being dynamic evaluators of their educational progress in a technological form

they are familiar with in their social lives. This paper illustrates that students can be activated in the process by giving them a chance to present their views about their performances in a tidy, organized and presentable style. This type of evaluation does not force students to undertake a boring duty and responsibility. On the contrary, as expressed by most of the students participating in this study, selfie@ssessment is a pretty engaging activity driving students to accomplish their evaluation of a part of their learning process earnestly and passionately. Segers & Dochy (2001) propose that the “integration of instruction and assessment is the core issue of a lot of discussion on optimizing the learning environment” (p. 339) and add that self- and peer assessment seem to be valued by the students for strengthening deep learning. Introducing selfie@ssessment as a pedagogical change via the use of technology, this study offers to pave a new and enthusiastic way in students’ self-assessment in learning, teaching and assessment process in higher education institutions.

Engaging students in all educational phases is of great significance at all levels, higher education being on the top (Micán & Cuesta Medina, 2015). Developing individual and autonomous identities is especially crucial for learners at tertiary level because they are expected to conduct their educational practices on their own without depending on their instructors as knowledge-providers and evaluators. Falchikov and Boud (1989) explain that the main purpose of higher education is to train learners as reflective practitioners who can make critical evaluations on what they do. There is no doubt that self-assessment, or selfie@ssessment as a new tool offered in this study for self-assessment, is essential for autonomy and self-regulation (Panadero & Alonso, 2013; Panadero et al., 2012). Specific consideration of the data obtained from the participants in this study shows that these undergraduate students who are prospective language teachers are conscious of the fact that they need to develop the abilities to manage a whole range of responsibilities by themselves. The practice of being autonomous learners who are able to evaluate their educational development can enable them to base their teacher identities on sound grounds as they do possess the knowledge and skills of analyzing existing data and evaluating their personal and professional practices for future success.

What attracts particular attention in the way to successful selfie@ssessment is the issue of presenting and teaching students how to conduct this new form of self-assessment. As in every area of education, students should be informed of what they are expected to do and they should be taught how to run this evaluation process. Even if most of the learners are generally willing to adopt new tools for assessing their educational progress, they still, unfortunately, do not possess the necessary knowledge and skills to do so (Micán & Cuesta Medina, 2015) primarily because of the traditional system of education and evaluation in which students have little voice and depend on their teachers as dominant agents. However, if the aim is to introduce novel applications to learners, then training is vital. Ross (2006) and Baars, Vink, van Gog, de Bruin, and Paas (2014) express that training is a fundamental requirement in order to increase the efficiency of self-assessment tools.

Another point to focus on is providing learners with some pre-set criteria on which they can self-assess themselves (Slujsmans, Dochy & Moerkerke, 1999). Baars et al. (2014) state that offering learners the criteria increases the effectiveness while decreasing some possible problems to occur. If learners are not taught what to do and how to do it, they can be easily lost without the guide at hand or in mind. For this purpose, teachers are encouraged to prepare clear goals and instructions for self-assessment (Geeslin, 2003) for their learners to conduct the assessment process in healthy manners in order to escalate the quality of education (The researcher in this study also tried to follow a process in line with the above suggestion as she clearly provided the steps to conduct selfie@ssessment as stated in Methodology section). In addition, knowing the criteria shows learners that there is a standard in what they are supposed to do; even when they are individually evaluating themselves, they need to follow precise steps for fruitful results.

All in all, when students are taught the procedures and given the criteria, selfie@ssessment is expected to be a practical and effective tool for self-assessment by students. As a modern design,

selfie@ssessment offers undergraduate students the opportunity to freely navigate in their voyage of discovering themselves as learners and making comments about their presentations and performances. Self-assessment helps learners to realize the areas they are good at and bad at and push their limits for further development or as Boud (1990) suggests it assists learners to “transcend the limitations of their immediate context and begin to make contributions for themselves” (p. 109-110). Besides, as it saves teacher’s time, it facilitates teachers to design different tools for evaluation instead of doing all steps of assessment themselves (Huang, 2016). As a form of alternative assessment to traditional self-assessment, selfie@ssessment proposed by this study, also liberates learners from the experience of robotically focusing only on undertaking educational demands or obtaining good grades (Bourke, 2016). Instead, learners can enjoy the process of making educational and evaluative judgements about their knowledge or performances through selfie@ssessment.

Selfie@ssessment is believed to be a tool today’s students will be eager to adapt because they are born into a digital world. Teachers also are expected to employ this new self-assessment process because they are also used to utilizing mobile phones and the existing Internet applications and are conscious of the fact that no one can avoid technology in the professional world at present. Their experience in self-assessment by students will also contribute to selfie@ssessment applications because teachers have the preliminary background knowledge of what needs to be done in their teaching and evaluation process. They know that beneath the surface layers of teaching are such fundamental deep layers as evaluation and change for the better. They also know that all people self-evaluate sometimes consciously and sometimes nonconsciously to compare their perception of the reality they want with the reality they perceive. Both teachers and students believe that this kind of an internal evaluation drives them to either maintain their current behavior or change it in order to have a better chance of getting what they want (Sullo, 2009, p. 121), in other words, to reach almost total perfection in education.

As this study is the first of its kind, it is open for further investigation and development. Future research can examine selfie assessment with quantitative designs. This study considered the perspectives of foreign language learners; therefore, for a broader assessment of its applicability, selfie@ssessment can also be investigated from the points of view of students from other departments. In this way, the applicability of this alternative form of self-assessment can be studied more comprehensively.

4. Conclusions

Self-assessment by students about their performances is one of the ways enabling teachers to collect feedback to evaluate how students assess themselves for the course-related activities in which they take part. As a professional practice in educational system, self-assessment has been and will be used to assess clearly the requirements and success of the teaching and learning process and to improve what is at hand. This study is purposed to explore essences of selfie@ssessment as a new type of assessment making use of technology because it is believed that, in the future, this type of self- or group-assessment will have relevance to assess learning performances of students in the technology-driven world.

The implicational perspective in this study on selfie@ssessment is to construct a new evaluation technique as an alternative for the existing self-assessment practices and to reveal the outlines of a change in self-assessment by undergraduate students. As discussed in Research Perspective, selfie@ssessment is planned to be utilized by undergraduates studying at all departments for all courses for self-assessment and social interaction with teachers through the use of the Internet facilities. Selfie@ssessment can be of particular assistance to undergraduate foreign language students

as they, through this practice, can have the opportunity to use the target language outside the classroom besides being actively engaged in monitoring, controlling and directing their educational progress. As it is essential for foreign language learners to effectively use the language, they can turn this practice into a great chance of improving their knowledge and practice in the target language.

It can be assumed that selfie@ssessment will add an enthusiastic and up-to-date perspective to the concepts of teaching and learning, and assessment of students' learning performances in a cyber-world which has occupied both this planet and others with its digital power and has placed the peoples of this planet in its domain. Selfie@ssessment is offered to help students to keep pace with the dynamism of technology in their self-assessment process in an age of expanding chances to access new data through diverse sources and to transmit data via the Internet. It is essential that the concept of self-assessment should take its share of the developments in technology and rapid change by offering learners a modern way of self-assessment in line with contemporary developments.

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Yükseköğretimde lisans seviyesinde alternatif özdeğerlendirme şekli olarak özçekimle@özdeğerlendirme

Öz

Bu çalışma lisans düzeyindeki yabancı dil öğrencilerinden, günümüz mobil telefon teknolojilerini ve var olan İnternet olanaklarını kullandıkları, alternatif bir özdeğerlendirme şekli olan özçekimle-özdeğerlendirme olgusunun uygulanabilirliği, avantajları ve dezavantajları konusunda bilgi toplamayı amaçlamaktadır. Öğrencilerin öğrenme süreçlerinde gerçekleştirdikleri etkinliklerdeki performansları için bireysel ve grup olarak özdeğerlendirme yapmaları konusunda yapılan çok sayıda araştırma ve birçok kuramsal görüş bulunması lisans öğrencilerinin özçekimle-özdeğerlendirme yapması konusunda yapılan bu çalışmaya öncülük etmiştir. Bu çalışma, değerlendirme alanındaki müktesebatta yer alan, öğrencilerin özdeğerlendirmeleri konusunda ortaya

konulan anlayışla çelişki oluşturmaksızın, lisans öğrencilerinin kendilerinin öğrenme başarıları ve sınıf içi sunumları üzerinde değerlendirme yapmaları konusundaki geleneksel yaklaşıma yeni bir bakış açısı önermektedir. Bu çalışmadaki yaklaşımın özgünlüğü öğrencilerin mobil telefonu ya da özçekim yapmaya uygun kameralarla özçekimle yaptıkları bireysel ya da grup-özdeğerlendirmeleri öğretmenlerine İnternet üzerinden göndermelerinin beklenmesidir. Lisans öğrencilerinin bu yeni kavrama nasıl yaklaşacaklarını ortaya koymak için yapılan bu çalışma, özdeğerlendirme konusunda var olan veriler ışığında, modern iletişim yöntemleri ve veri iletiminden yararlanarak, özdeğerlendirme konusuna yeni bir boyut kazandırmayı amaçlamaktadır.

Anahtar sözcükler: özçekimle-özdeğerlendirme; özdeğerlendirme; video değerlendirmesi; öğrenci değerlendirmesinde teknoloji kullanımı; lisans öğrencileri; yabancı dil eğitimi

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