

The Status of Students' Didactic Self-Assessment in The Romanian University Curriculum

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Abstract

Even though many students and teachers tend to minimize its relevance, didactic self-assessment is one of the most important components of the instructive-educational process. It can be defined as the students' ability to make value judgments about their own academic performance, based on sound logical and psychological arguments. The development of students' self-assessment skills is supported by a number of socio-psychological factors such as: perceived self-efficacy, relevant individuals' opinions - teachers, parents, etc. as well as by certain pedagogical factors such as: the teacher's didactic style, teaching/learning strategies, type(s) of assessment used, particulars of the information/content taught, etc. The aim of this research was to assess students' awareness of the importance of training in self-assessment skills for their ongoing professional and personal development. The research sample was made up of 336 students from 4 different faculties of the University of Oradea, Romania. They were grouped into three series according to their academic year of study (2019-2022). Students were asked to self-assess their academic performance in a university subject included in the Psycho-pedagogy and Methodology Training Program. The results showed that most respondents tend to underestimate themselves, depending, among other things, on the quality of their academic preparation or on the way exams are carried out.

Keywords: Complementary strategies, didactic evaluation, objectivity, self-assessment competencies.

The Research Problem

The requirements of a modern, high-performance university education call for the complete redefinition of the modalities for accomplishing the instructive-educational process. Shifting the emphasis from the informative to the formative character becomes a fundamental condition that facilitates the fulfillment of the Romanian School's mission, according to which the student must transform oneself from „the object” into „the subject” of the educational act. One of the most effective ways to achieve this transformation is to transition from the teacher's methods of teaching and assessment to the student's learning and self-assessment criteria. Under these circumstances, didactic self-evaluation acquires an increasingly important role in the instructive-educational process, offering the student the opportunity to be actively involved in everything that relates to their own professional and personal training. From a pedagogical point of view, self-assessment is aimed at students' skills for making value judgements about their academic performance obtained through participation in the instructive-educational process. Broadly speaking, self-assessment is furthermore aimed at students' social and professional life achievements. The two perspectives analyzed in the previous definition are interdependent and mutually conditioned, as long as the objectivity of academic performance self-assessment emerges in an honest assessment of results recorded in daily activities. Conversely, an accurate assessment of oneself must also include one's academic field of study. Thus, self-assessment plays the connector role between students' professional and personal life, contributing to the construction of a set of authentic values to allow their optimal integration into the academic and social community.

The development of didactic self-assessment competencies is based on the same structural elements that make up the traditional instructive process, the novelty component being given by the strategies through which these elements can be activated. Specifically, based on the educational goals to be fulfilled, the teacher establishes the work task (course content) and communicates it (teaches it) to students either through traditional teaching strategies (less activating), or through modern ones (having a more pronounced interactive character). The students' reaction (learning) will consequently be: „bookish” if the content was

taught by traditional methods or active if interactive teaching processes were used. Most likely, the evaluative approach will be carried out identically: through the use of classical procedures in the first situation – without stimulating effects on the development of self-assessment/inter-assessment skills, but with beneficial formative effects on them when the teacher uses interactive assessment methods. It is necessary for teachers to use as often as possible the interactive „dimension” of the teaching process (according to the model presented) and provide objective support in order to develop students’ self-assessment/inter-assessment skills through the use of complementary assessment methods (investigation, project assessment, portfolio, essay writing, etc.) and/or interactive (self-correction or mutual correction, self-grading, mutual grading, assessment scales, the objective personality assessment method, etc) (Blândul, 2014).

In an age that values student-centered and skill-building paradigms, students must take responsibility for their own development using effective learning techniques. In this context, students could also study enhancement methods, use reflections and questions regarding the field of study. An important aspect is also understanding the responsibility of self-assessment within the framework of university education. Thus, self-assessment, viewed from the perspective of higher education, where one is dealing with adult learners, gains particular significance. In the specialized literature, we find countless definitions of self-assessment. From the perspective of higher education, which is of interest in this research, we summarize a few approaches: Brown & Harris (2013) defined self-assessment as a descriptive and evaluative act performed by the student in relation to their own academic work and skills. Panadero et al., (2016) defined it as a variety of mechanisms and techniques by which students attribute value to their own learning processes and outcomes. Referring to physicians, Epstein et al. (2008) defined self-assessment as continuous self-monitoring, i.e., the ability to observe our own actions, the curiosity to examine the effects of those actions, and the willingness to use those observations to improve future behavior and thinking. Eva and Regehr (2008) consider self-assessment to be a personal, unguided reflection on performance in order to generate an individually derived summary of one’s own level of knowledge, skills, and understanding in a particular area. However, most studies support Boud’s approach (1999), who believes that self-assessment should not mean an isolated or individualistic activity, but should usually involve peers, teachers, and other sources of information. Self-assessment involves a process through which one takes on the personal responsibility to look outside, to explicitly look for feedback and information from external sources, then uses the data obtained from these sources in order to improve their performance. The author considers that in this construction, self-assessment is more of a pedagogical strategy than an ability to judge for oneself; it is a habit that students must acquire and adopt rather than a skill they must master (p. 15).

Regardless of the approach, its role is indisputably significant in the university teaching process, as it indicates the extent to which students have developed their academic scientific and research achievements. Self-assessment is considered an educational objective for the university teacher, and a regulatory principle of the learning process for students. Therefore, it should be seen as a process of building, validating, applying, and evaluating the criteria applied to learning outcomes (Bradea, 2014; Kiss, 2018). Self-assessment is structured more as a training process with regard to the content of the exam. It is focused on providing students with real-life skills so that they then carry the responsibility of their own development together with the teacher as facilitator. (McDonald & Boud, 2003). Self-assessment becomes thus an effective mechanism by which the responsibility of assessment in the university environment can pass from the teacher to the student. If we look at education from the perspective of lifelong learning, the assessment would not make sense without its bias toward self-assessment.

As we have already shown in previous researches (2021, 2022), most studies relate self-assessment to feedback. Regardless of the object of self-assessment (competence, product, process), the self-assessment act’s aim is that of providing feedback (Andrade, 2010). It is a formative type of feedback, which will be used in reflections on one’s own results, but which will lead to beneficial changes in order to increase academic performance. A requirement for achieving this feedback is that self-assessment be based on explicit, relevant assessment criteria, followed by re-learning and review opportunities (Andrade, 2010; Baars et al., 2014; Bol et al., 2012; Boud, 1995; Butler, 2018; Dolosic, 2018; Nguyen and Foster, 2018; Nicol & Macfarlane-Dick, 2006; Panadero et al., 2014; Pop, 2017; Sargeant, 2008; Yilmaz, 2017 etc.).

Self-assessment is a skill, formed in time, in various stages. During this time, self-assessment shapes the knowledge of one’s limits in knowledge and competences. Pandero et al. (2016) state that self-assessment determines and is related to the level of academic achievements and that it is an important predictive factor for learning motivation. The authors suggest that students’ superior performance is the result of focusing on process goals, consequently generating a very high level of effectiveness in their own learning. At the very beginning of the development of self-worth assessment abilities various obstacles may appear (underestimation/overestimation, egocentric tendencies, conflictual states, ignorance of assessment

criteria, etc.), however, once personalities mature, self-assessment exercises become a necessity. The advantages of self-assessment work in congruence with its development.

Sadler & Good (2006), summarizing numerous articles on self-assessment, emphasize the fact that the advantages of its use can be analyzed from several perspectives: a) Logistical – time-related – correction time for both teacher and student is shortened (papers can be graded in a very short time). Provides immediate feedback for students; b) Pedagogical - the improvement, correction of answers gives the students an opportunity to deepen their grasp of the evaluated topic. Students develop skills for future endeavors; c) Metacognitive - helps students learn beyond specific content. It helps them demystify testing, and assessment. They become much more aware of their own abilities, weaknesses, and of what they are able to develop efficiently. Assesses can take the initiative of self-assessment and possess skills that allow them to make responsible judgments about the performance of others. Students can formulate their own assessment items and, later, their own tests; d) Affective - can develop more skills for cooperative learning. Positive feedback brings about a positive attitude toward learning.

Through the self-evaluation process, students take on the autonomy of their own educational and evaluative processes. The student's personality traits combined with their personal accountability toward their own academic learning outcomes are therefore extremely important in the process of self-assessment. Didactic self-assessment, in its modern understanding, implies more than just self-correction and self-grading. The formative character of didactic self-assessment transforms this approach into a process able to highlight both the cognitive obstacles the student faces and the action strategies likely to lead to overcoming them. (Blândul & Bradea, 2021). Self-assessment is an essential development path for establishing personal autonomy and for one's own educational activities. It is, also, a psycho-pedagogical strategy for regulating students' self-esteem and motivation. With the help of self-assessment, students get used to reviewing their own behavior towards various aspects of learning: becoming aware of their own efforts, difficulties, level of aspirations, own learning efficiency, etc. (Pandero et al., 2016). This process mediates the development of one's self-image, self-esteem, and self-worth according to one's personal goals as level of expectations (Andrade & Brown, 2016). It is an evaluation approach that is both reflective and responsible. Maybe that's why not all students can develop self-assessment skills, as this achievement is entirely dependent on the degree of maturity and responsibility of those assessed.

In higher education there are situations in which teachers do not encourage the use of such self-assessment teaching strategies, which is mainly due to their high degree of subjectivity and the complexity involved in designing their implementation (To & Panadero, 2019). This may also be since most university professors either do not know the particulars of this process or do not appreciate its advantages. Therefore, there will be very few students who are able to authentically develop their specific self-assessment skills. In this respect, "The Theory and Methodology of Instruction/Self-assessment" course subject, included in the university curriculum for introductory training of teaching staff in Romania, has attempted to develop students' self-assessment skills. This was done by asking them to issue value judgments during the semester about the essays presented by their peers at the seminar, evaluate their own papers, respectively self-assess their own performance in the exam. The research design and the results obtained after it was carried out will be analyzed in what follows. The research aims to compare the self-assessment grades of students during and after the pandemic, to the grades received from the teachers' assessment, and offer practical solutions to help students develop their self-assessment skills.

Research Objectives

The main aim of this research was to assess students' awareness of the importance of training self-assessment skills for their ongoing professional and personal development. The main objectives pursued were the following (1) identifying students' abilities to correctly forecast an exam grade; (2) comparative analysis of students from different faculties' abilities to objectively self-assess in the same Psycho-pedagogical Training Program subject, respectively (3) development of a psycho-pedagogical intervention program dedicated to optimizing didactic self-evaluation skills in students. It may be deemed that these objectives can cover a sufficiently wide area of the debated issue, so that we have a relevant and honest overview of self-assessment in Oradea's higher education institutions.

Research design

The actual research was carried out during the first semester of 3 consecutive academic years 2019/2020, 2020/2021, and 2021/2022 in the "Theory and Methodology of Instruction/ Assessment" course subject, which is part of the Psycho-pedagogy and Methodology Training Program curriculum. This course subject is studied in the first semester of the second academic year. The investigative approach included two

important stages: the implementation of didactic strategies aimed at training students to develop self-assessment/inter-assessment skills, respectively assessing the degree of development of these skills for the before-stated course subject during the end-of-semester exam. Specifically, at the beginning of each course, the students were informed about the educational objectives pursued. Then, at the end, after having been taught content through highly interactive teaching strategies, they were asked to reproduce the most important information learned in that course. During the first semester of each of the three academic years mentioned, students were asked to write three essays at an interval of one month each, analyzing different topics selected from the educational content studied. These three essays had to be turned in at the end of each calendar month, respectively presented during the seminar activities. The peers of the student who presented an essay were invited to award one point if the material discussed seemed original and consistent, respectively to issue value judgments on the manner the essay was presented. The final examination in the stated subject was carried out by giving out a number of written tests. Thus, after solving the work task, students were invited to self-assess their own performance, according to the criteria communicated by the teacher, and to come up with a grade. Subsequently, this was compared with the final grade given by the teacher and a tally was made of how many of the students underestimated, overestimated or gave themselves the correct grade. The quantitative interpretation of the results was made by comparative analysis of the number and percentage of students who underestimated, overestimated or objectively evaluated themselves. The results are presented in graphical and tabular form.

Participants

The research sample was made up of 336 students (N = 336) from the University of Oradea (second year of study II) currently attending the courses of the Psycho-pedagogy and Methodology Training Program. The subject group was split into three series (one for each academic year of study – 2019/2020, 2020/2021 and 2021/2022), and the detailed description of each series can be made as follows:

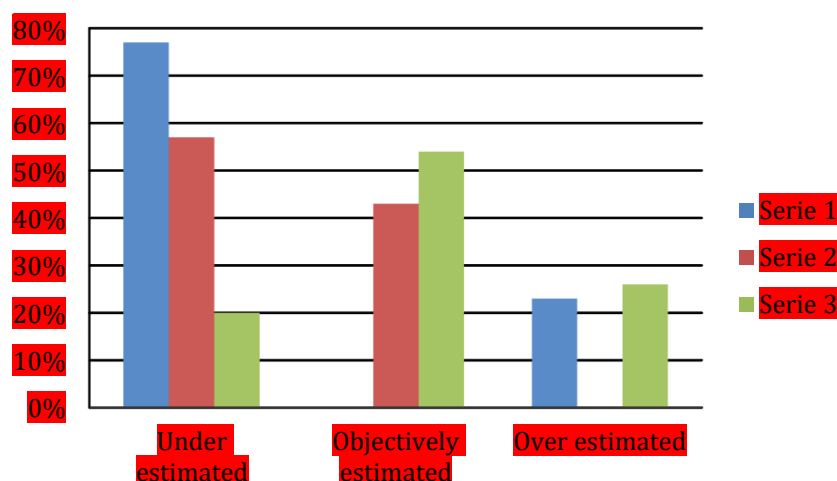
- ❖ *Serie 1 (2019/2020 academic year):* a total of 100 students out of which 13 students from the Faculty of Baptist Theology, 32 students from the Faculty of Geography, 43 students from the Faculty of Physical Education and 12 students from the Faculty of History.
- ❖ *Serie 2 (2020/2021 academic year):* a total of 130 students, out of which 16 students from the Faculty of Baptist Theology, 28 students from the Faculty of Geography, 69 students from the Faculty of Physical Education and 17 students from the Faculty of History.
- ❖ *Serie 3 (2021/2022 academic year):* a total of 106 students, out of which 15 students from the Faculty of Baptist Theology, 24 students from the Faculty of Geography, 47 from the Faculty of Physical Education and 20 students from the Faculty of History.

Out of the students included in the research, 72% were females, and 28% were males, all aged between 19 and 21.

Research results

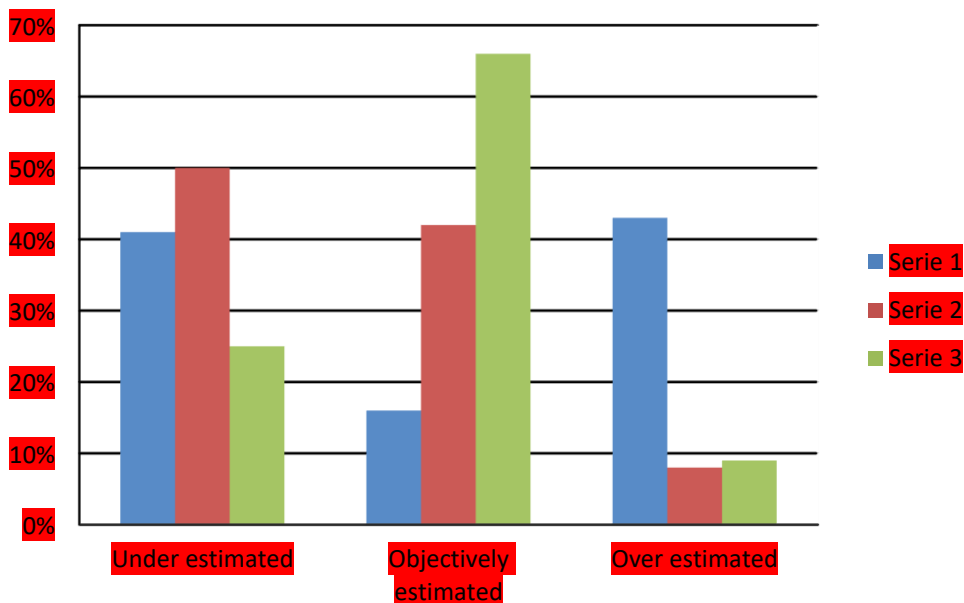
The results obtained are presented in the following graphs and tables.

Figure 1. Comparative analysis between self-assessed academic grades and grades received by the Baptist Theology students of the three series investigated



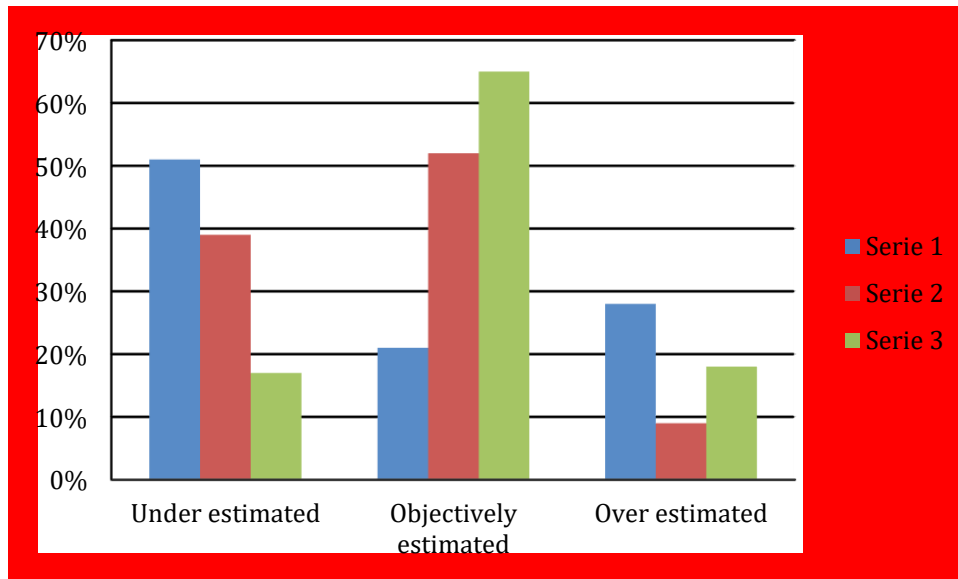
On analyzing Figure 1 we notice the tendency of students in Series 1 and 2 to underestimate themselves for the "Theory and Methodology of Instruction/ Assessment" course subject exam results, while their peers who took the course one year later (Series 3) were oriented more towards an objective evaluation of their own academic performance in the stated subject. The second observation points to the fact that a significantly lower percentage of students tended to overestimate themselves in relation to the final grade received. The tendency of the first two series' students to underestimate themselves could be correlated with several aspects related, on the one hand, to the particulars of the educational process, and on the other hand, to the profile particularities of the department they are in. Specifically, the course subjects included in the psycho-pedagogical program have a certain particularity, in the sense that they bring completely new content for many of the students. Their content is also different from most of the information presented in specialized subjects. Pedagogical terminology has its own particularities and students taking the department's curriculum basic subjects are not very familiar with these. Due to this fact, some students tend to be uncertain and distrustful while preparing for the exams in the Psycho-Pedagogical Training Program course subjects, consequently underestimating themselves. Furthermore, the personality profile of a Christian University student requires submission and obedience, perhaps more so than for their peers in other departments. This approach may lead some students to underestimate themselves even for the academic subjects studied in university. It seems, however, that students from the 2021/2022 academic year are more confident in their own abilities and better able to accurately assess both their academic performance and education.

Figure 2. Comparative analysis between self-assessed academic grades and grades received by students of the Faculty of Geography of the 3 series investigated



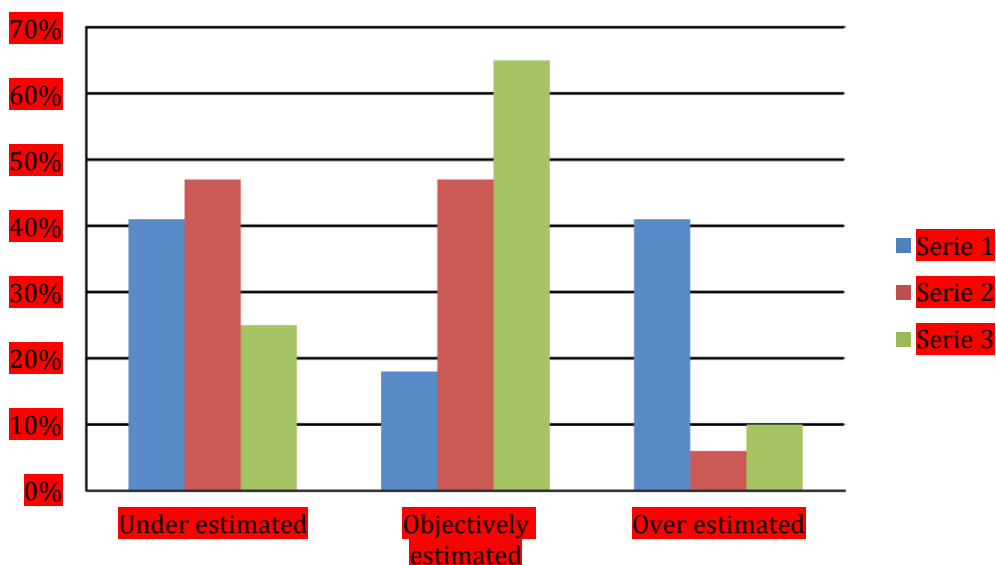
The differences between series 1 and 2 on the one hand, and Series 3 on the other, maintain themselves with reference to students from the Faculty of Geography (Figure 2). Thus, series 1 students (2019/2020 academic year) enrolled in the Psycho-pedagogy and Methodology Training Program oscillate between the tendency to underestimate, respectively overestimate themselves with only a relative few being capable of objective self-assessment. Their series 2 peers (2020/2021 academic year) have demonstrated superior objective self-assessment skills, even though the tendency to underestimate themselves remains dominant for them as well. The best results were scored subsequently by Series 3 students (those who attended the courses of the Psycho-pedagogical Program in the 2021/2022 academic year). More than half of them managed to correctly forecast the academic grades received for the subject included in the research. An encouraging feature in comparison to the situation analyzed in the previous paragraph is provided by the fact that now the polarization of the answers of students from the Faculty of Geography is no longer as biased towards a single option. There is a wider variety of answers, which indicates a greater availability of respondents to self-assess and try to be as objective as possible while carrying out this endeavor.

Figure 3. Comparative analysis between self-assessed academic grades and grades received by students of the Faculty of Physical Education of the 3 series investigated



A somewhat similar situation is found in students from the Faculty of Physical Education (Figure 3), with a significant improvement in the quality of their answers for Series 2 and 3. Thus, only students who attended the Psycho-pedagogical Program in the 2019/2020 academic year had a dominant tendency to underestimate themselves. Their peers from the following academic years stood out for objectively self-assessing themselves. These results can be related to the specifics of the faculty and the personality profile that physical education and sports awaken in practitioners. It is known that among the non-specific tasks of the scope of the educational act are the development of sensory, cognitive, affective-motivational and volitional skills. These help students within in this department build a harmonious, dynamic personality, supported by confidence in their own strengths, respectively on the feeling of personal self-efficacy. Under such conditions, the observation that Faculty of Physical Education students possess superior self-assessment skills, which helps them not only in their didactic activities, but also in the sports competitions they engage in, becomes justified. Honest appreciation of one's own abilities and limitations can give those interested the opportunity to position themselves correctly in relation to those around them, to pertinently assess their chances of success and optimize their performance, regardless of the field of activity.

Figure 4. Comparative analysis between self-assessed academic grades and those received by students of the Faculty of History of the 3 series investigated



Somewhat similar results were received by the students of the Faculty of History, who were invited to self-assess their own academic performance for the "Theory and Methodology of Instruction/Assessment" course subject. Thus, Series 1 students displayed quite a bit of uncertainty, oscillating between underestimation and overestimation, the answers of Series 2 students oscillated between underestimation and objective assessment, while most of the students in Series 3 demonstrated that they possess advanced skills of objective didactic self-assessment (Figure 4). The interpretation of such results is relatively similar to those analyzed in the previous paragraphs, being essentially related to the novelty of the content taught and the specialized terminology. This is different from the terminology used in the field of study subjects, which brings about a state of insecurity regarding the validity of information learned in the pedagogical subjects, respectively a lack of confidence in the value of one's own academic training. As noted previously, the students in Series 3 demonstrated increased objectivity in the self-assessment of their results for the before stated pedagogical subject exam. The final interpretations should be directed toward the manner in which the teaching/learning process was carried out, as well as toward the effectively high value of the academic grades scored for the exam. The minimum grade is 1, while the maximum grade is 10.

Table 1. The averages of self-assessed academic grades and grades received by students of the 4 faculties from the three series investigated

<i>Faculty</i>		<i>Series 1</i>	<i>Series 2</i>	<i>Series 3</i>
		<i>Average grade</i>		
Baptist Theology	Self-assessed	8,75	8,56	9,20
	Received	9,25	9,10	9,26
Geography	Self-assessed	7,88	7,92	8,05
	Received	8,64	8,32	8,16
Physical Education	Self-assessed	8,14	7,91	8,51
	Received	8,63	8,34	8,64
History	Self-assessed	8,77	8,58	8,90
	Received	9,22	8,94	8,95

The interpretation of the results presented in Table 1 leads to some interesting findings. First of all, it confirms the tendency of most students to underestimate themselves for the exams taken in the "Theory and Methodology of Instruction/Assessment" course subject. This is demonstrated by the fact that, in absolutely all situations, the average grades in the self-assessed academic case are lower than the average grades received. Also, according to the result of the t-test: Paired Two Sample for Means presented in Table 2, we can argue that in the case of the first series, there are statistically significant differences between the mean grades from the self-assessed and the mean grades from the teacher in the case of three faculties out of the four analyzed, namely, the Faculty of Baptist Theology ($t=2.44$, $p\text{-value}=0.027 < 0.05$), the Faculty of Geography ($t=3.43$, $p\text{-value}=0.002 < 0.05$) and Faculty of Physical Education ($t=4.60$, $p\text{-value}=0.000 < 0.05$). 3.60 , $p\text{-value}=0.001 < 0.05$) and the Faculty of Physical Education ($t=4.09$, $p\text{-value}=0.000 < 0.05$), while in the case of the Faculty of Baptist Theology and the Faculty of History, there are no statistically significant differences between the average grades from the self-assessed and the average grades given by the teacher ($p\text{-value} > 0.05$).-Secondly, for all the faculties included in the research, series 3 students' results seem to be the best both at the level of their academic performance and also because there is only a minimal difference between the self-assessed and the actual values received. According to the results obtained following the application of the t-test, in the case of series 3, we observe that there are no statistically significant differences between the average grades from the self-assessed and the average grades given by the teacher, the $p\text{-value} > 0.05$ in the case of the four faculties analyzed.

Table 2. T-test results: mean grades from the self-evaluation and from the teacher

<i>Faculty</i>	t-test: Paired Two Sample for Means		
	the absolute value of t-statistics	t Critical two-tail	p-value
<i>H₀: the means are equals</i>			
Series 1			
Baptist Theology	2.449489	2.1314495	0.02700
Geography	3.434014	2.0595385	0.00200
Physical Education	4.606305	1.9900634	0.00001
History	1.457737	2.1098156	0.16313
Series 2			
Baptist Theology	1.851640	2.119905	0.08262

Geography	3.605551	2.055529	0.00129
Physical Education	4.099514	1.996008	0.00011
History	1.851640	2.119905	0.08262
Series 3			
Baptist Theology	0.00050	2.144786	0.99532
Geography	1.70139	1.680229	0.10592
Physical Education	1.27820	2.045229	0.21131
History	1.42171	2.093024	0.17131

In this way, a possible direct causal link can be established between the level of academic performance and didactic self-assessment competencies, where students who possess a higher level of university training demonstrate increased objectivity in the assessment of their own exams. Indeed, students who are conscientious and motivated to learn can overcome the difficulties engendered by the novelty element of having to learn new information content or through misunderstanding new concepts in comparison with those they were already familiar with from specialized university subjects previously taken. It can be estimated that one of the “key” factors involved in the formation of didactic self-assessment competencies in students is the level of their own academic training, which gives them confidence in their own strengths and engenders a feeling of self-efficacy in relation to the task received.

Discussion

A first aspect that kindled interest following the quantitative interpretation of the psycho-pedagogical research results targets the elements that caused Series 3 students to display very good self-assessment skills, while their colleagues from the previous series, most often, underestimated themselves. In the previous paragraphs, the taught subject’s novelty, and its peripheral status in the curricula of the faculties were invoked as possible causes that trigger insecurity and lack of confidence in students with respect to their own abilities. To these at least one equally important factor can be added, namely the online development of the educational process in the last 2 years within the context of the COVID 19 pandemic. Indeed, the exams taken by Series 1 (2020) and 2 (2021) students were taken online, which generated additional psychological pressure, while in 2022, Series 3 students took the stated subject exam in-person, even though not all the restrictions had been lifted at the time. Before the onset of the COVID 19 pandemic, many students used the new technology as a means to gather information and socialize, with only a few people using on their own initiative the various types of software for e-learning. It is known that online learning involves more than just a superficial interaction with the study material. Reflecting on it is vital as well as analyzing its components, summarizing it, issuing value judgments, finding elements of introspection, etc. In order to proficiently process the subject matter, it is absolutely necessary to possess complex digital skills that involve the adept use of different electronic devices or platforms that host didactic content, communication and cooperation, the creation of digital content, solving problems, ensuring computer security, etc. It is unlikely that university students from a predominantly liberal arts area of concentration possessed such advanced digital skills before the pandemic broke out (when interactions with multimedia devices were sporadic), which amplified the feeling of insecurity in exam settings and made many young people underestimate themselves. The situation did not change significantly in the following academic year (2021), especially since at the time the entire semester was done online. The gradual familiarization of students with the new study approach and the return to in-person examination in 2022 has made the students from Series 3 optimize their level of university training and regain confidence in their own abilities, aspects which led to a significantly more accurate didactic self-assessment. The results obtained after applying the t-test showed that at the level of series 3 there are no statistically significant differences between the average grades from the self-assessed and the average grades given by the teacher, the p-value > 0.05 in the case of the four faculties analyzed. It can therefore be concluded that the development of didactic self-evaluation skills is an extremely complex and sensitive process. Any variation of some seemingly unrelated factors can decisively influence the entire endeavor.

Another aspect that has been taken into consideration and that opens new lines of research is related to the way in which self-assessment in summative tests is influenced by being done continuously, formatively (in our case, during seminar activities). The results have demonstrated what Nicol & Macfarlane-Dick (2006) argue: that in order to systematically develop the learner’s capacity for self-regulation, teachers need to create more structured opportunities for self-monitoring and assessment of goal-directed progress. Thus, assessment and self-assessment tasks conducted during seminar activities with students in Series 3 were an effective way to encourage reflection on the learning progress, becoming useful for guiding the review, causing them to think more critically and deeply and reflect on their own learning. (van Helvoort,

2012; Wang, 2017). Thus, it turned out that formative self-assessment promoted much better knowledge and skills development. Panadero et al., (2014) argue that this is not at all surprising, as it involves many of the known processes to support learning, including practice, feedback, review, and especially the intellectually demanding work of making complex judgments based on criteria.

But, as we have already shown, formative self-assessment must be engaged with several sources of feedback in order to assess their current level of performance and identify opportunities for improvement in response to previous feedback (as should be the case in the seminar, but also at the course). And this depends on each teacher's personal teaching style, on the way they structure their course and/or seminar, on the methods they use (interactive or not), on the way they value students, on the way they create contexts in which to provide feedback, contexts for inter-assessment, etc. The more open a teacher is to one's students, the more they will be able to develop their own system of assessment and self-assessment for students so that their perception of self-assessment is not negative. Some studies support the positive impact, at the emotional level, with regards to formative self-assessment, and the negative one, when we are dealing with summative self-assessment. In respect to our research, that is a direction that opens up for a future approach.

Conclusion

In conclusion, it can be noted from the above that the development of self-assessment skills in students is both a long and complex process. In order to be successful, it is very important that the process of forming self-assessment skills begins at an early age, when children appear to be psychologically and emotionally balanced and the acquisition of information is a dynamic and continuous process. The process must be continued throughout the schooling period, including university, where students must be encouraged to engage in self-reflection and critically interpret the subjects studied. Among the factors that can influence the didactic self-assessment ability of students of this age one can mention the teacher's didactic style, the teaching/learning/assessment strategies administered, the quality of students' interpersonal relationships within the faculty study group, their personality traits, the level of self-esteem and perceived self-efficacy, etc. However, the benefits of superior self-assessment skills are indisputable and are due to the fact that they enable young people to better integrate themselves both socially and professionally, engendering positive effects on the quality of their lives and on the lives of those around them. These are just a few reasons why university teachers should encourage the development of self-assessment skills in students, availing themselves of all formal or informal opportunities to make this happen.

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