THEORY GUIDE

Concept: Self-monitoring and Self-evaluation

Brief overview of concept:

Self-monitoring and self-evaluation are metacognitive processes that are integral to self-regulated learning (SRL). Zimmerman (2002, p. 67) identifies three phases in the SRL cycle: the forethought phase, involving task analysis and self-motivation beliefs; the performance phase, which entails self-control and self-observation during task completion; and the self-reflection phase, which includes self-judgement and self-reaction. Self-monitoring takes place at the performance phase as a covert form of 'self-observation' that "refers to one's cognitive tracking of personal functioning"; self-evaluation takes place at the self-reflection phase as a form of 'self-judgement' that "refers to comparisons of self-observed performances against some standard, such as one's prior performance, another person's performance, or an absolute standard of performance" (p. 67).

Even though self-monitoring is more process-oriented and self-evaluation is more outcomes-oriented, they both require metacognitive knowledge and strategies to understand and improve the quality of performance in learning tasks. Self-monitoring refers to in-the-moment and on-going checking of performance in relation to the task and goals a learner has set for themselves (i.e., Am I on track? Do I need to adjust my approach?). Self-evaluation requires a more holistic understanding and objective assessment of the extent to which the leaner feels that they achieved against existing assessment criteria and overarching learning outcomes.

Evans et al. (2021) present a review of SRL theoretical underpinnings, some of which are summarised below:

- Self-monitoring and self-evaluation (on one's own or with others) entail a self-determined approach to learning and can have positive implications on SRL and self-efficacy (Panadero et al., 2017). However, students coming into university may be dependent on being told what to do (externally regulated) and may find the call to take responsibility for their own learning challenging. Self-determination theory (Ryan & Deci, 2017) explores the interaction between perceptions of autonomy and control, goal orientation/motivations, affect, locus of control (whether an individual feels that outcomes are within his/ her control or not), expectancy of success, and relatedness (the need to have meaningful relationships with others).
- SRL methods have to be sensitive to contextual differences (Al' Adawi, 2020; Dörrenbächer & Perels, 2016). It is important to scaffold students' entry into new learning contexts through understanding their starting points and individual learning needs, and provide regular opportunities for peer and self-assessment throughout their learning journeys (Boud et al., 2013; Mays & Branch-Mays, 2016). Furthermore, the development of self-monitoring/ self-evaluation needs to go hand in hand with the development of other elements of the SRL cycle such as task analysis, self-motivation beliefs, self-control,

and self-reaction.

- – There are many different SRL models (see Al' Adawi, 2020; Panadero 2017), as well as typologies and formats for self-assessment (see Panadero et al., 2016). It is up to educators to choose the most appropriate approach, taking into account their own expertise, the teaching contexts, and the students' readiness to engage in SRL. Whatever approach is chosen, self-monitoring and self evaluation need to be part of a formative assessment framework. Formative assessment (assessment *for* learning and *as* learning) is the only kind of assessment that can drive SRL strategy acquisition among students (Clark, 2012).

References

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