

## **(Guided) Student Self-Evaluation Assignment**

### **Context for Faculty:**

The following is a guided student self-evaluation assignment in a large required survey course for undergraduate students. It was developed over several years under crisis-navigating circumstances at Emily Carr University of Art + Design, starting from a basic rubric and morphing into its current form. It is continually changing and developing.

You are welcome to use and adapt it for your own courses, but in the spirit of reciprocity please contact Alla Gadassik to let her know how things went for you, whether you made any changes, what you learned, etc.

Over the past three years (2018-2021), the course has had an annual enrollment of 100-120 students and was supported with three Teaching Assistants. Its structure changes across the years, but usually includes a required lecture, required screenings, and invaluable breakout discussions if teaching support permits.

80% of the course grade is determined by ten (10) weekly reflection and writing assignments related to the material of the course chosen by students from twelve (12) weeks. These are graded according to a clear rubric (on a scale of 1 - 4) by the TAs.

At the end of the course – as their final assignment – students complete the following guided self-evaluation, worth 20% of their grade. This self-evaluation should be part of the course syllabus at the start of the term. Students complete this self-evaluation independently or by attending one or more scheduled online sessions where they work on theirs together.

After students submit this assignment, the faculty member or TA reviews it and has the option to send the student a brief “revise and resubmit” message (with a deadline) in the event that responses are missing entirely, and there is otherwise insufficient information. In this sense, it’s a pass/fail assignment with an option to revise.

If (or when) the self-evaluation is accepted, the faculty or TA has the choice to fully accept the student’s grade or revise the grade. In the experience of the developer of this assignment, working at ECUAD, the majority of student self-evaluation grades are accepted and a minority are slightly revised, usually to a *higher* grade than students assigned.

As with an exam, there is no expectation to provide feedback on this assignment to students. The review and grading time are minimal or less than grading an exam. However, if a grade was revised, a brief rationale is strongly encouraged.

Faculty and TAs may find themselves compelled to offer affirming and encouraging feedback, but this should be brief and commensurate with faculty/TA teaching conditions.

Students who contact the faculty member at a later time with requests for reference letters are asked to send their student self-evaluation and portfolio of course assignments.

# MHIS-206 S2021 Student Self-Evaluation

## INSTRUCTIONS TO STUDENTS:

- Respond to each question to the best of your ability, either independently or during our scheduled final self-evaluation period.
- Bullet-point-responses are fine, but the responses need to demonstrate that you considered the questions seriously.
- If you receive a “revise and resubmit” response to your self-evaluation, due to missing or insufficient responses, make sure that you complete and submit revisions by the stated deadline. There are no possible extensions to a revise-and-resubmit deadline.
- Save your assignment as a PDF file, and make sure it has your student ID on it.
- Save this assignment for your future-you.

## PART 1: ACTIVE LEARNING:

1. This 3-credit course expected students to dedicate six (6) hours every single week outside synchronous class time for working on this course, *including* the time spent on the screenings. How many hours per week, on average, did you dedicate to this course outside of the lecture time?

\_\_\_\_\_ hours per week outside of lecture time

2. Look over the list of all **23 assigned screenings** for this course (listed at the top on course Moodle), not counting the one optional screening for Topic 11. How many of the 23 required screenings did you complete?

\_\_\_\_\_ out of 23 screenings

3. What specific steps did you take this term to develop as an active learner, in terms of dedicating the time and space for the lectures, screenings, and assignments?

4. On a scale of “1” (minimal) to “4” (excellent), with half-points permitted, how would you rate your active learning in this course?

\_\_\_\_\_ / 4

## PART 2: ACTIVE LISTENING:

5. This course included twelve lecture/discussion topics. Out of these twelve topics, how many did you complete by attending synchronously for the duration of the class and/or listening to the recording asynchronously? Count any session you half-attended or half-listened as half-done.

\_\_\_\_\_ out of 12 topics

6. What specific steps this term did you take to be active and present as a listener, based on your own learning style and preferences, in terms of getting the most out of the material?
7. On a scale of "1" (minimal) to "4" (excellent), with half-points permitted, how would you rate your attendance and active listening in this course?

\_\_\_\_\_ / 4

## PART 3: ACTIVE READING:

8. Look over the list of all the **assigned readings** (25) that were required reading in the course. Out of the 25 assigned readings, how many did you complete?

\_\_\_\_\_ out of 25 readings

9. Reflecting on the assigned texts that you **did read (listened in audio form)**: what strategies did you use to read actively and help yourself understand what you are reading?
10. How do you feel you developed and *grew* as a reader in this course, that should be recognized as part of your evaluation?
11. What kind of *bonus* or *additional/outside* material did you read for this course during this semester, which should be taken into account as part of your reading practice and development?

12. On a scale of “1” (minimal) to “4” (excellent), with half-points permitted, how would you rate your active reading in this course?

\_\_\_\_\_ / 4

**PART 4: ACTIVE DIALOGUE:**

13. Out of 12 topics in the course, for how many topics did you engage in active dialogue with other students in the course, either during synchronous class time or connecting with them outside of class to discuss the course topics?

\_\_\_\_\_ **out of 12 topics**

14. For those weeks you were present synchronously, how did you contribute to the community of the class by listening and speaking during breakout rooms, asking open questions, and/or by answering prompts given in class? Write N/A if your entire engagement with the course was asynchronous.

15. For those weeks you were present asynchronously, how did you contribute to the community of the class by connecting with students outside of class time, and/or commenting on student posts on Moodle?

16. What are two or three things you learned about yourself as a community member of ECUAD through this course, that you want to take with you into the future?

17. On a scale of “1” (minimal) to “4” (excellent), with half-points permitted, how would you rate your active dialogue and participation in this course?

\_\_\_\_\_ / 4

**PART 5: ACTIVE OUTREACH:**

18. When you were confused about something in the course or having difficulties, how did you handle those moments?

19. When and how did you reach out to the Professor or your Seminar Leader during the course?

20. When and how did you reach out to other students in the class?

21. When and how did you reach out to other support services on campus or elsewhere, such as the Writing Centre, or the Peer Learning Mentors, to help you navigate in the course?

22. On a scale of “1” (minimal) to “4” (excellent), with half-points permitted, how would you rate your overall ability to support yourself in the course during times you were confused, frustrated, uncertain, or otherwise needed help?

\_\_\_\_\_ / 4

---

### **INITIAL GRADE SUMMARY**

Add the five grades (out of 4) that you assigned yourself in each of the previous parts. You will get a number out of 20 points. This is not the final grade you have to assign yourself. This is the baseline grade.

\_\_\_\_\_ out of 20.

### **GROWTH AS A LEARNER:**

In what ways did you develop and grow as a learner in this course? What have you learned about yourself that can help you thrive as a learner in the future?

### **GROWTH AS A WRITER:**

In what ways did you develop and grow as a writer in this course? What did you learn about yourself as a writer that can help you thrive as a writer in the future?

### **ANYTHING ELSE?**

Are there any additional considerations that have not yet been captured by the previous categories or questions? Is there anything else that you think is very important to your ability to evaluate yourself and give yourself a grade that means something to you?

### **FINAL GRADE:**

Based on your “initial grade summary,” your arc of growth in the course, and your consideration of additional circumstances that you think are important, what is the grade out of 20 that you wish to assign yourself?

\_\_\_\_\_ out of 20.