

- **REQUIRE STUDENTS TO SUBMIT THEIR RESPONSES TO A SHORT QUESTIONNAIRE WITH THEIR ASSIGNMENTS**, where they reflect briefly on their submission and answer questions such as:
 - What do you think the best aspect of this assignment is?
 - What (if anything) did you struggle with in this assignment?
 - What would you expect your mark or grade to be for this assignment?
 - What do you think might have helped you to get a higher mark or grade?
 - If you'd had another two hours, what might you have improved?

We can then respond briefly to students alongside their comments as we assess the work, but now knowing 'where the student was coming from' in much more detail, thereby making our feedback more helpful. This can help us to speed up our assessment, as we are armed with at least some detail of how well the students think they have done.

This also means that we can avoid telling students about faults they already know about, but rather suggest how they might address such faults. Similarly, it would do little good to tell a student their work was 'excellent' if they already knew it was but what could be more helpful would be to tell them (for example) 'What I really like about this work is the way you ...', so that they have positive feedback they can build on, or try to earn again.

- **CHECK QUICKLY IN THE LECTURE, WITH A COHORT OF STUDENTS HOW USEFUL THEY FOUND OUR FEEDBACK ON THEIR SELF-ASSESSMENT.** For example, 'raise two hands you learned a lot from this', '...one hand if you learned a little from this', 'hands-on-head if this was no use to you' and so on.

KEY TAKEAWAYS

The more we can foster autonomous behaviour in students, the better they are likely to perform in assessed tasks. We want them to be confident about the quality of the work they submit, even if this means them knowing what they could have done better had circumstances and timescales permitted. The best way to achieve this level of self-efficacy is through holding productive conversations with them to help them build their evaluative capacities. Collectively, the processes listed above can help to train students in how assessment actually works, and how to estimate their own progress in time to improve (where necessary) their assignments.

REFERENCES

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