

The Assessment of Teaching in Higher Education

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CSLP • CEAP

Centre for the Study of Learning and Performance
Centre d'études sur l'apprentissage et la performance

Three key questions

- Is it useful and important to evaluate teaching?
- Are imperfect teacher evaluations better than no evaluations at all?
- Can research evidence help improve the evaluation process?

The Teaching Dossier

- Course outlines
- Presentation notes
- Evidence of student learning (e.g., sample term papers, exam results, etc.)
- Chair or senior faculty classroom visits
- Alumni or graduate feedback
- Microteaching vignettes
- Faculty development efforts
- **Student ratings of teaching effectiveness (aka Teacher Rating Forms [TRFs])**
- How is this evidence used to judge the quality of teaching?

Reasons for using TRFs

- Time and cost efficiency
- Flexibility and comparability across multiple teaching contexts
- Students as consumers
- Reliability
 - Test-retest and internal consistency in the range of .60-.80 when there are 15 student raters or more.
- Validity

Concerns about TRFs

- Teaching is multidimensional so TRFs must be multidimensional
- Ratings cannot be used to measure an instructor's impact on student learning
- Ratings are popularity contests
- Instructors who assign high grades are rewarded by high ratings
- Other extraneous factors introduce bias into ratings that make interpretation unfair.
- Review committees do not evaluate teaching properly
- TRFs cannot be used for teaching improvement
- Electronic teaching portfolios are a waste of time.



Select Faculty Reactions to Student Ratings

TRFs: Global questions (Product)

- How would you rate this instructor in general, all-around teaching ability?
- How much did you learn in this course?
- How would you rate the overall effectiveness of this course?

TRFs: Specific questions (Process)

- Understandable course objectives
- Communicates clearly
- Uses appropriate evaluation techniques
- Gives adequate feedback
- Is well prepared
- Is enthusiastic
- Answers questions
- Permits differing points of view
- Is accessible
- Makes it easy to get help

Global vs. specific questions

- Global questions very useful for summative decisions
- Specific questions low in content and predictive validity across myriad teaching situations
 - Large lecture vs. small discussion
 - Teacher vs. student centred learning (collaborative learning, problem-based inquiry)
 - Distance, online and blended learning
- Specific questions very useful for formative purposes

Multisection validation studies

- Multiple sections of the same course; different instructors
- Common teaching materials
- Common examinations (usually multiple choice tests)
- Random assignment of students or pretest equivalence
- What is the relationship between mean TRF scores and teacher-produced student learning

43 Multisection Validity Studies


- Multivariate meta-analysis (d'Apollonia & Abrami;1996, 1997a, & 1997b)
 - 741 validity coefficients
 - General instructor skill = +.26 to +.40 (95% CI)
 - Correction for attenuation = +.47
- Cohen (1981)
 - Specific factors
 - Validity coefficients were lower (e.g., -.02; +.23)
- **Global rating items are better predictors of teacher-produced student learning than specific rating items**

Bias in student ratings

- Irrelevant influences on student ratings
- More specifically, influences on student ratings that are different from the influences on teacher-produced student learning.
- Examples: **teacher personality**, **grading policies**, elective vs. non-elective course, course level, student major vs. non major, teacher and student gender, class size, and so on.



The Doctor Fox Effect

- Educational Seduction
 - What is the effect of teacher personality, more specifically, instructor expressiveness, on student ratings?
 - Is there a “biasing” effect of instructor expressiveness even when lecture content is low?
- 



The Original Dr. Fox Effect

Experimental Research on the Dr. Fox Effect

- Instructor Expressiveness (High, Low)
- Lecture Content (High, Low)
- Measures (Student ratings, Learner achievement)
- Meta-analysis results of 12 studies (Abrami et al., 1982)

	TRF	ACH
Expressiveness	.285	.043
Content	.046	.158

- **Results help explain the moderate correlation between student ratings and achievement.**



Influence of Grades on Student Ratings

Do Instructor Grading Standards influence TRFs?

- There is a moderate correlation between mean course grade and mean instructor TRFs (Greenwald & Gilmore, 1997)
- But is this relationship attributable to differences in teacher-produced student learning or to differences in teacher grading policies?
- The learning hypothesis says that differences in ratings are attributable to teacher impacts on student learning and are valid influences.
- The grading bias hypotheses says that differences in ratings are attributable to teacher grading practices and are invalid influences.
- In the only experiment ever conducted on the influence of grading practices, Abrami et al. (1980) found that teachers low in both expressive and lecture content, received **worse ratings** when they assigned **higher grades**.

Summative Decisions about Teaching Using TRFs

- TRFs are psychometrically defensible measures of teacher effectiveness.
- But ratings are only moderate, imperfect predictors.
- Therefore, the **validity coefficient** for ratings should be taken into account when accumulating and interpreting evidence regarding summative decisions about teaching effectiveness.
- **Normative decisions** about teaching (i.e., faculty compared to other faculty) should be based on evidence accumulated over multiple courses and formed into a statistical **confidence interval**.
- **Criterion decisions** about teaching (i.e., faculty judged against a standard) should also be based on accumulated evidence and formed into a **confidence interval**, not only a point estimation.

Norm-based procedures adjusted by VC

$$t_{vc} = \frac{\bar{Y}_i - \bar{Y}_g}{\sqrt{\left(\frac{s_i^2}{n_i} + \frac{s_g^2}{n_g}\right)\left(\frac{1}{1 - vc}\right)}} \quad \text{for } df = n_i + n_g - 2$$

where \bar{Y} is the mean TRF score, s^2 is the unbiased variance, n is sample size, vc is the validity coefficient, and df is the degrees of freedom.

In addition, one can calculate a confidence interval for the calculated value of t_{vc} :

$$CI = (\bar{Y}_i - \bar{Y}_g) \pm t_{\alpha} s_{Dvc}$$

where t_{α} is the critical value of t at a particular alpha level and

$$s_{Dvc} = \sqrt{\left(\frac{s_i^2}{n_i} + \frac{s_g^2}{n_g}\right)\left(\frac{1}{1 - vc}\right)}.$$

Recommendations for Summative Decisions using TRFs

1. Report the average of several global items.
2. Combine the results of each faculty member's courses.
3. Decide in advance on the policy for excluding TRFs (e.g., new courses, classes with small ns, etc.).
4. Choose between norm-referenced and criterion-referenced evaluation and the level of acceptable performance.
5. Follow the steps in statistical hypothesis testing.
6. Provide descriptive and inferential statistics and illustrate them in a visual display.
7. Incorporate TRF validity estimates into statistical tests and confidence intervals.
8. Use class mean TRFs not individual students as the units of analysis.
9. Decide whether and to what extent to weigh other sources of evidence.

Table of specifications rating scale

Use the following rating scale in making your judgments:

1—Poor

2—Fair

3—Good

4—Very good

5—Excellent

NA—*Not applicable*

Course Content	How the Content Was Learned						OVERALL RATING
	Knowledge	Compre-hension	Applica-tion	Analysis	Synthesis	Evaluation	
Descrip-tive statis-tics							
The t-test							
Oneway Anova							
Factorial Anova							
Nonpara-metrics							
OVER-ALL RAT-ING							

Recommendations for Formative Decisions about TRFs

- Cohen's (1980) meta-analysis showed that feedback from student ratings in one course improved ratings in a subsequent course.
- For best results:
 - Specific aspects of teaching should be explored via a cafeteria system.
 - If ratings are collected part-way during a course, results should be discussed with students.
 - Using a faculty development officer as a consultant helps make student feedback useful and interpretable.

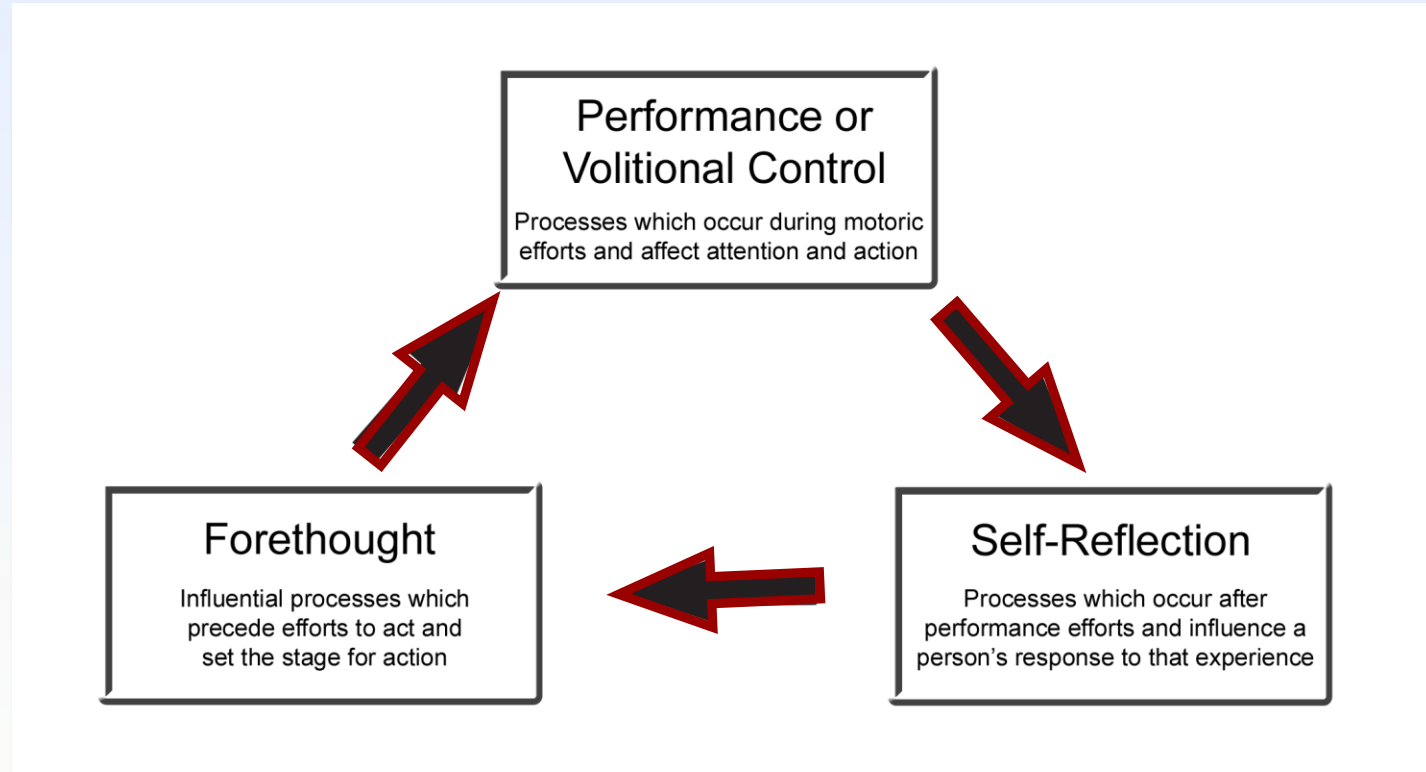
Electronic portfolios: Modern tools for faculty assessment

- Not only for students
- Multimedia containers
- Showcase portfolios (summative assessment)
- Process portfolios (formative assessment)
- Self-regulated learning (and teaching)

- Individuals high in SRL outperform those low in SRL on demanding, complex, and novel tasks (Zimmerman, 2011).

- Using ePEARL: **E**lectronic **P**ortfolio **E**ncouraging **A**ctive **R**eflective **L**earning

The SRL Model



Schunk & Zimmerman (1994, 1998)

SRL Stages

- Forethought or Planning
 - Goal setting and selecting task strategies
 - (Goal—increase in-class collaboration)
 - (Strategy—use TGT method)
- Performance/Volitional Control or Doing
 - Enacting the task and strategies
 - (Managing the strategy in class)
- Self-reflection or Reflection
 - Self and other feedback
 - (Were students engaged? Did they learn the content? How do I gather student feedback? How do I improve the exercise in future?)

ePEARL Level 4: Using technology for teaching

Anne's Portfolio [Hide Panels](#) | LTK | [logout](#)

- Home
- Overview
- Work
- Personalize
- Sharing

Welcome to my ePEARL!
Come on in....

To Do List

Prepare for Halifax

Calendar

<< January 2011 >>

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

General Goals

[add new goal](#)



Teaching goal setting This term I would like to support the students' goal setting exercise better. Updated 12/20/10 [edit](#) [delete](#)

No items for: 12 January 2011

Upcoming:

01/20/2011 **Goal setting**
Halifax workshop

[Show all](#)



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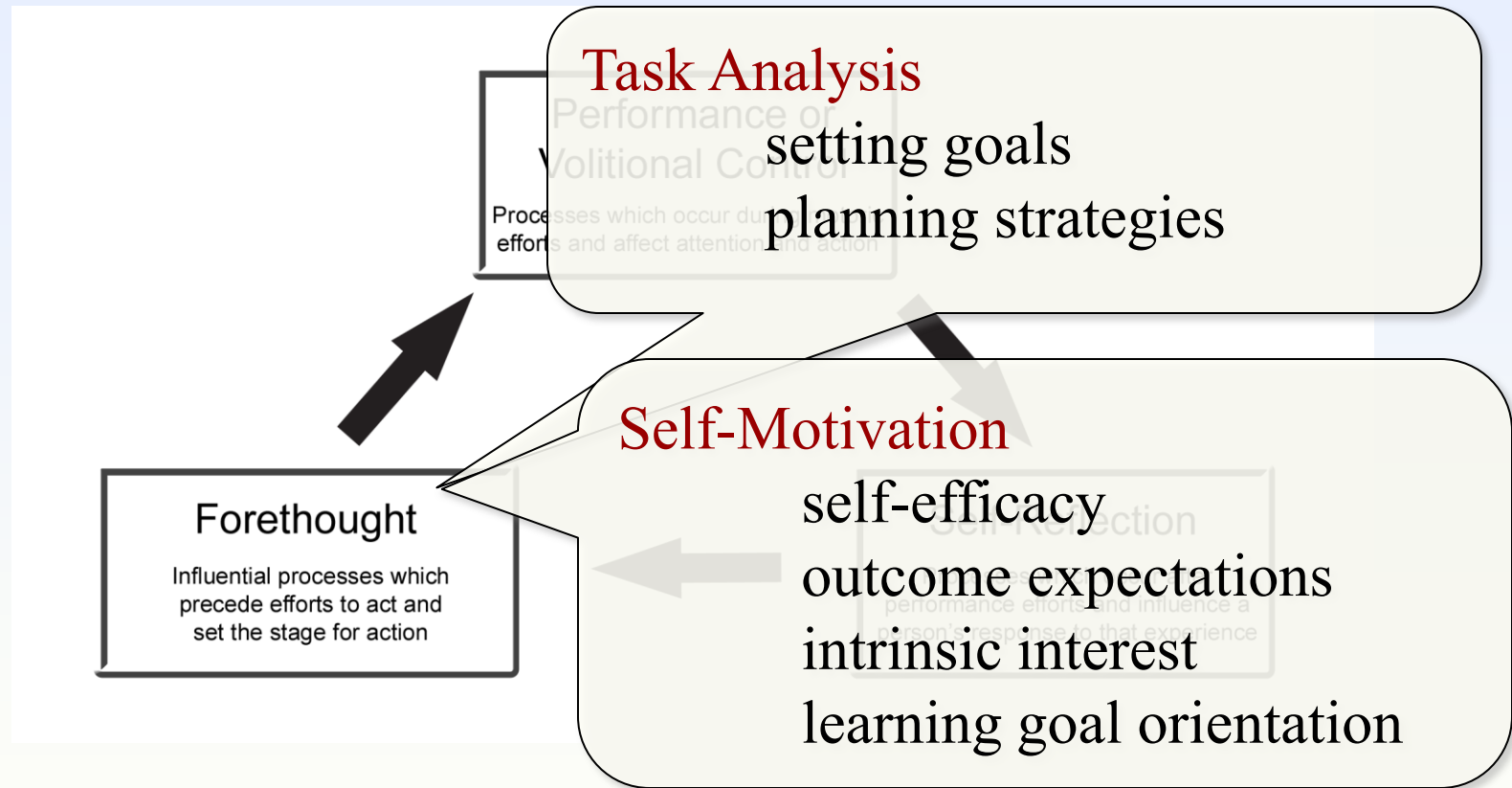
Thank you

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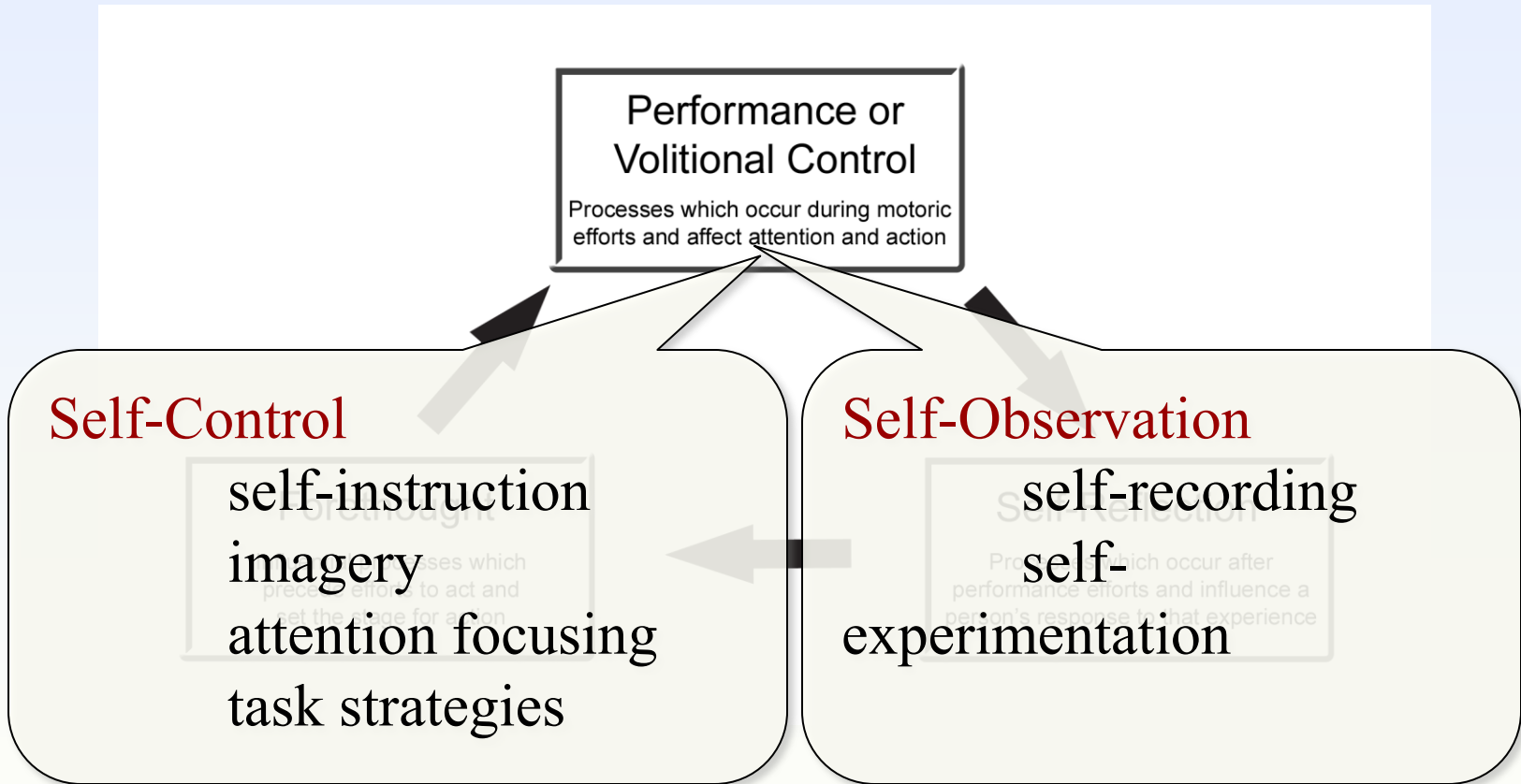
<http://www.concordia.ca/research/learning-performance.html>

The SRL Model



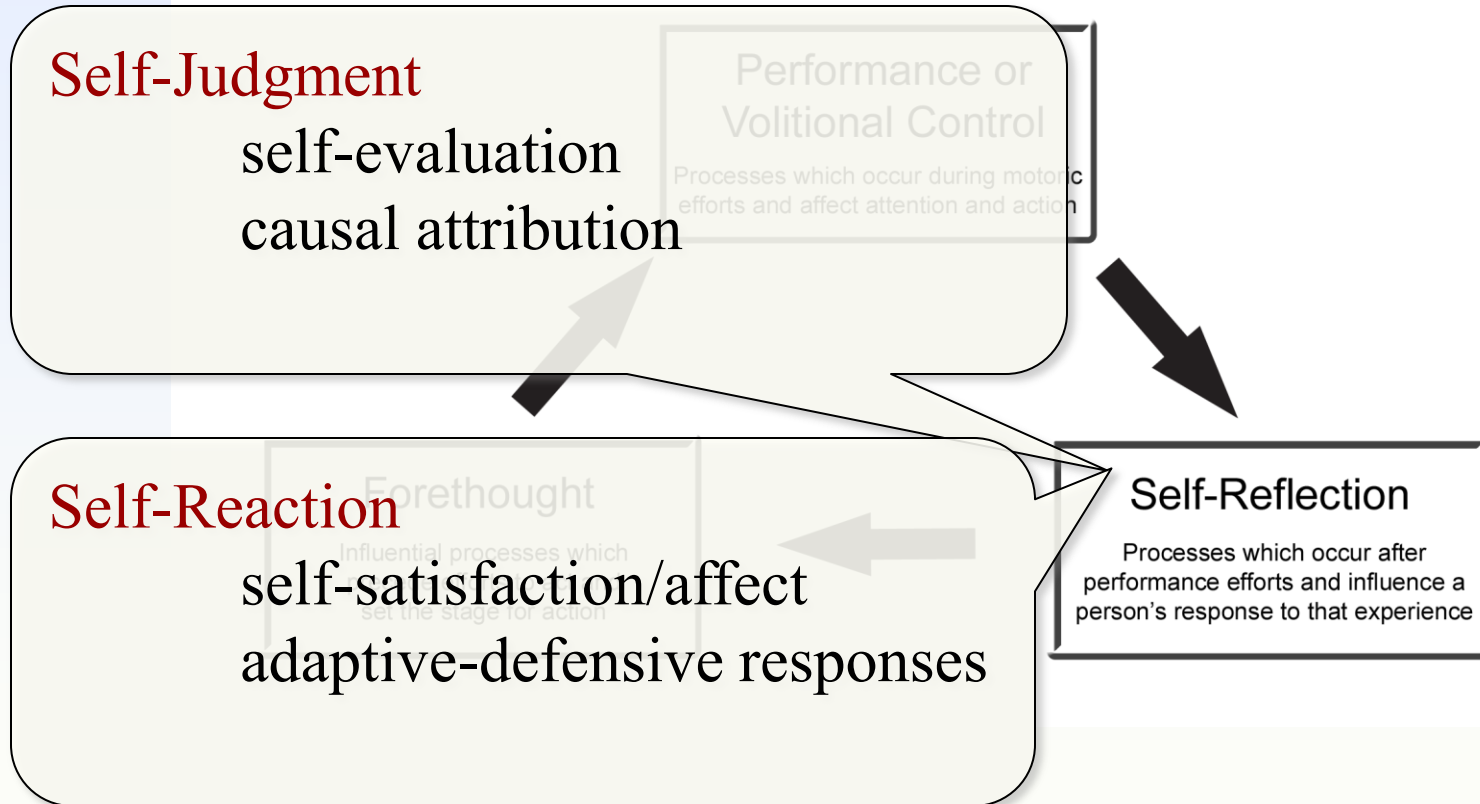
Schunk & Zimmerman (1994, 1998)

The SRL Model



Schunk & Zimmerman (1994, 1998)


The SRL Model



Schunk & Zimmerman (1994, 1998)

More on ePEARL

- Home
- Overview
- Work
- Personalize
- Sharing



Welcome to my ePEARL!
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General Goals

[add new goal](#)



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Halifax workshop

[Show all](#)



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ePEARL Level 4: Planning

Sidebar

Home
Overview
Work
Planning
Task Description
Criteria
Goals
Calendar
Competencies
Motivation
Doing
Reflecting
Personalize
Sharing

Title: **Goal setting**
Date Started: December 20, 2010
Last Saved: December 20, 2010

Task description:
In your own words, write what the assignment is about.

In this assignment I introduce the students to goal setting and hope to encourage more meaningful personal goals.

Last updated: 2010-12-20

Criteria:
How will you be evaluated?

Goals: +
What are the goals you have to achieve to complete this task? Break down the large task into smaller supporting tasks. Try to set goals that are: specific, measurable, attainable, relevant and time-bound (SMART).

Calendar:
Use the calendar to schedule your items.

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Competencies: +
Choose the professional competencies that you are working towards with this task:

3. To develop teaching / learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.

Motivation:
Keeping yourself motivated throughout the task is very important.

How motivated are you to do this task? How will you keep yourself motivated? least most

I'm pretty motivated to do this as the students don't see the value in goal setting. They feel it is a waste of time.

General Goal Links
Is this work related to any of your long-term General Goals?
add/edit goals
 Teaching goal setting
This term I would like to support the students' goal setting exercise better.

Strategy bank

Planning – Task Description & Criteria

The screenshot displays the ePEARL web application interface. The browser address bar shows the URL: http://grover.concordia.ca/eportfolio/debug/level4/eppearl/worktypes/level4/pages/index.php?uid=15&portfolio_id=15&selfview=1&secr. The page title is "ePEARL".

The main content area is titled "Vanitha's Portfolio" and includes a navigation menu on the left with options: Home, Overview, Work, Planning, Task Description (highlighted), Criteria, Goals, Calendar, Competencies/Skills, Motivation, Assessment, Doing, Reflecting, Personalize, and Sharing.

The "Task Description" section is titled "Research Article Review" and includes the following information:

- Title:** Research Article Review
- Date Started:** November 24, 2010
- Last Saved:** November 24, 2010

The "Planning" section is titled "Planning" and includes the following text:

A plan is an important first step in creating your work. This step involves understanding your task, setting goals and acknowledging your motivation.

Task description:
In your own words, write what the assignment is about.

Prepare an analysis of a review or research article. The article will deal with some aspect of learning, memory or motivation in children and will come from a peer-reviewed journal. Students will have an opportunity to practice this skill in class.
This learning activity will require an understanding of underlying concepts, an ability to differentiate inference from observation and an ability to communicate clearly and in logical fashion.

Last updated: 2010-12-06

Criteria:
How will you be evaluated?

750-word analysis of a review or research article that will be provided.
Deal with some aspect of learning, memory or motivation in children and will come from a peer-reviewed journal.
I will have an opportunity to practice this skill in class.
Understand underlying concepts, an ability to differentiate inference from observation and an ability to communicate clearly and in logical fashion.

Last updated: 2010-12-06

The right sidebar contains "General Goal Links" and a "Strategy bank" section.

Task Goals & Supporting tasks

Title: **Research Article Review**

Date Started: January 13, 2011 | Last Saved: November 24, 2010

Goals: +
What are the goals you have to achieve to complete this task? Break down the large task into smaller supporting tasks. Try to set goals that are: specific, measurable, attainable, relevant and time-bound (SMART).

General Goal Connections
Is this assignment going to help you work towards any of your General Goals? Use the sidebar on the right to link any relevant General Goals to this task goal.

Search for a topic

Online Search

URL Link
<http://www.eric.ed.gov/>
<http://www.apa.org/pubs/databases/psycinfo/index.aspx>

Strategies
What processes or actions will direct you towards your goal? Select or add your learning strategies
Choose reliable sources
Stay away from commercial sites
Use recommended reading list from Prof or the course
Strategy +

Library Search

Text
Use recommended course reading list
Review course pack from Intro to psych
Last updated: 2011-02-02

Strategies
What processes or actions will direct you towards your goal? Select or add your learning strategies
Create a bibliography as I go for future reference
Go to the McGill Library
Strategy +

General Goal Links
Strategy bank
Will any of the strategies from your strategy bank be helpful in achieving your tasks? You can also add new ones.

- Talk loud
- Make different categories of articles
- Choose reliable sources
- Take notes of main points
- Make time
- Practice
- Use Dawson suggested curriculum
- Contact Eve for ideas
- Review ABRA activities
- Look at the NRP
- Check references
- Read over quotes and check referencing
- Add additional information
- Show one more person
- Read over several more times
- Review peer feedback and incorporate
- Grammar, thesaurus, online dictionary
- Read over, edit
- How to reference?
- Review criteria
- Review criteria
- Have a peer review
- Create an outline
- Make sure to synthesize info clearly
- Keep a reference list
- Go through the abstracts to create a brief bibliography about the most interesting articles
- Go to the McGill Library
- Create a bibliography as I go for future reference

Task Analysis
setting goals
planning strategies

Visualizing – Concept Map

The screenshot displays the ePEARL interface for 'Vanitha's Portfolio'. The main content area is titled 'ePEARL Level 4 - Workshop' and shows a concept map for 'Level 4'. The map consists of three main task goal boxes, each with a central text box and several associated sub-goals in rounded rectangular boxes connected by lines.

Task Goal 1: 'Create a new Presentation for Level 4'. Sub-goals include 'Use L4 myself' and 'Create authentic assignments'.

Task Goal 2: 'Work on PPT'. Sub-goal is 'Review SRL slides'.

Task Goal 3: 'Use Concrete examples from different fields'. Sub-goals include 'Ask teachers for lesson plans', 'Study different course topics/themes', and 'Review past Presentations'.

Each task goal box includes a 'General Goal Connections' section with the text: 'Is this assignment going to help you work towards any of your General Goals? Use the sidebar on the right to link any relevant General Goals to this task goal'. The sidebar on the right, titled 'General Goal Links', contains a 'Strategy bank' with various checkboxes for linking goals, such as 'Talk loud', 'Choose reliable sources', 'Take notes of main points', 'Make time', 'Practice', 'Use Dawson suggested curriculum', 'Contact Eva for ideas', 'Review ABRA activities', 'Look at the NRP', 'Check references', 'Read over quotes and check referencing', 'Add additional information', 'Show one more person', 'Read over several more times', 'Review peer feedback and incorporate', 'Grammar, thesaurus, online dictionary', 'Read over, edit', 'How to reference?', 'Review criteria', 'Review criterial', 'Have a peer review', 'Create an outline', 'Make sure to synthesize info clearly', and 'Keep a reference list'.


The left sidebar contains navigation options: Home, Overview, Work, Planning, Task Description, Criteria, Goals, Calendar, Competencies, Motivation, Doing, Reflecting, Personalize, and Sharing.

Strategy Bank

Title: Research Article Review
Date Started: January 13, 2011


Goals: +
What are the goals you have to achieve to complete this task? Break down the large task into smaller supporting tasks.

General Goal Connections
Is this assignment going to help you work towards any of your General Goals? Use the sidebar on the right to link to your goals.



Last Saved: February 2, 2011

Use L4 myself




Strategies
What processes or actions will direct you towards your goal? Select or add your learning strategies

- Make time
- Take notes of main points
- Choose reliable sources
- Make different categories of articles

Strategy +

Create authentic assignments



Strategies
What processes or actions will direct you towards your goal? Select or add your learning strategies

- Contact Eva for ideas
- Use Dawson suggested curriculum

Strategy +

Strategy bank

Will any of the strategies from your strategy bank be helpful in achieving your tasks? You can also add new ones.

- Make different categories of articles
 - Choose reliable sources
 - Take notes of main points
 - Make time
- Use Dawson suggested curriculum
 - Contact Eva for ideas
 - Talk loud
 - Practice
 - Review ABRA activities
 - Look at the NRP
 - Check references
- Read over quotes and check referencing
 - Add additional information
 - Show one more person
- Read over several more times
- Review peer feedback and incorporate
- Grammar, thesaurus, online dictionary
- Read over, edit

Calendar

Calendar:

Use the calendar to schedule your items.

<< February 2011 >>

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

No items for: 02 February 2011 [View All](#)

Calendar

<< February 2011 >>

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Items for: 02 February 2011

Teaching Resource - Summarizing Revise

Teaching Resource - Summarizing v2 Revise

Upcoming:

02/02/2011 **Teaching Resource - Summarizing**
Revise

02/02/2011 **Teaching Resource - Summarizing**




...

Mozilla Firefox

http://grover.concordia.ca/eportfolio/debug/level4/eppearl/worktypes/level4/pages/calendar.php?mode=single&entry_lc

Date	Item	Completed
	Set a date fro Training	<input type="checkbox"/>
	Review with Einat	<input type="checkbox"/>
	Potential training date	<input type="checkbox"/>
	Meet w/ Anne and go over	<input type="checkbox"/>
	Practice	<input type="checkbox"/>
	Presentation Date	<input type="checkbox"/>

Competencies

[hide](#)   

Title



Date Started:

Last Saved:

Competencies: +


Choose the professional competencies that you are working towards with this task:

2. To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.

- Uses appropriate language when speaking to students, parents and peers. 
- Is able to take up a position, support his or her ideas and argue his or her subject matter in a consistent, effective, constructive and respectful way during discussions. 

Add Feature +

11. To engage in professional development individually and with others.

Select a feature: 

- Takes stock of his or her competencies and takes steps to develop them using available resources.
- Discusses the relevance of his or her pedagogical choices with his or her colleagues.
- Reflects on his or her practice (reflective analysis) and makes the appropriate adjustments.
- Spearheads projects to solve teaching problems.
- Involves peers in research related to the mastery of the competencies targeted in the programs of study and to the educational objectives of the school.

Select a competency:

1. To act as a professional who is inheritor, critic and interpreter of knowledge or culture when teaching students.
3. To develop teaching / learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study.
4. To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study.
5. To evaluate student progress in learning the subject content and mastering the related competencies.
6. To plan, organize and supervise a class in such a way as to promote students' learning and social development.
7. To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps.
8. To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.
9. To cooperate with school staff, parents, and partners in the community and students in pursuing the educational objectives of the school.
10. To cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned.
12. To demonstrate ethical and responsible professional behaviour in the performance of his or her duties.

Motivation

Date Started: February 2 2011 Last Saved: February 2 2011

Motivation:
Keeping yourself motivated throughout the task is very important.

How motivated are you to do this task? How will you keep yourself motivated? least most

B I U | | Font s Font fi

I am eager to get started, but nervous about all the work ahead!

How important is the completion of this task for achieving my long-term general goals? least most

Select a question
How confident am I that I will do well on this task?
How important is the completion of this task for achieving my long-term general goals?
How interested am I in completing this task successfully?
How happy will I be each time I achieve one of my task goals?

How happy will I be each time I achieve one of my task goals? least most

B I U | | Font s Font fi

Very happy because I know I will be closer to the final product.

Self-Motivation

self-efficacy
outcome expectations
intrinsic interest
learning goal orientation

Level 4: Doing

Home
Overview
Work
Planning
Doing
Creating
Sharing
Reflecting
Personalize
Sharing

hide [X] [✓] [✓]

Title:

Date Started:

Last Saved:

Doing Work

Creating:
Now that you've made a plan, you can start creating your work. Follow your plan, and use the sidebar to help you focus.

1 1

Recorder

Goal Setting Prompts

Files

Assign1-AW.doc
[view](#) | [download](#) | [delete](#)

Sharing:
Ask your peers for feedback on what you have so far.

Who Would I Like to Share With?

Shared with classes:
✖ Test Class

Have you completed your work? It's time to reflect! [Go to Reflecting](#)

My Plan
Checklist
Timer
Record

This is your journal. Keep a record of how you are doing, what you might need to change, or any recurring patterns in your learning behavior that you are noticing.

I am noticing that when I try to think of prompts for the students, I tend to fall back into the formulaic questions.

Progress

Sidebar

My Plan

Here is the plan you have set. Keep track of how it is working for you. Edit your goals and strategies, or add new ones, if needed.

- + Create a new Presentation for Level 4
- + Use L4 myself
- + Create authentic assignments

+ Work on PPT

- + Review SRL slides

+ Use Concrete examples from different fields

- + Ask teachers for lesson plans
- + Study different course topics/themes
- + Review past Presentations

+ Integrate showing & Doing

- + Show them a feature of L4
- + Have them try a feature

Checklist

Timer

Record

Progress

My Plan

Checklist

Which strategies are you using today? Save your tips and comment in the textbox.

- Make different categories of articles
- Choose reliable sources
- Take notes of main points
- Make time
- Use Dawson suggested curriculum
- Contact Eva for ideas

Easier to contact in the evening

save

Timer

Record

Progress

My Plan

Checklist

Timer

Do you need to keep track of the time you spend on each task?

00:00:00 start

Bibliography 00:00:58

Record

Progress

Self-Control
self-instruction
imagery
Attention focusing
task strategies

Sidebar

My Plan

Checklist

Timer

Record

Progress

How have you advanced today? Use these sliders to mark your progress.

Create a new Presentation for Level 4

Use L4 myself

Create authentic assignments

Work on PPT

Review SRL slides

Use Concrete

Self-Observation
self-recording
self-experimentation

My Plan

Checklist

Timer

Record

This is your journal. Keep a record of how you are doing, what you might need to change, or any recurring patterns in your learning behavior that you are noticing.

I noticed I easily get side-tracked. Telephone keeps ringing... Can't have wifi access while working!
Important to find a quiet work environment, maybe library.

save

Progress

Teacher Sharing

Sharing:
Ask your peers for feedback on what you have so far.

Who Would I Like to Share With?

Class: Test Class Share with the whole class Share

Shared with students:
✗ Valerie Turner
✗ Einat student

Peer Feedback ⓘ

Einat student: Updated 02
There are special individual

Share with the whole class
Student: Jon student
Student: Tom student
Student: Bev student
Student: Catherine student
Student: Phil student
Student: Eva student
Student: Liz student
Student: Larysa student
Student: Ann-Louise student
Student: Rena student
Student: Wynnpaul student
Student: Laura Fontil
Student: Valerie Turner
Student: Jon Harding
Student: Melanie Perrett
Student: Jon1 student
Student: New student

an book, and they have no wifi

Have you completed your work? It's time to reflect! [Go to Reflecting](#)

Shared with students:

- ✗ **Anne student** has access to **Artifact: ePEARL Level 4 - Teacher Training**
- ✗ **Einat student** has access to **Artifact: ePEARL Level 4 - Workshop**
- ✗ **Larysa student** has access to **Artifact: Research Article Review**
- ✗ **Valerie Turner** has access to **Artifact: ePEARL Level 4 - Workshop**

Shared Portfolios:

- | | |
|----------------------|---|
| Anne Wade |  Portfolio: 1 artifact shared |
| Einat student |  Portfolio: 1 artifact shared |

Level 4: Reflecting

The screenshot shows a web application titled "Goal setting" with a sidebar on the left and a main content area. The sidebar includes a "Home" button and a "Work" menu with sub-items: "Overview", "Planning", "Doing", "Reflecting", "Self-Evaluation", "Cause", "Satisfaction", and "Adaptation". The "Reflecting on Work" section is active, containing a "Self-Evaluation" section with a red circle around the title and a "Cause:" section with a red circle around the title. Below these are "Recorder" and "Satisfaction:" sections, with the latter having a red circle around the title and a progress bar. At the bottom, there is a "Lessons Learned:" section with a red circle around the title. A "Goals" sidebar on the right contains "Task Goal 1" and "Supporting Task 1". Two callout boxes are present: one pointing to the "Self-Evaluation" section and another pointing to the "Satisfaction:" section.

Self-Evaluation:
How did you do? Look at the goals and criteria you set for this task. Compare the result of your efforts to your intentions and goals.

Recorder
Untitled

+ Need help? Answer these:
Cause:
What are the reasons for this outcome?
Did your result match your intentions? What are the reasons for this outcome?

Satisfaction:
How satisfied are you with your performance, overall?
least most

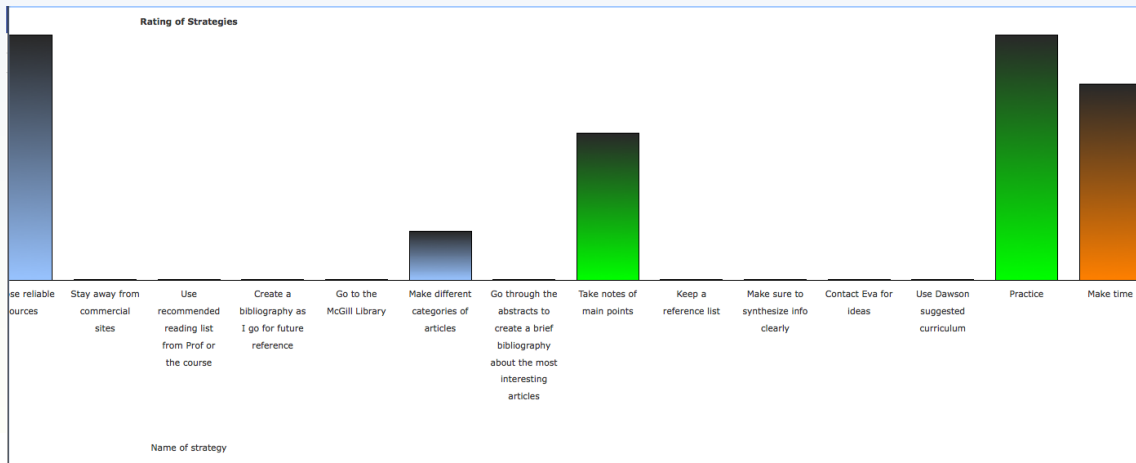
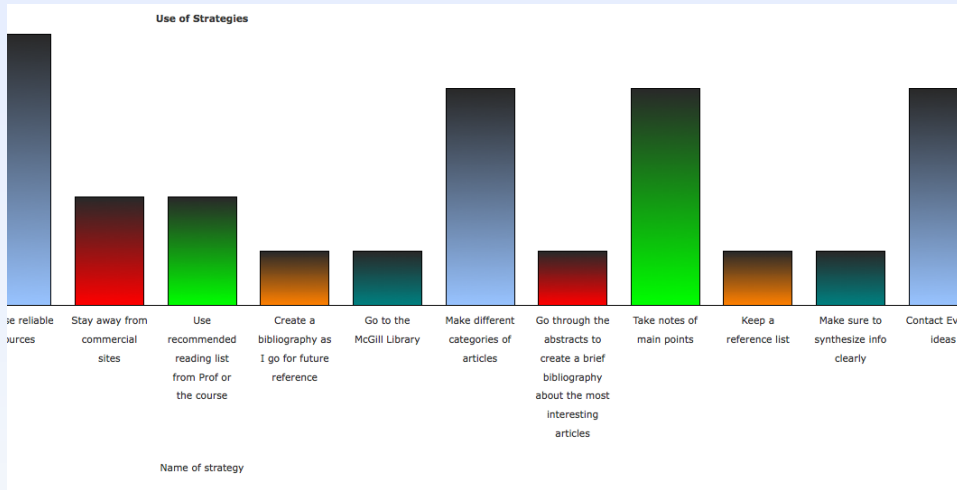
Lessons Learned:
What can you do differently next time you approach a similar task? What are the lessons you will take away from this about yourself as a learner?

Self-Judgment
self-evaluation
causal attribution

Self-Reaction
self-satisfaction/affect
adaptive-defensive responses

Criteria
Strategies
Competencies

Overview - Graphs



Overview - Strategy Management

add new strategy				
Title	Rating	Frequency	Notes	
Keep a reference list	<input type="text" value="0"/> / 5	1		
Look at the NRP	<input type="text" value="0"/> / 5	0		
Make different categories of articles	<input type="text" value="1"/> / 5	4		
Make sure to synthesize info clearly	<input type="text" value="0"/> / 5	1		
Make time	<input type="text" value="4"/> / 5	3		
Practice	<input type="text" value="5"/> / 5	2		
Read over quotes and check referencing	<input type="text" value="0"/> / 5	0		
Read over several more times	<input type="text" value="0"/> / 5	1		
Read over, edit	<input type="text" value="0"/> / 5	0		
Review ABRA activities	<input type="text" value="0"/> / 5	0		
Review criterai	<input type="text" value="0"/> / 5	0		
Review criteria	<input type="text" value="0"/> / 5	1		
Review peer feedback and incorporate	<input type="text" value="0"/> / 5	1	Research Article Review v3 Better when I do this at the end. Otherwise I get distracted.	
Show one more person	<input type="text" value="0"/> / 5	1		
Stay away from commercial sites	<input type="text" value="0"/> / 5	2		
Take notes of main points	<input type="text" value="3"/> / 5	4		
Talk loud	<input type="text" value="0"/> / 5	2	ePEARL Level 4 - Teacher Training v2 Don't practice at the library ePEARL Level 4 - Workshop v3 Don't practice at the library	
Use Dawson suggested curriculum	<input type="text" value="0"/> / 5	4		
Use recommended reading list from Prof or the course	<input type="text" value="0"/> / 5	2		