

Assessing Reflective Learning Journals Designed to Enhance Self-directed Learning

JASAL Forum at JALT2013

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4 Reflection questions

1. What is your **weekly target** for this week?
2. What **did you do** this week?
3. Do you think your learning activities were **useful** for achieving your goals?
4. Considering what you have done this week, what **will you do** next week?

Holistic grading per semester

| Sophomore Module Granding Band | |
|---------------------------------------|--|
| Planning and diaries | |
| 1 | awareness of 1. previous learning experiences and/or 2. needs analysis activities to come to an excellent understanding of 1. their needs and 2. subsequent description of learning goals. |
| 2 | 1. the strategies and 2. materials chosen logically 1. match these needs and 2. show a clear focus. |
| 3 | 1. reflect extensively and 2. refocus their needs if necessary and II. to choose a. strategies and b. materials according to their changing needs over time. |

Research questions

Investigate the **internal criteria** that each learning advisor uses to assess their learners' weekly guided reflective learning journal

- 1. What aspects of learning process do learning advisors (LAs) look at?**
- 2. What kind of criteria do they use?**

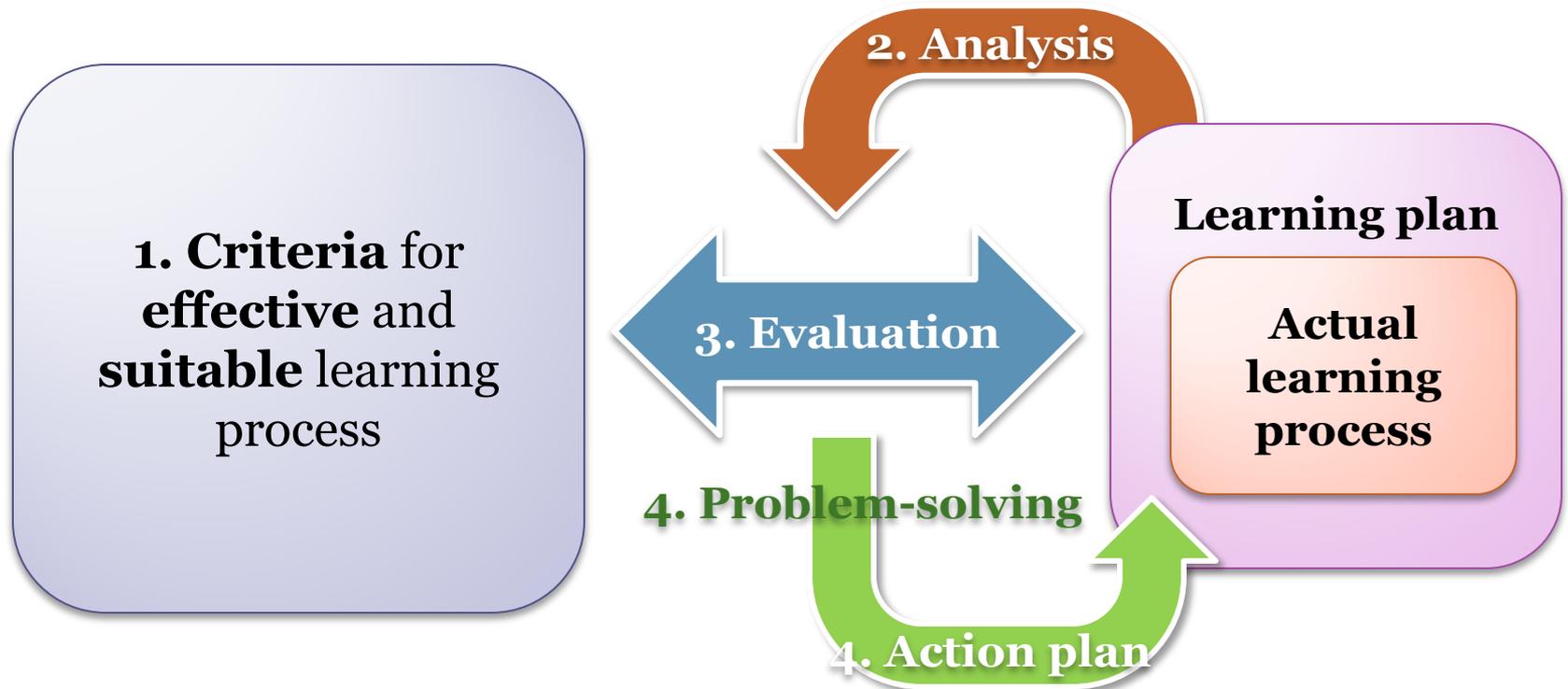
Methodology

- **Participant:** 8 LAs
- **Methodology:** Talk aloud protocol and follow-up interviews (IC recorder & video taping)
- **Data analysis:** Grounded theory

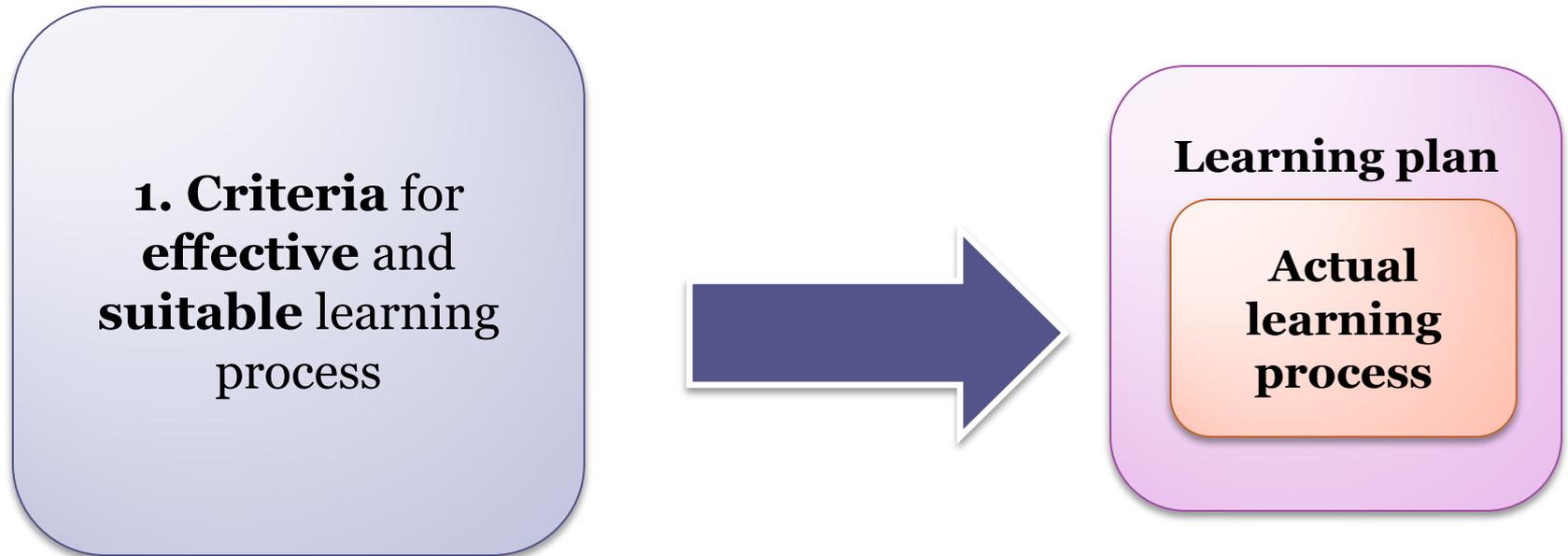
Preliminary Results

1. Detailed LA's internal criteria to evaluate different aspects of learning process
2. Interesting LA's internal criteria for **students' self-evaluation of learning process**

Students' self-evaluation of their learning process



1. Criteria developing skills

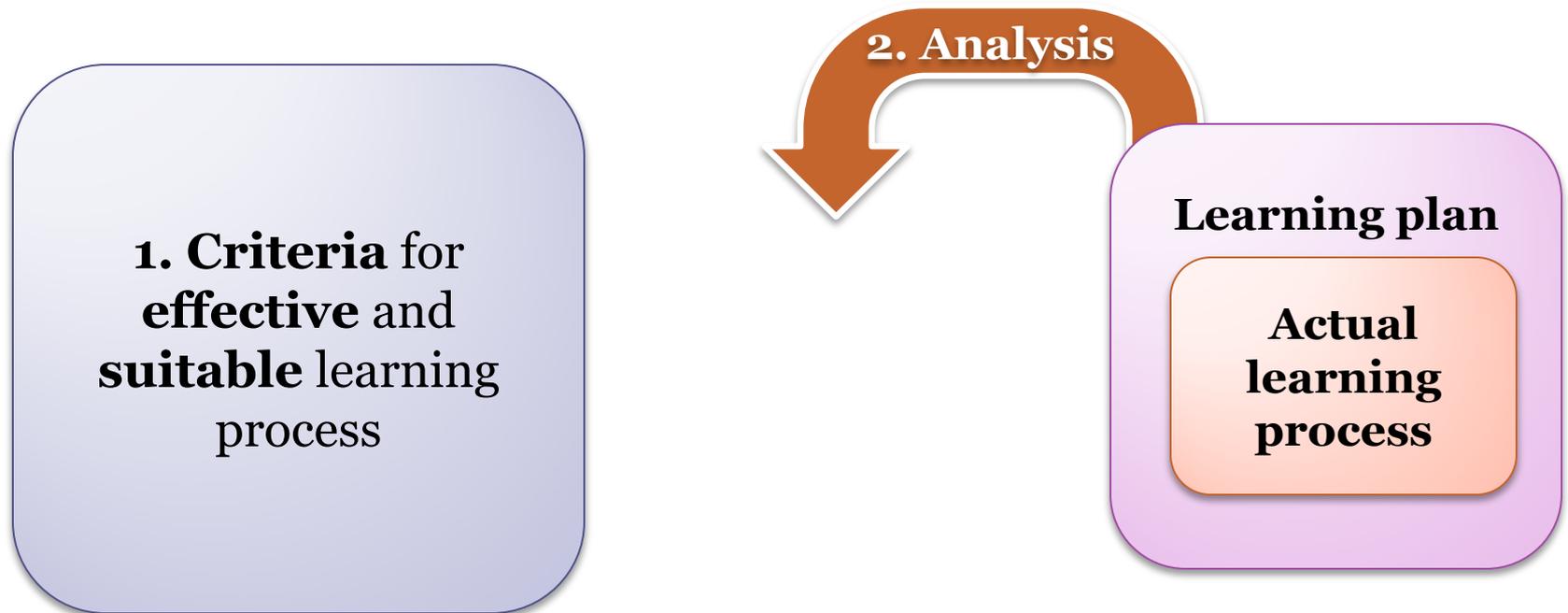


Criteria developing skills

LAs look at if students:

1. use the basic **criteria taught** in the previous learner training module to plan and do their learning activities
2. have built upon the criteria by discovering their **personal preferences** as well as **restrictions due to other commitments** in their life

2. Analytical skills

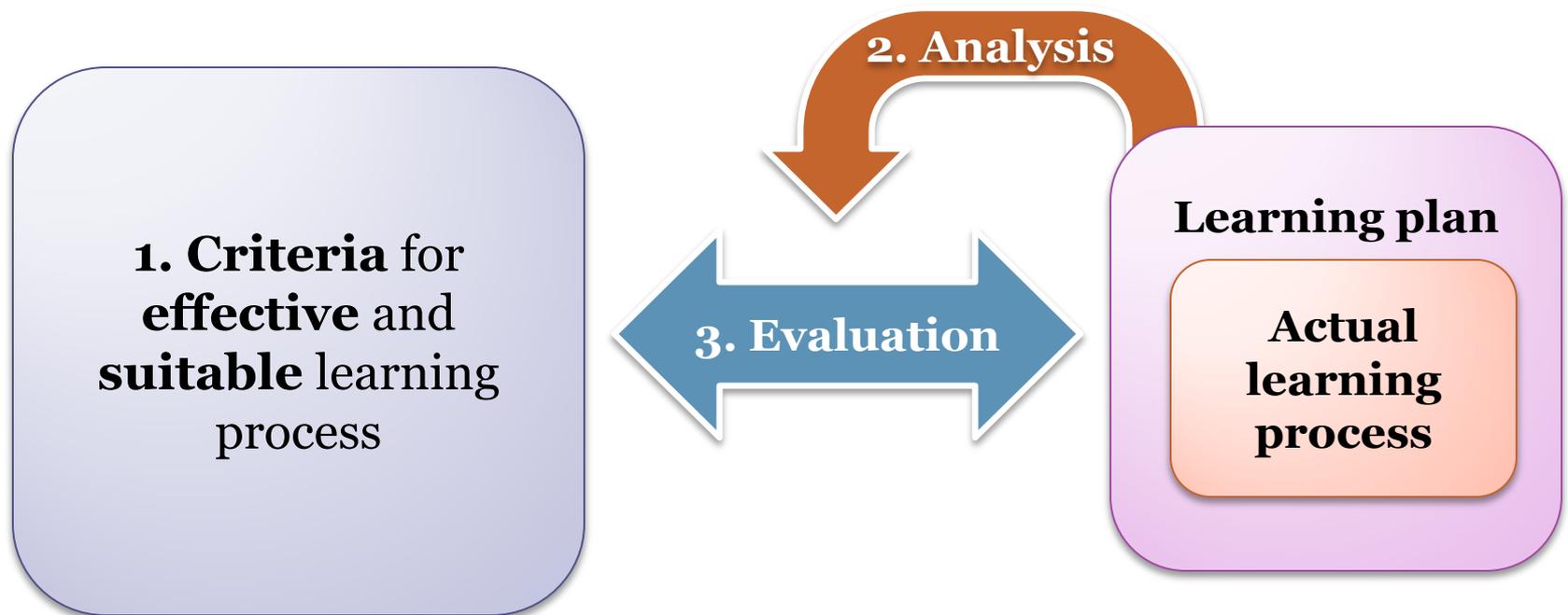


Analytical skills

LAs look at:

1. how much **in detail** the students can observe, remember, describe and think deeply **about their learning process**.
2. if the students can find out **the reasons of what they noticed** in their learning process.

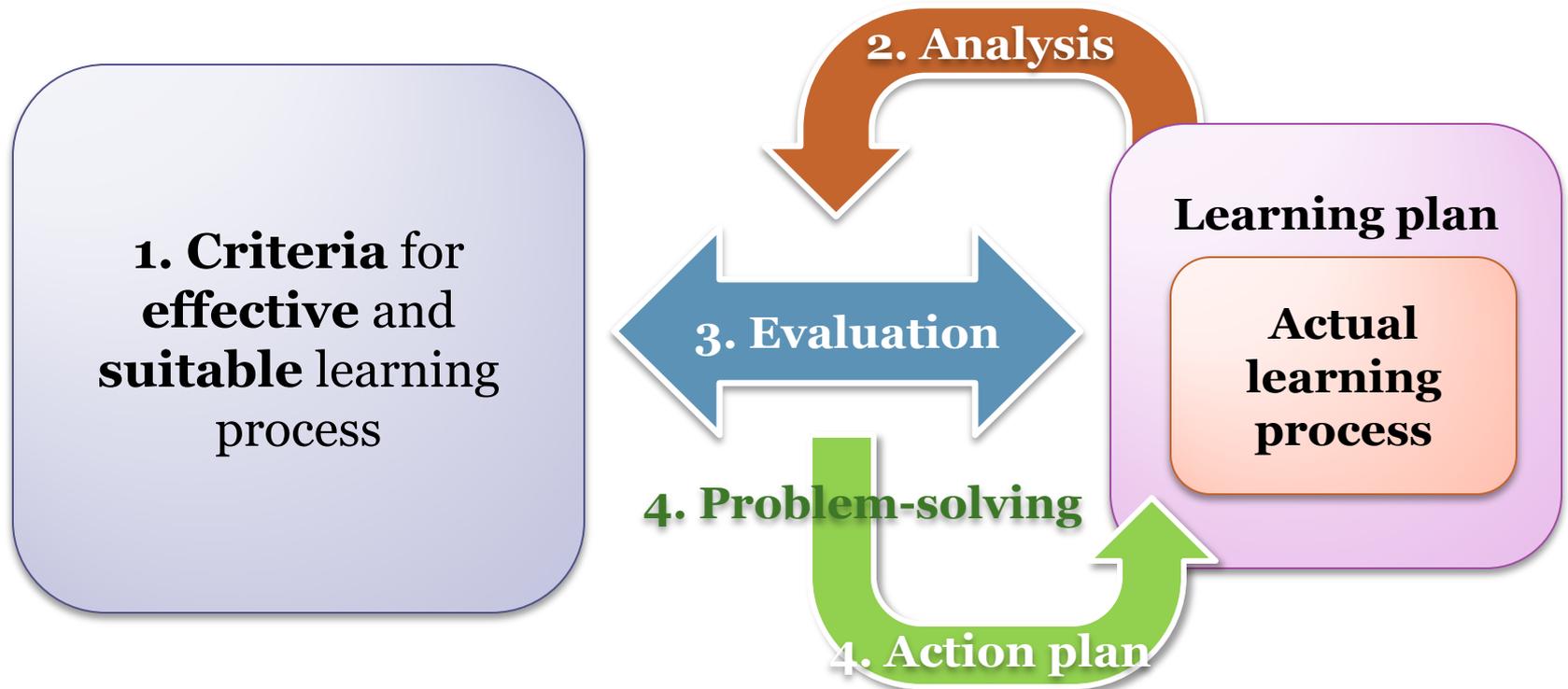
3. Evaluation skills



Evaluation skills

LAs look at if students can evaluate their learning process by checking whether **what they did matches the criteria**, based on the analysis of their learning process

4. Problem-solving skills

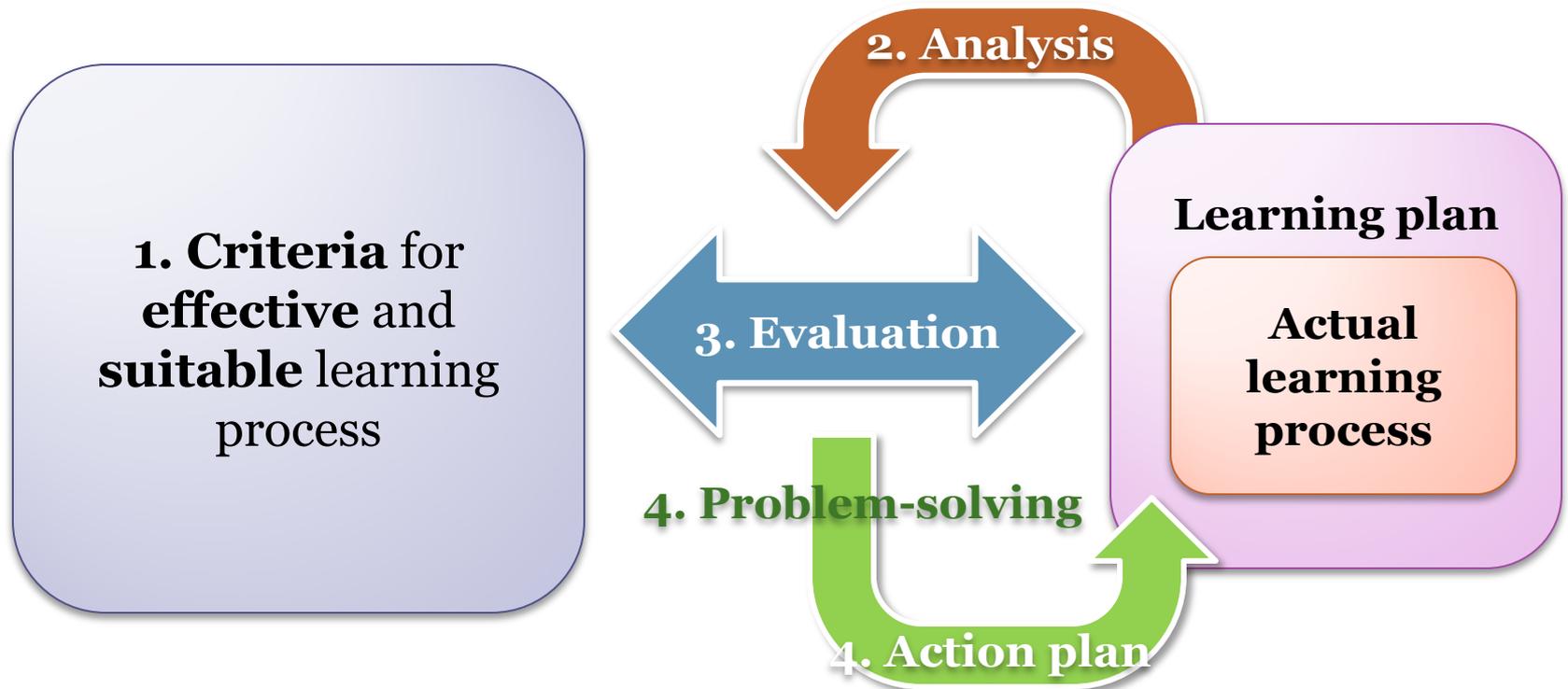


Problem-solving skills

The LAs check if students:

1. identify **a problem**, if there is any, based on the results of evaluation
2. come up with **a solution** for the problem.
3. create **a concrete action plan** based on the solution that will become the part of the next learning plan.

Four skills valued in self-evaluation



Conclusion

- The grading band can be improved by incorporating more details using LAs' internal criteria
- Coincidental curriculum development at KUIS enables the grading band to be updated

Thank you.

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