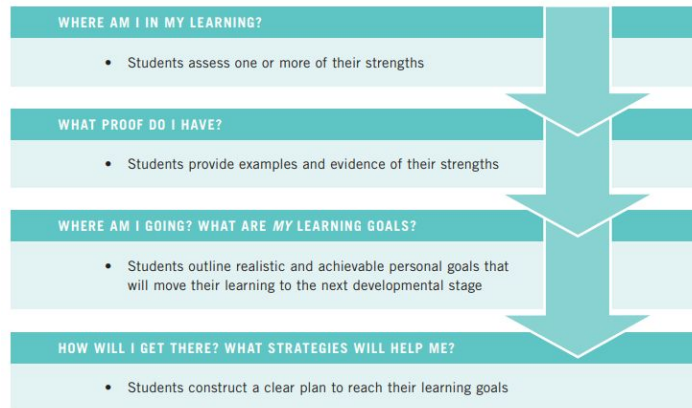


A guiding document that we discovered was the Surrey School District's document clarifying and outlining the methodology and framework for teachers to reflect upon and discuss learning in the areas of the Core Competencies. Another influence for us was McMillan & Hearn's discussion of student self-assessment and the benefits that are present in such an exercise. In



our presentation we briefly discussed (time limited) how, when correctly implemented “student self assessment can promote intrinsic motivation, internally controlled effort, a mastery goal orientation, and more meaningful learning.” (McMillan & Hearn, 2008, p. 40). Our purpose for this project was to create a tool to build students’ motivation and ownership of growing in each area of the core competencies.

Surrey School District Core Competencies, p. 8, <https://www.surreyschools.ca/schools/cambridge/Publications/What%20are%20the%20Core%20Competencies.pdf>

A goal we strove for in our design was to ensure that students would be able to “monitor and evaluate the quality of their thinking and behavior when learning and... identify strategies that improve their understanding and skills.” (McMillan & Hearn, 2008, p. 40)

An area of growth we agreed upon for all our students was resiliency and were struck by McMillan and Hearn quoting Rolheiser and Ross, “Students who are taught self-evaluation skills are more likely to persist on difficult tasks, be more confident about their ability, and take greater responsibility for their work” (2008, p. 42).

The theory behind our project was based on constructivist theory of learning as “students construct meaning, in part, by self-assessing prior to and during learning.” (McMillan & Hearn, 2008, p. 42) The project also follows the tenets of metacognition as the reflection “involves the capacity to monitor, evaluate, and know what to do to improve performance.” (McMillan & Hearn, 2008, p. 43)

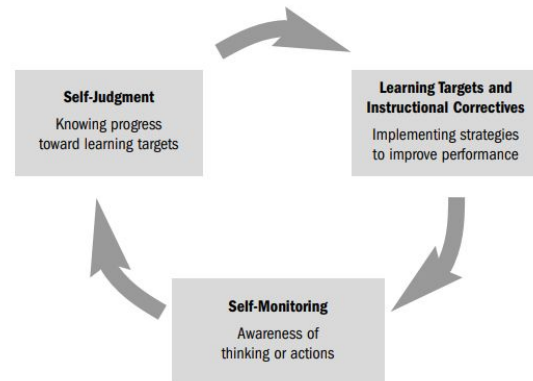


Figure 1. Student Self-Assessment Cycle

Assets: The entire feedback form was created by us in Google Forms as our base platform. We split the Core Competencies into their 6 profiles and generally, Kalen worked Profiles 1-3 and Nathan worked on Profiles 4-6 for each competency. The data generated was hosted on a Google Sheet we created and the visual representations of the data used in our presentation were created by Nathan in Microsoft Power BI.

Several of the memes as well were created/modified using the Meme Generator available at <https://imgflip.com/memegenerator>. We each created some memes from this online template to add to the final presentation and the survey itself.

Over the course of this project, Kalen learned how to convert excel data into a chart or visual representation. He also learned how to set up a Google Form with multiple linked sections and using the tools in the platform to allow for individualised reflection and navigation allowing students to advance to different parts of the reflection based on their self-assessment of a competency (ex. A student did not need to navigate through Profiles 1 to 4 simply to reach Profile 5. The Form was constructed to funnel students directly to the profile they chose - with an added check to confirm their choice).

Nathan learned how to set up an automated process in Microsoft Flow in our initial efforts to use Microsoft Forms. The goal was to automatically update an Excel spreadsheet with Microsoft Form answers (for some reason Microsoft Forms does not automatically update the answers spreadsheet while Google Forms does). The initial plan was to keep the whole project in the Microsoft suite of apps to streamline the delivery to Power BI. Ultimately, although the automated process was updating the Excel spreadsheet, Power BI was not querying the updated information. We then decided to switch over to Google Forms and Google Sheets where Nathan has greater experience. Both Kalen and Nathan input and formatted their questions and media into Google Forms.

Our purpose of having students reflect upon their grasp of the core competencies as stated by the BC Curriculum was well integrated into our platform with language and profile descriptions coming from the BC Curriculum website. We also, upon receiving excellent feedback, added a variety of images intended to bring a sense of humour to the document to increase student engagement.

In terms of audience, our initial thought was to develop questions that would apply to as large and inclusive an audience as we could. There was a balance in the binary genders represented in the media selected and others that were included do not specify a gender. We also tried to include people of different ethnicities. A weakness we did face with our tool is that it is only available in English and captures a reflection of a user's ability to communicate in English, which may hinder their ability to showcase their strength in the focus area (creative thinking, social responsibility, etc).

The most effective moment was the feedback about the initial project idea being that of simply visualizing self-assessed scores. That changed our focus, our understanding of the magnitude of the project and the scope of our tool.

We would share this with our friends and work colleagues. Our aim was always to create a tool that we would want to use with our students. The areas of the tool that work are effective tools for student reflection which I will certainly use with my class this year.

## References

McMillan, J. H., & Hearn, J. (2008). Student self-assessment: The key to stronger student motivation and higher achievement. *Educational Horizons*, 87(1), 40-49.