ISSN 1392-0340 (Print)
ISSN 2029-0551 (Online)
https://doi.org/10.15823/p.2025.158.5

Pedagogika / Pedagogy
2025, t. 158, Nr. 2, p. 100–116 / Vol. 158 No. 2, pp. 100–116, 2025

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Enhancing Self-Assessment Skills in Teacher Education Students' Engagement

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Annotation. This study examines the role of self-evaluation in teacher education, focusing on the engagement of 131 students in formative self-evaluation practices and their understanding of the process. A qualitative research design was used to assess the application of self-evaluation among students. The research was centred on students' self-evaluation of their research projects presented in class and as course papers. These findings showed that self-evaluation can be useful when preparing a research project, potential amendments, and transformations.

Keywords: *student self-evaluation, teacher education, self-evaluation rubrics, self-evaluation .*

Introduction

Responses regarding an individual's work help improve students' comprehension of their work and assessment of outcomes in specific research courses. Integrating comments as a learning technique in academic development influences students to gain reporting skills and approaches and to enhance their academic achievements (Köppe et al., 2024). Therefore, this approach allows students to improve their self-control and self-assessment skills. Students are in a position to give and receive feedback from their peers. Peer responses may prove more effective because the barrier of authority tends to bridge the gap that frequently exists between instructors and students. The responses of group mates were incorporated into one of the educational techniques in the research process. The students responded to their group mates' capabilities,

procedures, and outcomes. The peer response was exercised using the rubric's standard. The peers' responses involved discussion between students regarding the work of others, exchanging suggestions and proposals, and asking queries. This created a culture whereby they learned to critique their work and take on positive comments and progress both academically and personally. Students become dependent on the work of group mates, and this means that they acquire a segregation of judgment which can be applied to their own work (Lu et al., 2023).

The second learning method was self-evaluation, and it was applied in the course of the research. The developers of the product view self-evaluation as a technique to establish and enhance other crucial skills and abilities like accountability in learning processes, self-mentoring, and reflection using educational approaches, objectives, and results. Specifically, self-evaluation initiatives which would not be probable without continuous reflection of a person's work and providing or obtaining a response from self, group mates, or instructors (Atrash et al., 2023).

Teacher education programs help future teachers manage and improve classroom learning. This preparation includes developing students' research abilities, especially self-reflection and self-assessment. Self-assessment is an extensively used educational tool, but its applications in teacher education are poorly researched and studied. The lack of research on this topic contributes to the necessity of a full exploration of the ways in which self-assessment can support teacher education students' engagement both intellectually and professionally. In this way, the study will fill the existing knowledge gap in the influence of self-assessment on the behaviour of research projects in teacher education students' carrying out reflection and completion. Exploring how structured self-evaluation might help students develop critical inquiry and reflective habits is vital.

To review how self-assessment enhances the research skills of teacher education students. This comprises the knowledge of the impacts of self-evaluation on the identification of the research problems, application of solutions, post-reflection regarding the processes, and the effectiveness of student outcomes. This paper focuses on these details to determine how self-evaluation encourages critical thinking, self-management, and communication, which aspiring teachers require.

The specific objectives of this research are stated below:

1. To assess the impact of self-assessment on teacher education students' ability to identify research problems and align them with appropriate solutions.
2. To determine the impact of self-assessment activities in terms of enabling students to reflect critically on the process and results of their research.
3. To investigate the contribution of self-assessment to the development of communication and self-regulation skills in teacher education students.
4. To examine the role of feedback (from peers and instructors) in enhancing the self-assessment process and its effectiveness.

Hypotheses:

1. Self-assessment significantly improves teacher education students' ability to identify and analyse pedagogical research problems more effectively.
2. The use of structured self-assessment rubrics improves the accuracy of students' evaluations of their research process and outcomes.
3. The iterative nature of the research projects of the students is assisted by the peer and instructor comments given during the self-assessment learning process.
4. Teacher education students who engage in self-assessment activities will demonstrate improved self-regulation, critical thinking, and communication skills by the end of the course.

Literature Review

Using the re-evaluated and improved meaning of self-evaluation described by Heidi L. Andrade in the literature review following the contemporary study of self-evaluation theory and practice, the term is used to the process of observing an individual's procedures and results to effectively adjust in a manner that promotes learning and achievement (Andrade, 2019; Radović et al., 2023; Yan et al., 2021). Similar findings were provided by Lui and Andrade (2022) in their work that focused on "the black box", where different current resources on the research of various elements of self-evaluation showed that the process involves a mouldable evaluation initiative that improves educational skills and may be of greater significance in advanced academic goals for both the student and instructor than cumulative self-evaluation activities like grading a person's work.

Despite some differences between the current opinion and the one presented by Andrade (2019), the latter agrees with the author that the main student task is the formation of self-assessment mechanisms. Although these types of evaluations are beneficial when properly applied, they should be carried out in a way that does not hinder the students learning. Andrade (2019) hypothesizes that providing timely feedback and enabling self-evaluation would help improve the process and outcome and thus achieve education and success. In this regard the educational process must be oriented toward self-assessment; unless education evolves continuously, even education itself loses meaning. Due to this, the author suggests the opportunity to make self-controlled learning to be done through student self-evaluations. By defining clear roles and tasks, educators will be able to spare extra time to the learning environment and even atmosphere so that learners could pass through a strict and honest self-performance evaluation of academic life and performance (Yan et al., 2021). Being a formative assessment strategy, the author hereby highlights the self-evaluation of student research projects to improve career opportunities. Generally, the study

appraises self-evaluation as an important learning strategy in teacher training. The questions that guided the investigation include: 1) How does self-evaluation impact teacher education students' ability to conduct and complete research projects? 2) How do teacher education students develop self-evaluation skills throughout the course, and what factors contribute to their improvement? In the research activity, self-evaluation was demonstrated in separate online configurations: assignment essays where students explored the procedures and focused on gaining the capabilities, study approach, and outcomes regarding associated the research project in practice at an educational facility, and using reflective journaling where the students communicated their opinions on the activity and influence on the assignment. The author aims to provide insightful information regarding student participation in formative self-evaluation activities.

Self-regulation, general reflective education, as well as teacher education are the consequence of a self-assessment practice. According to Papanthymou and Darra (2019), self-evaluation allows a student to be granted the privilege to examine their progress, determine what can be improved, and take the initiative of self-learning. Andrade (2019) notes that self-assessment is a process in which students monitor themselves and their activities, including outcomes, to control constructive learning and achievement. Therefore, the ability to provide critical reflection of academic performance among teacher candidates is critical because reflective work is core to continuous professional growth. Further, Dahal et al. (2022) discuss how both self- and peer-evaluation can be enhanced abilities in student-teacher evaluation. The metacognitive competency assisted the student-teacher to carry out self-evaluation, and this is essential to success in the field of professional and academic life. Self and peer evaluation using the Moodle learning management system allowed the participants to acquire self-efficacy and comprehend their strong and weak points. Max et al. (2022) affirm that self-assessment in Technological Pedagogical Content Knowledge (TPACK) development helps preservice teachers identify their strengths and weaknesses. The self-assessment tools guide preservice teachers through the examination of their technological, pedagogical, and material proficiency so that they can more efficiently employ technology in the classroom in the future. Borg and Edmett (2019), in their work, describe the self-assessment instrument used by the teachers of the English language. Their discovery shows that an effective self-evaluation helps an educator analyze the shape of his or her pedagogy, identify weaknesses in his or her growth as a professional, and, consequently, be more productive in the long run. The Borg and Edmett study is based on a complex assessment model, which implies that teachers are supposed to think about their daily practice, as well as correct their plans of delivery to the classroom following the latest trends versus individual preference modality.

Martez et al. (2020) support this argument in their study by demonstrating that technological systems can enhance the effectiveness of e-self-assessment in universities. In particular, Moodle allows students to receive immediate feedback as well as assess

themselves. E-assessment increases knowledge on the topic, better self-regulation, and metacognition about the independence of the students. Huang (2022) adds that self-assessment has a major impact on teacher self-efficacy – the belief in one's ability to effectively teach – and self-regulation, both of which are essential for teacher effectiveness in the classroom. The author also states that teacher self-assessment promotes introspection and modification, which improves teaching.

According to Ibarra-Saiz et al. (2020), self-evaluation can help to fill the feedback-self-regulation divide. The research established that project management students who used self and peer assessment improved their academic grades and acquired the much-needed evaluative judgement skills. A capacity to judge the work of self and others better, evaluative judgement, is interconnected with self-regulation, and it is essential to students and teachers. Peer and teacher feedback serve scholastic learners as well in the revision of assignments and making adjustments to work based on analysis.

Finally, self-assessment also helps students develop self-regulation, meta-cognitive knowledge, and self-efficacy, with the last three being the most essential abilities in teacher education courses. In this self-evaluation process, the motivating force is instructive feedback, which enables the learner to evaluate his/her performance besides pursuing deliberate self-improvement within the confines of education and career endeavour. It is thus desirable to embark on a thorough search on how self-assessment promotes thinking and extends the teaching course as long as e-assessment platforms remain involved.

Methodology

The current research utilized a qualitative research design in examining the factors that self-assessment contributes to the participation of teacher-education students in the research initiatives. To analyse the work of self-assessment by students and obtain insights into the reflections they put on their research processes, a content analysis strategy was chosen as recommended by Andrade (2019). Competence (abilities), the process (implementation), and the product (impact and results) may be defined as the main targets of the theoretical approach to self-assessment. These dimensions have helped greatly to enable the student to learn how to recognise problems within the classroom, formulate research topics, and evaluate the findings of their investigations. The author was able to base the study on the institutional and national committees charged with human subjects in order to create a framework and principles of the study. The research followed the principles outlined in the 1964 Helsinki Declaration and its subsequent amendments, or comparable ethical standards, and complied with GDPR. Participants were duly informed that the collected data might be used for research purposes. The study was not pre-registered. One hundred and thirty-one

students from the University of Latvia provided informed consent to participate in this study for course credit.

Data was assembled using the mandatory research course for Bachelor's Degree Teacher Education students.

A total of 131 participants were selected by non-probability convenience sampling. Convenience sampling was practicable because teacher education program participants were available. Educational research often uses this strategy to study specific cohorts, such as teacher education students. While not random, this strategy allowed researchers to acquire valuable data from a readily available group. The participants were teacher education students engaged in compulsory research courses at a university. The group comprised 73 second-year students from English Language Teaching, Primary School Teaching, and Latvian Language and Literature Teaching programs and 58 fourth-year students from Science and IT Teaching programs. The sample consisted of 131 participants, of whom 65% were women and 35% were men. The participants were aged 18–25 years, although a smaller segment of them belonged to older ages, and this shows the difference in academic backgrounds. The participants had attended different teacher education programmers, like the primary and the secondary teacher education programmers. Second-year students were in the early stages of their teacher education, while fourth-year students were nearing the completion of their programs, providing insight into self-assessment at different educational stages. Table 1 shows the demographics and sampling details.

Table 1

Participants by Year and Program

Year of Study	Program	Number of Students
2nd Year	English Language Teacher	38
	Primary School Teacher	53
	Latvian Language and Literature Teacher	21
4th Year	Science and IT Teacher	19

Data collection occurred between February and May through three primary sources: Students conducted self-assessments of their research projects, examining their abilities to plan, implement, and reflect on pedagogical problems and solutions. Students completed their reflective journals on the university's learning management system (Moodle), ensuring that the data collection was centralized and easily accessible. These assessments used a rubric based on Andrade's (2019) framework (see Table 2).

Table 2

Rubric for Self-Assessment of Research Project

Criteria	Ineffective	Developing	Effective	Exemplary
Competence	Vague problem identification Poor aim alignment Weak planning and communication	Broad aim but partially aligned Some appropriate methods Partial stakeholder communication	Clear problem identification Aim aligns with issue Appropriate methods Assertive communication	Precise identification based on research Fully aligned aims and objectives Collaborative planning Stakeholder engagement
Process (Implementation)	Unclear aim Lacked strategy Did not involve stakeholders	Partly clear aim Some strategies used Partial stakeholder involvement	Clear aim to all Followed through with pre-set strategies Improved plan when necessary	All stakeholders involved Diverse strategies used Contingency plan prepared and adapted
Product (Results)	Failed to achieve aims No analysis or evidence of impact	Partially achieved aims Incomplete analysis and minor evidence of impact	Fully achieved aims Analysed results and collected evidence of impact	Exceeded expectations Regular analysis and reflection Strong evidence of social impact

After completing their projects, students provided reflective journal entries summarizing their experiences with self-evaluation during the course. These reflections are gathered after completion of the session, and it is ensured that the participants respond anonymously. Feedback during presentations conducted in classes assisted the students to assimilate and analyse what was promoted by fellow students and lecturers. This cycle of review enabled them to have the ability to assess themselves continuously and make substantial amendments to their project applications.

Students could work individually (chosen by sixty-seven students) or in pairs (sixty-four opted for this). The solution had to be integrated at the internship institution. Thereafter, the students would request feedback from participants in the process and perform a self-assessment on the experience and achievement.

Content analysis was applied to self-evaluations and journal reflections. For the analysis of the reflective journals and feedback, MAXQDA software was used for qualitative coding. This analytic framework helped it to classify themes relating to self-assessment, inclusion of feedback, and development of self-regulation systematically. Drawing on qualitative research, it had traced the development of self-assessment

by students. The data were categorized according to age, gender, and the geographical location of the study to evaluate the degree of variance of each of those influencing factors that predetermined the results of self-assessment practices implementation. The findings, therefore, shed some light on how various institutions undertook self-assessment work. During project presentations, feedback was both given and critiqued by teachers and peers, and students used their comments to improve their work. Since the students had to go through this process repeatedly and thus engaged in constant evaluation of their work, feedback, and revision of projects, this process helped to speed up the entire assignment period. The subsequent self-evaluations after feedback served to assist post-graduate students in refining their research methods and findings. Self-assessment and peer comments were applied in the case of self-evaluation and comments during the study based on the same criteria. This rubric assessed study problem identification, methodology, communication, and findings. With peer input offering other viewpoints, the feedback process was meant to assist students in improving their work. This feedback was based on the same self-assessment rubric, ensuring consistency. Using Andrade's (2019) framework, codes were generated for different phases of the self-evaluation process: competence (abilities), process (implementation), and product (results and benefits). The content was then categorized into recurring themes and subthemes, as presented in Table 3. The data were coded and verified by reviewing meaning units and discussions with students to ensure validity.

Results

Table 3

Categories and Subcategories of Students' Journal Entries on Self-Assessment

Category	Codes	Examples of Self-Assessment Meaning Units
Self-Assessment in Competence	Problem identification Planning Developing Communicating	"Self-assessment helped me find the issue, although late." "Started solving before setting an aim." "Discovered the necessity of strategy in communication."
Self-Assessment in Process Stage	Piloting Implementing Improvement	"Reflective thinking on piloting was a key factor in the project." "The implementation was supported by peer feedback".
Self-Assessment in Product	Impact Results	"My biggest challenge was self-evaluation of my contribution." "Reviewing results and knowing where I succeeded was the best stage."

Descriptive statistics such as mode, median, and percentage distributions were calculated for the self-evaluation results to complement the qualitative data. The following aspects were quantified:

59 students self-evaluated their abilities to identify pedagogical problems and develop solutions; 38 students evaluated the implementation process and 62 students focused on evaluating the outcomes and impacts of their projects. (See Table 4).

Table 4

Descriptive Statistics

Variable	Median	Mode	Percentage Effectiveness
Competence (Abilities)	3	3	36.19%
Process (Implementation)	2	1	9.88%
Product (Results)	3	3	23.10%

To further analyse the data, the results were compared across gender, year of study, and area of study. While the overall trends were consistent, meaningful differences were noted in levels of self-reflection, confidence in research implementation, and interpretation of results. These differences are summarized in Table 5 below.

Table 5

Comparison of Self-Evaluation Scores by Gender, Year of Study, and Area of Study

Group	Competence (Median)	Process (Median)	Product (Median)	Observations
Male Students	3	2	3	Generally confident in identifying problems and results; struggled with process.
Female Students	3	2	3	Reflected deeply; more descriptive in journals; similar scores to males.
Second-Year Students	2	1	2	Less experienced; found self-evaluation more difficult.
Fourth-Year Students	3	2	3	Demonstrated stronger self-assessment in all areas due to prior experience.
Primary Education	3	2	3	Focused more on communication in the competence category.
Secondary Education	3	2	3	Emphasized research alignment and impact in product reflections.

Several trends emerged when comparing self-evaluation scores by gender, year of study, and field of study. Male and female students self-assessed similarly, with both groups confident in identifying research problems and evaluating outcomes but

failing with implementation. The investigative level performance of second-year students was lower than that of the fourth-year students, mainly due to their relatively shorter experience in carrying out research activities. More experienced fourth-year students had better self-regulation and self-reflection, especially in aligning research aims and evaluating findings. In the competency level, elementary education students focused on communication tactics, while secondary education students focused on research alignment with their goals and work effect.

Discussion

These descriptive statistics indicate that students found the competence and product dimensions of self-evaluation easier to evaluate than the process dimension, where challenges were most frequently reported.

Obtaining the answer to the first question, "How does self-evaluation impact teacher education students' ability to conduct and complete research projects?". The data analysis reveals that self-evaluation has a significant impact on teacher education students' ability to conduct and complete their research projects. According to the self-assessments and journal reflections, many students reported that self-evaluation enabled them to approach their research more critically and methodically. Specifically, the self-evaluation helped students to identify pedagogical problems more effectively. 36.19% of the students could identify and align their research objectives with the problems they sought to address. Students indicated that self-evaluation allowed them to pinpoint issues they may have overlooked at the beginning of their projects. For instance, one student noted, "… [Self-evaluation] *allows one to critically examine their work, which takes time in every stage and allows for the realization of changes and what to retain. Nevertheless, I would not consider the whole process without the activities of self-evaluation. This would have made it more difficult to determine the pros and cons of the project."* This indicates how the self-reflection process would help develop a deeper involvement in the problem identification stage.

The recurrent self-assessment stimulated students to make amendments in the course of the study. As an example, the self-evaluation was observed at the process stage, where at this stage, 23.1% of the sampled students graded their use of solutions as exemplary, as it has enabled them to evaluate their approaches and change appropriately. According to one student, defining goals and choosing the right methods is not enough to become successful. The student stated: "*Following the self-assessment, I realized the need to ask myself the following question: What was done well? Why do we need to have evidence? What will I be able to change? What do I do to identify its effectiveness? This technique has been used at all stages, and it is capable of transforming the planning and implementation of concepts.*"

An entry in a journal emphasized that "*During implementation, peer feedback assisted*," which showed that an outside opinion on self-evaluation was essential in iterative improvement of proceedings.

Students who were involved extensively in the self-evaluation process demonstrated better communication skills to be able to deliver their research work clearly and appropriately. Easy understanding was a vital requirement of both the competing and producing stages of the assessment, which was illustrated with the help of 62 students who evaluated the outcomes of their studies as very influential. One of them wrote, "*The most enjoyable phase was the overview of the results and realizing that I succeeded somewhere.*" It was also considered an opportunity to analyse oneself on the right changes to be made to pedagogical activities in the future. An example was where a student examined that "*it was necessary to provide evidence to improve outcomes. It showed the importance of stakeholders who have attempted to resolve the problem. It also expressed the feeling of fulfillment following the accomplishment of a task, consequently, a motivational tool.*"

The self-assessing method also gave the students ownership of their research. The review of their work allowed them to note the strengths and weaknesses, increasing their confidence in the independent research. Andrade (2019) concluded that self-evaluation advances the sense of readiness and self-regulation.

Nonetheless, 9.88% of students rated themselves as either effective or lower in performance during the implementation of studies, which posed a challenge. Although this gave students the tools to identify problems and assess the success, they were finding it challenging to get a measure of the research methods, specifically on the need to adjust the approach and involve interested parties.

The second research question stated: How can teacher-education students acquire self-evaluation skills during the course, and what stimulates improvement? The emergence of self-evaluative capacity occurred under the influence of three converging forces, namely, systematised coaching initiatives, formal feedback mechanisms, and feedback on a self-perpetuating cycle of reflection.

Among the most important details of building self-assessment skills was to have transparent rubrics concerning expectations and standards of self-assessment. This assessment rubric was used in the study discussed by Andrade (2019) as a tool through which students could evaluate their competence, the journey through which they worked on their artifacts, and their artifacts as completed products. Numerous learners have identified the rubric as a method that contributes to the simplification of the evaluation process. This made the task of self-assessment much more transparent and accessible. A student remarked, "*The rubric made me realize what to focus on during each research phase, and it helped me structure my reflection better.*"

In the project presentation and reflection stages, feedback from peers and teachers was also relevant. Having the external confirmation and the information, students

developed self-judgment. One student claimed that peer feedback was an important key to her being able to modify and be aware of what she did not pick up. Feedback allowed pupils to adjust their self-judgments and measure their performances better.

The skills in self-evaluation of students improved through the use of self-assessment exercises in the course. The opportunity to reflect on each research project phase (planning, implementation, and results) allowed students to apply self-evaluation incrementally. Many students reported that self-evaluation became more accessible as the course progressed because they better understood the criteria and gained confidence in evaluating their work. One reflection stated, *"Self-evaluation was hard at first, but after doing it several times, I became more comfortable with it and realized how helpful it was for improving my work."*

Reflective journals at the time of the course completion were another tool that contributed to the development of self-evaluation skills. Having the journal entries allowed the students to combine the experiences and describe what they have learnt due to self-assessment. This reflection process also led to more introspection. One student said, "*Journaling helped me ponder over each step and what I could do better. Without it, I would not have considered critically the entire process."*

Although these developments were positive, one of the challenges that some students experienced was the emotional side of self-evaluation. Some of the students also stated that self-assessment was difficult as it obliged them to respond to their weak spots. One of the students stated, "*It was difficult to evaluate my errors, particularly when I was certain that things could be different and better."* This also represents the importance of increasing emotional and procedural assistance in guiding students through the discomfort that may be experienced upon critically assessing their work.

In the process of the implementation of the project learners raised the issue of the gap between their suggested implementation of the methods of project management and the approach they ultimately assumed. A number of the respondents also pointed out that they had not been assessing their strategies of engaging their stakeholders and not updating their action plans. The results obtained point at the inability of some real-time decision-making lapses to impede the effective performance of projects. This could be closed by intensive training on reflective capability and project management. The students showed that the preferred interventions were highly effective, and the backing of the experience, including peers' and instructors' assessments, supported the belief (Köppe et al., 2024).

In terms of students' opinions of self-evaluation, results in different instructors' studies indicated that self-evaluation was a learning opportunity for students and instructors (Radović et al., 2023; Yan et al., 2022; Krebs et al., 2022). An example is where Yan et al. (2022) concluded that instructors perceived the self-evaluation method as an instrument to promote comprehension and responsible learning. Additionally, students accepted the self-evaluation tasks because they helped establish objectives and plan

and monitor the learning process. This aligns with the results from the research. An example is where a student talked about the findings and reported that the evaluation was beneficial when making decisions regarding pedagogical problems: *I found the issue several times but succeeded after self-examination*. In addition, self-evaluation is viewed to be more beneficial when students participate in developing the grading points or checklists (Krebs et al., 2022).

The small and homogeneous sample reduced the generalizability of this study. The participants mostly came from a single university, with the majority being female students. The study also focused on teacher education programs, which may not represent the experiences of students in other academic fields or institutions. The absence of diversity in students and academic programs limits the range of applicability of the data. A newer study of a larger and more varied sample size, from other universities, would greatly contribute to determining how self-assessment works on students in other learning scenarios.

The inability of students to appraise their research method was another weakness. Self-evaluation at the competency and product levels was achieved, yet the students failed at project application. This means that some professions may require higher support or individualized assessment plans to allow students to revise the nature of a process. The fact that the processing phase can be quite complex explains the need to provide students with the know-how of project management as well as decision-making. This kind of training prepares young researchers to take into consideration dynamic and real-time variables on which the basis of empirical research is based.

Recommendations

The study results show that self-evaluation is a significant factor in self-controlled learning. The students demonstrate that in the beginning, it is essential to conduct a procedural reflection task within a group to learn about the different self-evaluation methods and tactics, as well as the advantages of the tool. The students also provided the advantages of undertaking self-performance in terms of going through certain steps, claiming that this enhanced the required skills. Consequently, the grading criteria, responses, and reflection periods in the research project's different phases helped support the self-evaluation acquisition process.

Regarding further research on the subject, there is a need to evaluate the subsequent "black box" (Lui & Andrade, 2022). This is based on Andrade (2019), who stated that the study on students' views and accuracy of self-evaluation and the connection between the process and academic attainment and self-controlled learning has increased knowledge in the field. Therefore, future research should focus on the cognitive processes involved in self-evaluation. Andrade (2019) also shows that cognitive and

affective processes associated with self-evaluation, thinking and feeling, the connection of thoughts and emotions, and the influence on pedagogy remain underexplored. This means the inductive analysis of students' experiences when performing the evaluation. Therefore, students are encouraged to utilize their respective perceptions. The author generally supports the idea that providing self-evaluation activities to students helps to understand their perceptions of assignments and academic achievements.

Moreover, the self-assessment would help the teachers in forming a clear portrait of their learners' attitude towards the teaching profession. The author emphasizes the need for theoretical solutions to the classroom pedagogical issues and inner drives to address those problems. The concept of self-evaluation can help university personnel to invest in students by showing their thought patterns and problem-solving procedures (Krebs et al., 2022). The author sums up that it is necessary to teach critical thinking and self-evaluation.

The author also encourages providing academics with properly structured training on evaluation techniques before starting the activities.

Conclusions

The research results indicate that students realized the benefits and significance of self-evaluation activities to promote learning and comprehension of pedagogical problems and possible interventions to improve the educational setting. Conversely, the results also indicate that the integration of the self-evaluation activities is often superficial because of interpersonal factors. There is a need to address this concern because the superficiality of the evaluation could promote unwillingness to participate in self-evaluation tasks in subsequent educational research and project procedures. Therefore, it is critical to perform a comprehensive exploration of the shortcomings of specific tasks that may influence the formation of misconceptions about the evaluation. An example is Yan and Carless (2021) discussing study findings that indicate online self-evaluation tasks influence shallow learning. Contrarily, Power and Tanner (2023) discuss findings of anonymous online self-evaluations and examinations where students reported experiencing benefits from online and offline assessments in promoting learning and comprehension of research fields. Generally, the author argues that there is a necessity to differentiate between the tasks that demand anonymity and the tasks that can be attributed.

Basically, the current paper is a critique of the validity of self-evaluation as a self-construction strategy of pedagogy as part of the teacher education curriculum. The results provide evidence that, by conducting self-assessment, the students acquired a set of skills needed to arrive at a research question, ask critical questions on methodological choices, and make criticisms of their results. These findings are to be further discussed

in terms of the scope, quality, and utility of self-assessment in the process of triggering cognitive growth, independent self-regulation, and communicative mastery. The set of student reflections and their performance-related measurements can confirm the research questions and show that the critical thinking, self-management, and interpersonal communications have improved after regular self-assessment. However, complexities in the evaluation of the research process pinpoint the need for organized guidance of the projects as well as specific professional growth schemes. Irrespective of all these restrictions, such as the inadequate extent of demographic background in the sample of the given study, in addition to the lack of evaluation of mind-time judgement, evidence points to the fact that self-assessment can reveal an excellent impact on the research and reflection powers of prospective teacher educators. Future research should expand these findings and examine self-evaluation's emotional and procedural elements.

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Studentų įsivertinimo įgūdžių stiprinimas mokytojų rengimo procese

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Santrauka

Šiame tyrime atskleidžiamas studentų įsivertinimo efektyvumas kaip pagrindinė mokymosi prieiga rengiant mokytojus. Didžiausias dėmesys skiriamas pedagogikos studentų įsitraukimui į formuojamąsias įsivertinimo praktikas bei jų supratimui apie savęs vertinimą. Tyrime, kuris vyko nuo vasario iki gegužės pabaigos, dalyvavo 73 antro kurso studentai ir 58 ketvirto kurso studentai. Šiame tyrime buvo naudojamas kokybinis tyrimų dizainas ir netikimybinė atranka – patogioji atranka. Dėmesys buvo sutelktas į studentų įsivertinimą atsižvelgiant į jų mokslinius projektus, pristatytus klasėje, ir kursinius darbus. Kurso pabaigoje studentai savarankiškai įvertino savo mokslinių tyrimų gebėjimus, atlikimo eigą ir mokslinę produkciją. Surinkti duomenys buvo apdoroti turinio analize. Tyrimo rezultatai rodo, kad įsivertinimas gali būti naudingas rengiant mokslinių tyrimų projektą, atliekant galimus pakeitimus ir pertvarkymus. Ši praktika padeda studentams būti labiau pasirengusiems ir užtikrintiems. Akademinis personalas teikia nustatytą ir prašomą pagalbą ir tampa svarbia savęs vertinimo dalimi. Pasitelkus įvairius metodinius pagrindus, buvo išnagrinėta daugybė įsivertinimo pratimų, kurie buvo susieti į vientisą suprantamą procesą.

Esminiai žodžiai: *studentų įsivertinimas, mokytojų rengimas, įsivertinimo kriterijai, įsivertinimo valdymas.*

Gauta 2024 10 24 / Received 24 10 2024
Priimta 2025 06 26 / Accepted 26 06 2025