Elementary Students as Active Agents in their Learning

The Context
While research has suggested a connection between formative assessment practices (e.g., self-assessment and peer-assessment) and metacognition, there is limited empirical support, especially within early elementary contexts.

The Study
44 elementary teachers completed a survey reporting their teaching and assessment practices and beliefs about metacognition. Five participants were then purposefully selected for semi-structured interviews.

Conclusions
Participants emphasized the value of assessment as learning practices (e.g., self-assessment and reflective thinking) to develop students’ metacognition.


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