

The Effect of Online Self-Assessment Diaries on Academic Achievement

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Abstract : The pedagogical value of self-assessment is widely recognized. However, identifying effective methods to help students develop productive SA practices poses a significant challenge. Since most students do not acquire self-assessment skills intuitively, they need instruction and guidance. This study is a randomized controlled trial aiming to test the effect of online self-assessment diaries on students' achievement scores compared to a control group. Two groups of secondary school students (N=59), recruited through convenience sampling, participated in the study. The two groups were randomly designated to one of two conditions: control (n = 31) and online self-assessment diary (n = 28). The participants completed a curriculum-specific pre-test and a baseline survey on the first week of the 10-week study, as well as completed a post-test and survey by the tenth week. The results showed that the SA diary intervention had a significantly positive effect on post-intervention language learning scores after controlling for baseline scores. The findings highlight the potential of self-assessment to enhance educational outcomes, emphasizing its significant implications for educational policies that promote the integration of SA strategies into pedagogical practices.

Keywords : self-assessment, online diary, academic achievement, experimental study

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