

The Chronicle of SSRL SIG

SPECIAL INTEREST GROUP

Studying and
Self-Regulated Learning



A Leading Exponent of Self-Assessment as a Way to Operationalize Metacognition in the Classroom: An Interview with Dr. Heidi L. Andrade

by

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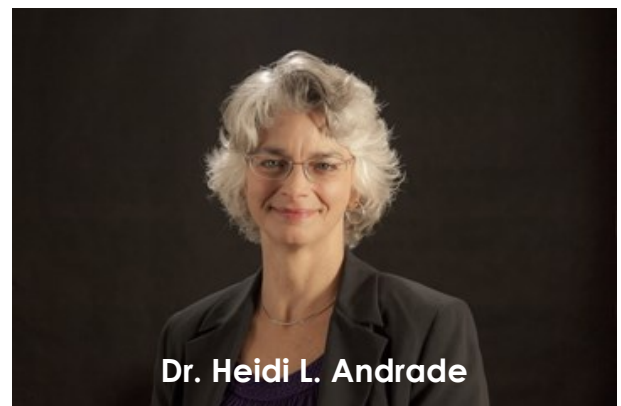
You have made many contributions to the SSRL SIG and have served as the SIG Senior Chair for two consecutive terms. Which moment during your time as chair would you consider the highlight of your service?

If I had to pick one moment, it would be when I had the pleasure of announcing the new Graduate Student Award, which my fellow officers and I initiated with the enthusiastic support of the SSRL SIG membership; it felt great to be supporting emerging scholars with SIG dues. To be honest, there were many bright moments, especially all of the opportunities to work with, learn from, and become friends with people in the field who I respect.

One of the topics that your research has covered is that of self-assessment. As an expert on the topic, what role do you think self-assessment can play in self-regulation and how should teachers and students implement them in their learning?

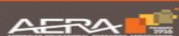
I think of self-assessment as one way to operationalize metacognition in the classroom. A fascination with metacognition led me to develop practical approaches to classroom-based self-assessment that could prompt and scaffold careful thinking by students about their learning and their work—which is a lot like metacognition. I probably don't need to say much more to a SRL audience about the links to self-regulation!

One of the most important things for teachers to know is that self-assessment is *not* the same as self-grading: I will never, on pain of death, ask my students to grade themselves, but I regularly ask them to compare their work to the criteria that we co-created and revise accordingly. Many of your readers will recognize this as co-regulated learning since the students do the assessing but the criteria are co-created, and the self-assessment process is scaffolded and required by the teacher. [Continued on Page 2](#)



Dr. Heidi L. Andrade

Dr. Heidi L. Andrade, Ed.D., is a Professor and Division Director of Educational Psychology and Methodology at the University at Albany—SUNY. Her work focuses on the relationships between learning and assessment, with emphases on student self-assessment and self-regulated learning. She has written many articles, including an award-winning article on rubrics for *Educational Leadership* (1996). She has authored, edited and co-edited several books on classroom assessment, including the *Using Assessment to Enhance Learning, Achievement, and Academic Self-Regulation* (2017), the *SAGE Handbook of Research on Classroom Assessment* (2013), and the *Handbook of Formative Assessment* (2010). She has edited or co-edited special issues of *Theory Into Practice* (2009) and *Applied Measurement in Education* (2013). Her long-term working relationship with arts educators in New York City has produced a collection of formative assessments for the arts: <http://artsassessmentforlearning.org/about-assessment/>.



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Your more recent research has focused on formative assessment, and your most recent publication *"Fusing Self-Regulated Learning and Formative Assessment: A Roadmap of Where We Are, How We Got Here, and Where We Are Going"* discusses the crossroads between self-regulation and formative assessment. What role do you think formative assessment has in student and teacher self-regulation?

That has been my favorite question for years. With Sue Brookhart, an expert in classroom assessment, I have developed a theory of classroom assessment as the self- and the co-regulation of learning by teachers, students, instructional materials, and contexts. The as in that claim—assessment as the co-regulation of learning—has drawn some heat: Isn't it a bit too grand? Might some kinds of formative assessment support some aspects of the development of SRL? I think the as is appropriate though, since the overarching aim of formative assessment is to provide feedback on learning and guide adjustments by teachers and students – what is that, if not the co-regulation of learning? This is an exciting development: We are finding that formative assessment processes are also cored SRL processes, which has powerful implications for instructional practices.

Sue and I have an article in press in *Assessment in Education* in which we build an argument for classroom assessment as the co-regulation of learning using an expanded version of Paul Pintrich and Akane Zusho's (2002) theory of the phases and areas of SRL. Several members of the SSRL SIG provided constructive comments on early drafts of the manuscript. The article will be in a special issue of *AiE* focused on assessment and self-regulated learning; I hope your readers will let us know what they think of it.

Building on the previous question, what place do you think formative assessment currently has in classrooms today, and how do you envision formative assessment being used in the classroom in the future?

Formative assessment is a hot topic, which is excellent. Many of the most popular formative assessment strategies, however, are used exclusively by and for teachers. That's not bad, of course—effective teaching requires soliciting and acting upon information about student learning, and formative assessment provides that information. Teacher-centered strategies tend to leave students out of the co-regulation process though, which is an unfortunate and unnecessary oversight. If we want students to self-regulate their learning, we should engage them in assessing it. In the future, I expect to see innovations in self- and peer assessment, as well as technology-based forms of formative assessment, that authentically engage students in thinking hard about their learning and how to deepen it.

Your research in formative assessment has explored its usage in arts education contexts such as dance and theater. What led you to research this area of education? What other areas do you think would benefit from the usage of formative assessment?

I have been very fortunate to work with music, dance, theater, and visual arts teachers in New York City for nearly a decade. We have learned a lot together about formative assessment, some of which can be found here: <https://studentsatthecenterhub.org/resource/student-centered-assessment-video-suite/> (scroll down for videos) and here <http://artsassessmentforlearning.org/>.

One of the most exciting aspects of the work for me is how arts educators navigate the tension between predetermined standards and the elements of the creative process, such as experimentation, risk-taking, and artistic choice. We have found that formative assessment is a natural part of any creative process that involves giving and receiving feedback, as long as it is handled carefully. That careful handling is what I am enjoying figuring out how to do in the arts.

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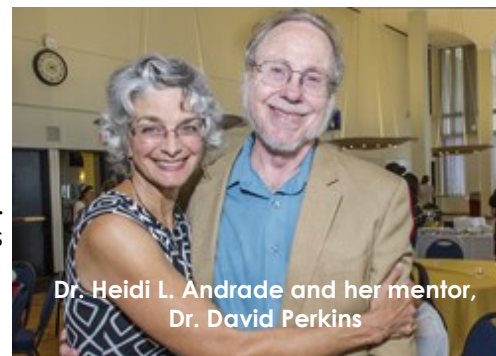
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Finally, what piece of advice would you offer to aspiring researchers and scholars pursuing the fields of studying and self-regulation?

I highly recommend three tactics that worked well for me. The first is to follow your intellectual passion. I fell in love with metacognition as an undergraduate, to the horror of my career-minded parents ("What job can you get with an obsession with metacognition?"), but I stayed on it like a dog on a bone, and it led me to where I am today – career and all! The second is to join and serve the SSRL SIG. I am still reaping the rewards of that service, most notably regarding the relationships I developed with very brilliant, productive people and with their research. I don't know a better way to do that: Volunteer early and often. The third tactic is to find a mentor to guide you through the process of your doctoral work, and let her or him know how appreciative you are for the mentoring. I was fortunate to have Dr. David Perkins as a mentor. As you can see from the photo, he still suffers my affections, 22 years after I completed my degree.

Thank you for this opportunity to reflect on my work, and on my experiences serving the SSRL SIG, which I cherish.



Dr. Heidi L. Andrade and her mentor,
Dr. David Perkins

You are welcome.

Recent Books

- Andrade, H., & Heritage, M. (2017). *Using assessment to enhance learning, achievement, and academic self-regulation*. New York: Routledge.
- McMillan, J. H. (Ed.), Andrade, H., Bonner, S., Brookhart, S., Parkes, J., & William, D. (Assoc. Eds.) (2013). *SAGE handbook of research on classroom assessment*. Los Angeles: SAGE.
- Andrade, H., & Cizek, G. (Eds.) (2010). *Handbook of formative assessment*. New York: Routledge.

Recent Articles

- Chen, F., & Andrade, H. (2018). The impact of criteria-referenced formative assessment on fifth-grade students' theater arts achievement. *The Journal of Educational Research*, 111(3), 310-319.
- Panadero, E., Andrade, H., & Brookhart, S. (2018). Fusing self-regulated learning and formative assessment: a roadmap of where we are, how we got here, and where we are going. *The Australian Educational Researcher*, 45(1), 13-31.
- Chen, F., Lui, A., Andrade, H., Valle, C., & Mir, H. (2017). Criteria-referenced formative assessment in the arts. *Educational Assessment, Evaluation, & Accountability*. DOI 10.1007/s11092-017-9259-z
- Valle, C., Andrade, H., Palma, M., & Hefferen, J. (2016). Applications of peer and self-assessment in music education. *Music Educators' Journal*,

102(4), 41-49. DOI: 10.1177/0027432116644652.

- Andrade, H., & Lui, A., Palma, M., & Hefferen, J. (2015). Formative assessment in dance education. *Journal of Dance Education*, 15(2), 47-59. DOI:10.1080/15290824.2015.1004408
- Chen, F., Andrade, H., Hefferen, J., & Palma, M. (2015). Formative assessment in theater education: An application to practice. *Drama Research*, 6(1), 1-21.
- Brown, G., Andrade, H., & Chen, F. (2015). Accuracy in student self-assessment: Directions and cautions for research. *Assessment in Education*. DOI: 10.1080/0969594X.2014.996523
- Andrade, H., Hefferen, J., & Palma, M. (2014). Formative assessment in the visual arts. *Art Education Journal*, 67(1), 34-40.

Mr. Kyle Du is a co-historian for the Studying and Self-Regulated Learning SIG, a doctoral student in the Educational Psychology program at the CUNY Graduate Center, and a faculty member of Educational Psychology at Queens College. His research interests lie in the use of innovative statistical strategies to report and summarize data.



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