SELF-ASSESSMENT IN THE CREDIT-MODULAR SYSTEM AS A FACTOR IN ENHANCING STUDENT ENGAGEMENT

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Abstract

This article examines the role of self-assessment in enhancing student engagement within the credit-modular system of higher education. It explores how self-assessment strategies support students' active learning, promote metacognitive awareness, and contribute to the development of academic independence. Empirical findings and pedagogical insights from contemporary studies are reviewed to evaluate the effectiveness of integrating self-assessment in modular course structures. The article also discusses potential challenges and practical recommendations for instructors.

Keywords: Self-assessment, credit-modular system, student engagement, higher education, active learning, autonomy.

Introduction

The credit-modular system, widely adopted in higher education institutions around the world, emphasizes student-centered learning, academic flexibility, and continuous assessment. In this context, the role of self-assessment has gained significant attention as a means of fostering learner autonomy and enhancing student engagement. Self-assessment enables learners to reflect on their own performance, identify strengths and weaknesses, and adjust their learning strategies accordingly.

Self-assessment refers to the process by which students evaluate their own academic work based on given criteria or standards. This process promotes metacognition—learners' awareness and control over their cognitive processes—and has been closely linked with higher levels of motivation and academic responsibility. In the framework of the credit-modular system, self-assessment aligns well with the modular nature of learning, where each module is treated as an independent unit with its own objectives and outcomes.

Student engagement encompasses behavioral, emotional, and cognitive involvement in learning activities. Research suggests that when students are encouraged to assess their own progress, they become more invested in their learning, participate more actively in class discussions, and demonstrate greater persistence in overcoming challenges. Self-assessment enhances engagement through: students become more aware of learning outcomes and monitor their progress toward achieving them; learners take ownership of their academic development,

fostering a sense of accountability; students develop the ability to interpret and apply feedback, including self-generated feedback.
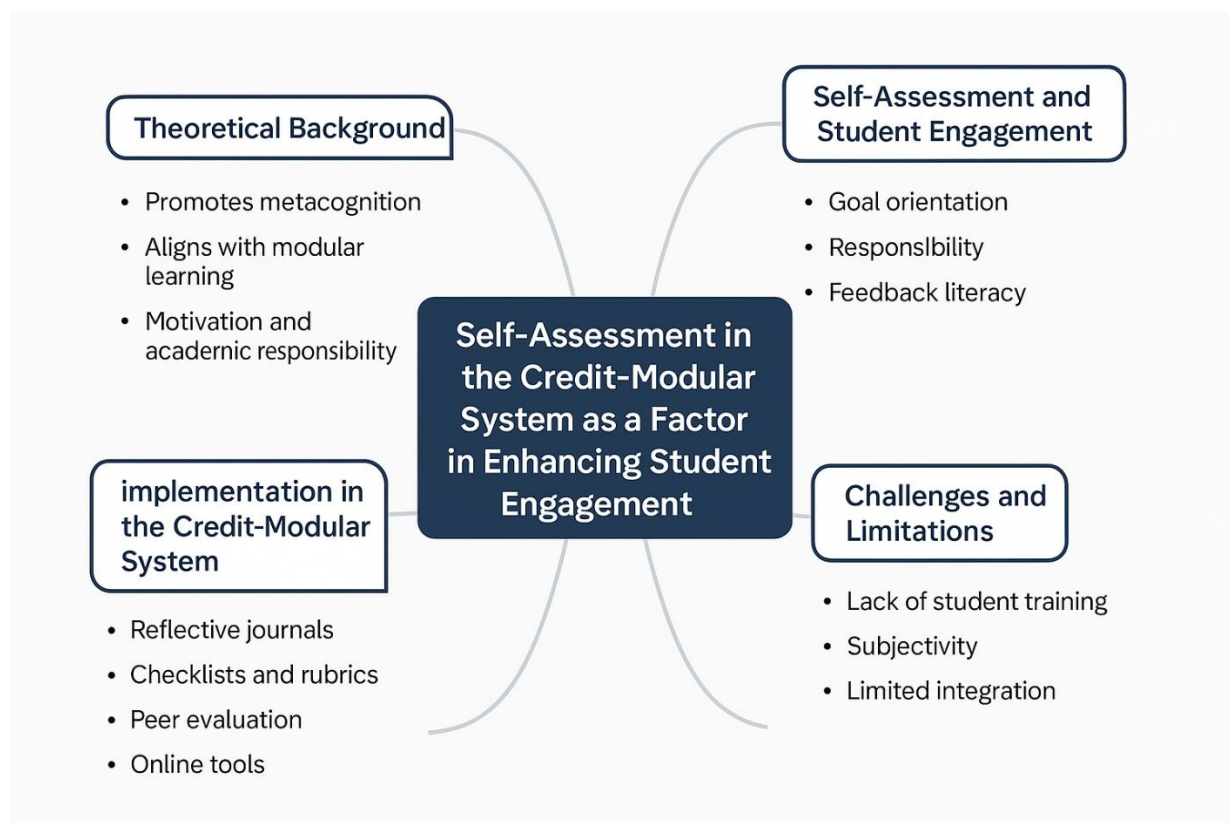
In the context of a credit-modular system, the integration of self-assessment is not only feasible but also aligns closely with the system's pedagogical structure. The modular format divides the curriculum into distinct units, each carrying specific credit values and learning outcomes, thereby enabling a focused and flexible approach to learning and evaluation. Within this framework, self-assessment serves as a dynamic tool that promotes active learning, reflection, and continuous improvement.

One widely used method is the application of reflective journals. Students are encouraged to reflect on their learning experiences at the end of each module, considering what they have learned, how they have applied it, and which areas require further improvement. This fosters metacognitive development and helps learners become more aware of their own academic progress and learning strategies.

Another effective practice involves the use of checklists and rubrics for task completion. These tools provide clear criteria that students can use to assess their own work before submission. When students evaluate themselves based on explicit standards, they are more likely to understand the expectations of a given task and monitor their progress toward achieving them. This also contributes to consistency in assessment across different modules and instructors.

Self-assessment can be further enhanced when combined with peer evaluation. This dual approach allows students to compare their self-perceptions with external perspectives, thereby gaining deeper insight into their performance. Peer collaboration in assessment encourages

dialogue about quality and improvement, reinforcing critical thinking and communication skills.

Moreover, digital tools provide new avenues for implementing self-assessment. Platforms such as Google Forms, Moodle, and other learning management systems (LMS) allow instructors to design quick self-check quizzes, reflection prompts, and interactive rubrics. These tools support immediate feedback and data collection, facilitating both student awareness and instructor monitoring. The accessibility and adaptability of such platforms make them particularly suited for modular course structures, where assessments are frequent and diverse. The integration of these self-assessment practices in the credit-modular system contributes to the personalization of learning. It empowers students to take responsibility for their own academic development while enabling instructors to tailor feedback and support based on individual progress. As each module concludes, both parties can review performance outcomes and adjust future learning paths accordingly. This recursive process enhances the overall efficiency and responsiveness of the educational experience.

While self-assessment offers numerous pedagogical advantages, its implementation within the credit-modular system is not without difficulties. One of the primary challenges lies in the lack of adequate student preparation in the use of assessment criteria and reflective practices. Many learners are unfamiliar with evaluating their own academic performance objectively and may struggle to engage in meaningful reflection. Without prior training or instructional guidance, students may approach self-assessment superficially, undermining its developmental potential. Another significant issue is the inherent subjectivity and potential bias present in self-evaluations. Students may either overestimate or underestimate their performance due to limited self-awareness, anxiety, or a desire to influence outcomes. This can lead to inaccurate self-perceptions, which, if uncorrected, may result in misguided learning strategies or unproductive confidence levels. The reliability of self-assessment, therefore, largely depends on the clarity of criteria and the learner's ability to apply them fairly and consistently.

In addition, logistical limitations often hinder the systematic integration of self-assessment practices. In some curricula, time constraints, rigid course structures, or limited resources prevent instructors from embedding reflective tasks or providing timely feedback. Especially in larger classes, it may be challenging for educators to monitor individual reflections and offer constructive responses, which are essential for reinforcing the benefits of self-assessment.

To address these challenges, educators must adopt a supportive and structured approach to implementation. This includes the provision of clearly defined rubrics, scaffolded training on how to reflect effectively, and regular, meaningful feedback. When self-assessment is introduced gradually and supported by consistent pedagogical practices, students are more likely to develop the critical thinking and self-regulation skills necessary for lifelong learning. In the current digital era, students have access to a wide range of modern tools and platforms designed to facilitate effective self-assessment. Online learning management systems (LMS) such as Moodle, Canvas, and Google Classroom offer built-in functionalities that allow learners to track their progress, take formative quizzes, and reflect on their performance using digital rubrics and self-check activities. These platforms often support automated feedback and interactive modules, making self-evaluation more structured and accessible. Tools like Kahoot,

Quizizz, and Socrative provide engaging ways for students to conduct knowledge checks, which also enhance motivation through gamified assessment. Additionally, e-portfolio platforms such as Mahara or Seesaw enable students to document their learning over time, reflect on personal development, and set future goals—all of which are core aspects of self-assessment. For more in-depth skills analysis, platforms like Grammarly, Turnitin Revision Assistant, or Write & Improve by Cambridge allow students to assess and improve their writing in real-time based on automated feedback. Even broader tools such as Google Forms and Microsoft Forms are frequently used by educators to design customizable self-assessment surveys, encouraging students to evaluate their understanding and learning habits independently. These digital resources not only support autonomous learning but also foster a habit of continuous reflection, making self-assessment a regular and meaningful part of the educational process.

Self-assessment plays a pivotal role in enhancing student engagement within the credit-modular system. It empowers learners to take an active role in their academic journey, fosters critical reflection, and contributes to the overall effectiveness of modular learning. For successful implementation, it is essential to embed self-assessment strategies into the curriculum and provide students with the necessary support and training. Further empirical studies are recommended to explore the long-term impact of self-assessment on academic performance and learner autonomy.

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