

The Value of Paired Cognitive and Affective Self-Assessment Measures as Assessments of Students' Intellectual Development: A Perspective from Psychology

Steven Fleisher, Psychology, California State University Channel Islands



Nuhfer, Edward, Geoscience & Faculty Development, CSU (retired)

Wirth, Karl, Geology, Macalester College (retired)

Watson, Rachel, Microbiology & Chemistry, University of Wyoming

Cogan, Christopher, Geography, Memorial University of Newfoundland

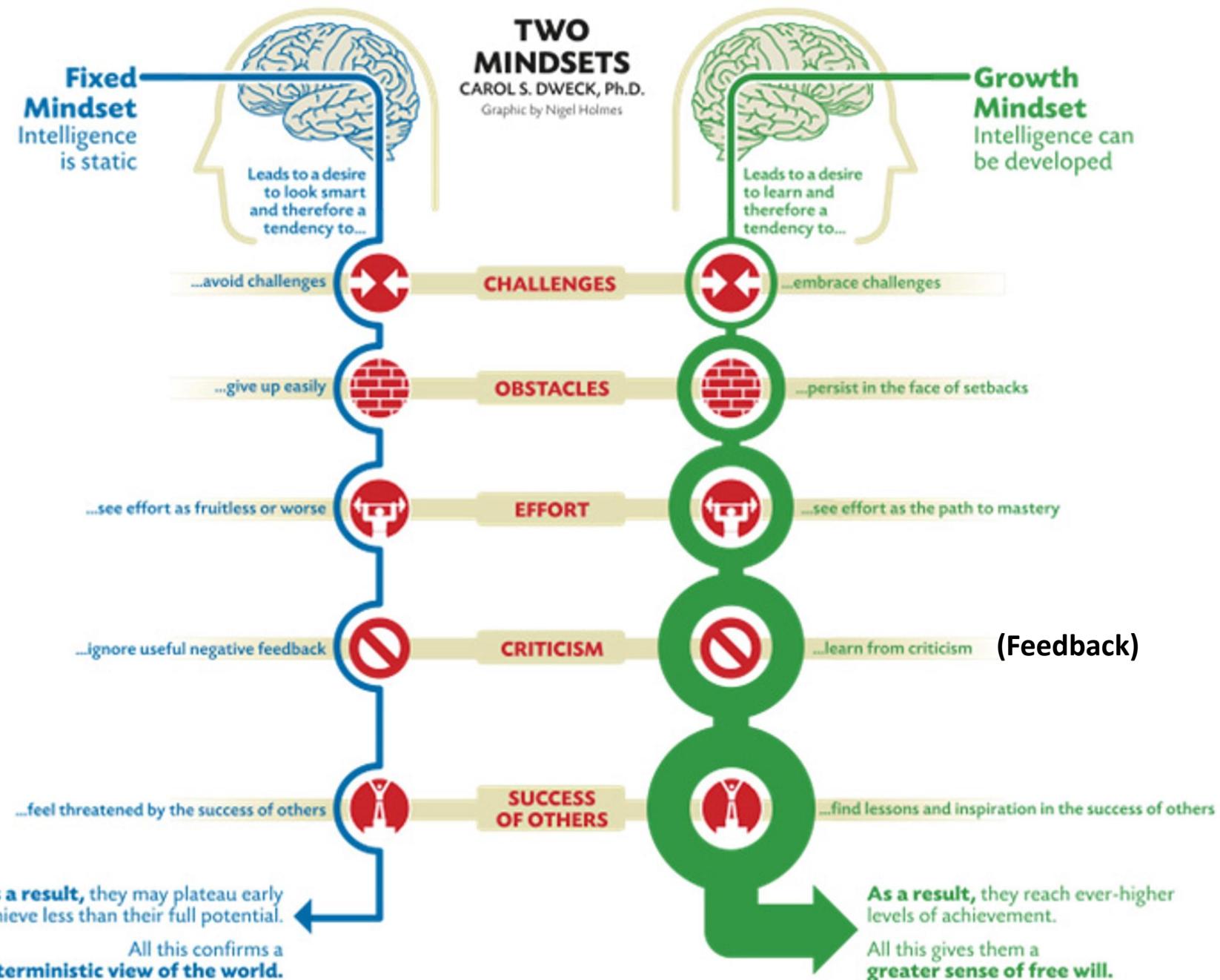
Scharff, Lauren, Behavioral Science & Leadership, U.S. Air Force Academy

Rejecting feedback lowers scores everywhere

| Institutions | N in Database | % of Participants Who Rejected Feedback | Mean SLCI Score of Those Who Requested Feedback | Mean SLCI Score of Those Who Rejected Feedback | Difference in Mean Scores (ppts) |
|-------------------|---------------|---|---|--|----------------------------------|
| CSU Chico | 60 | 27% | 67.6% | 56.3% | 11.4 |
| CSUCI | 1023 | 11% | 64.2% | 49.4% | 14.8 |
| DePauw | 897 | 31% | 74.2% | 64.7% | 9.5 |
| HSU | 373 | 17% | 81.7% | 66.9% | 14.7 |
| Iowa State | 873 | 34% | 73.8% | 61.7% | 12.1 |
| Indiana tech | 15 | 20% | 67.3% | 37.3% | 30.0 |
| LCCC | 1642 | 36% | 66.4% | 55.7% | 10.7 |
| Massasoit | 22 | 14% | 70.5% | 60.0% | 10.5 |
| Northwest College | 22 | 32% | 64.5% | 61.7% | 2.8 |
| SEU | 30 | 23% | 67.0% | 54.9% | 12.1 |
| U of OK | 206 | 17% | 76.8% | 72.0% | 4.8 |
| U of WY | 668 | 39% | 81.2% | 71.3% | 9.9 |
| UBC | 59 | 15% | 90.2% | 87.1% | 3.0 |
| USAFA | 907 | 23% | 81.4% | 72.7% | 8.7 |
| UW-Stout | 48 | 23% | 67.7% | 64.4% | 3.3 |
| VHC | 201 | 14% | 66.4% | 62.3% | 4.1 |
| AVERAGE | 440 | 24% | 73% | 62% | 10.2 |

Focusing next on where we've probed recently for Dweck mindset type

| Institutions | N in Database | % of Participants Who Rejected Feedback | Mean SLCI Score of Those Who Requested Feedback | Mean SLCI Score of Those Who Rejected Feedback | Difference in Mean Scores (ppts) |
|--------------|---------------|---|---|--|----------------------------------|
| CSUCI | 414 | 21% | 67.0% | 50.9% | 16.1 |
| DePauw | 167 | 28% | 76.4% | 64.8% | 11.6 |
| Indiana tech | 15 | 20% | 67.3% | 37.3% | 30.0 |
| Iowa State | 182 | 40% | 70.4% | 49.3% | 21.0 |
| Massasoit | 22 | 14% | 70.5% | 60.0% | 10.5 |
| U of OK | 128 | 15% | 74.8% | 69.5% | 5.3 |
| U of WY | 285 | 28% | 82.7% | 72.4% | 10.3 |
| USAFA | 501 | 18% | 79.6% | 66.3% | 13.3 |
| VHC | 201 | 14% | 66.4% | 62.3% | 4.1 |



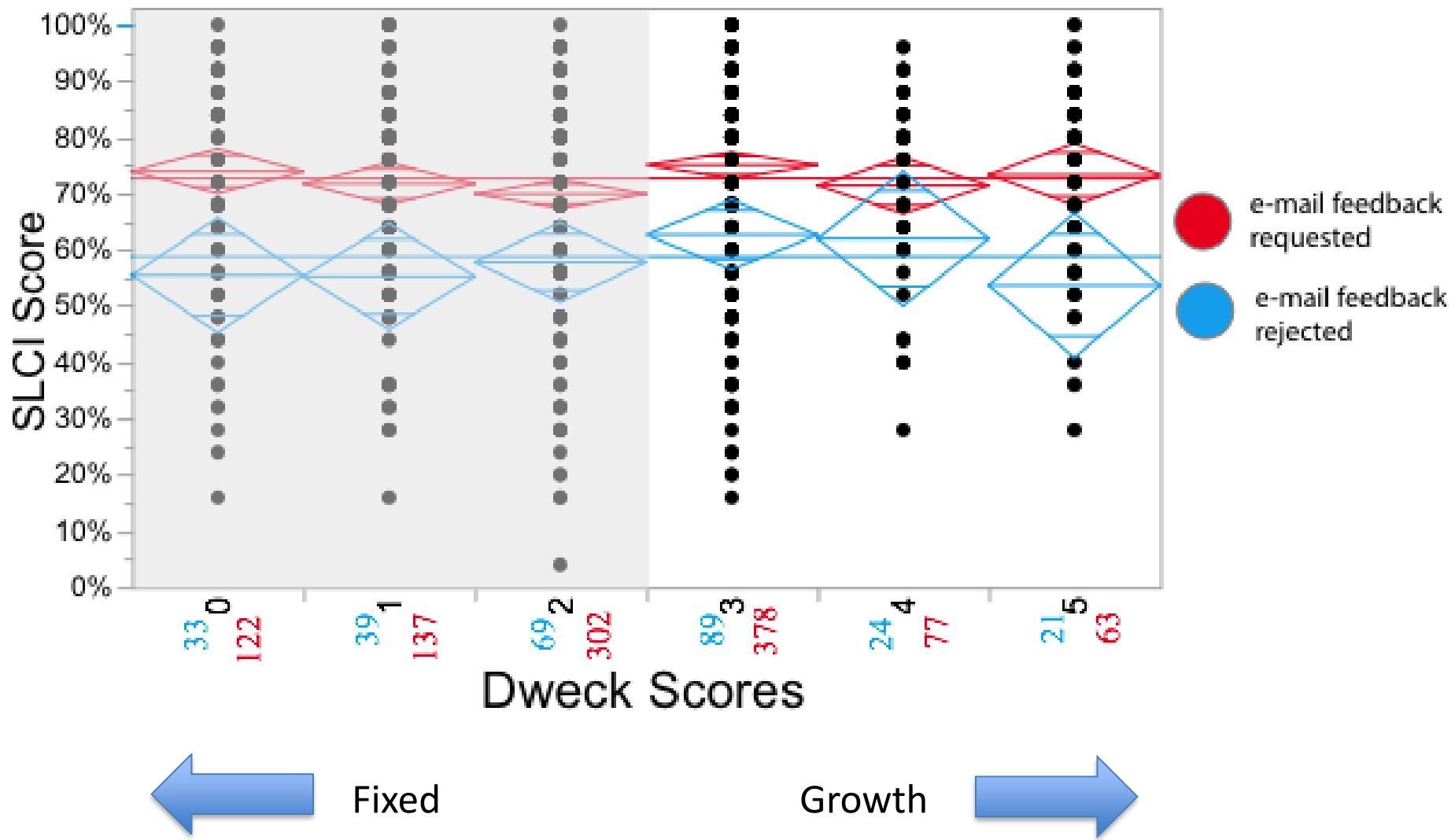
A “Just Ducky Dweck Detector”

Agree = 0; Disagree = 1 Ready, Set... then sum your score!

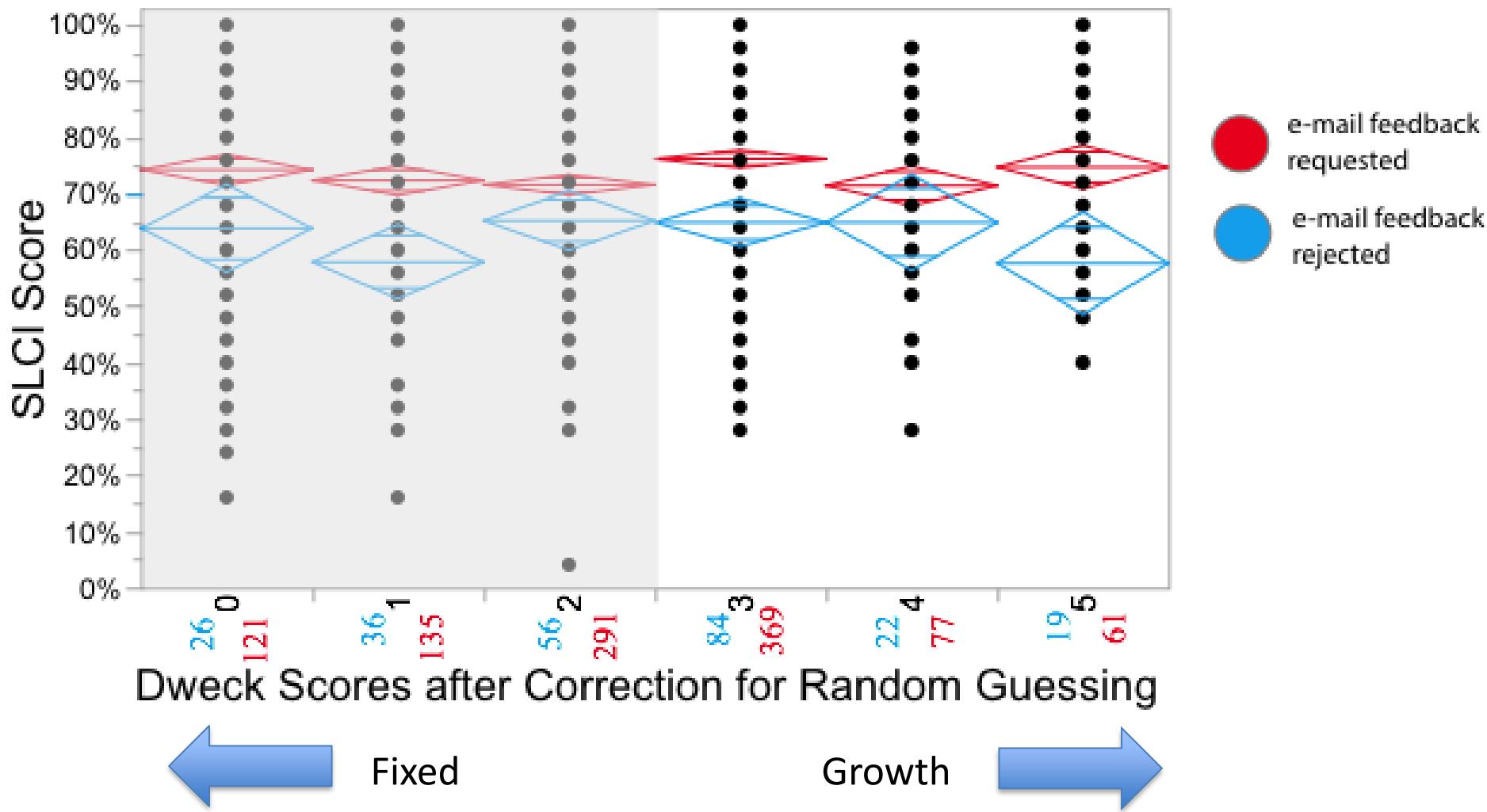
1. My intelligence is something very basic about me that I can't change very much.
2. I can learn new things, but I can't really change how intelligent I am.
3. I can do things differently, but the important parts of who I am can't really be changed.
4. *When I have to try really hard in a subject in school, it means I can't be good at that subject.*
5. *One of my main goals for the rest of the school year is to avoid looking dumb in my classes.*

Fixed Inclination = 0, 1, 2 Growth Inclination = 3, 4, & 5

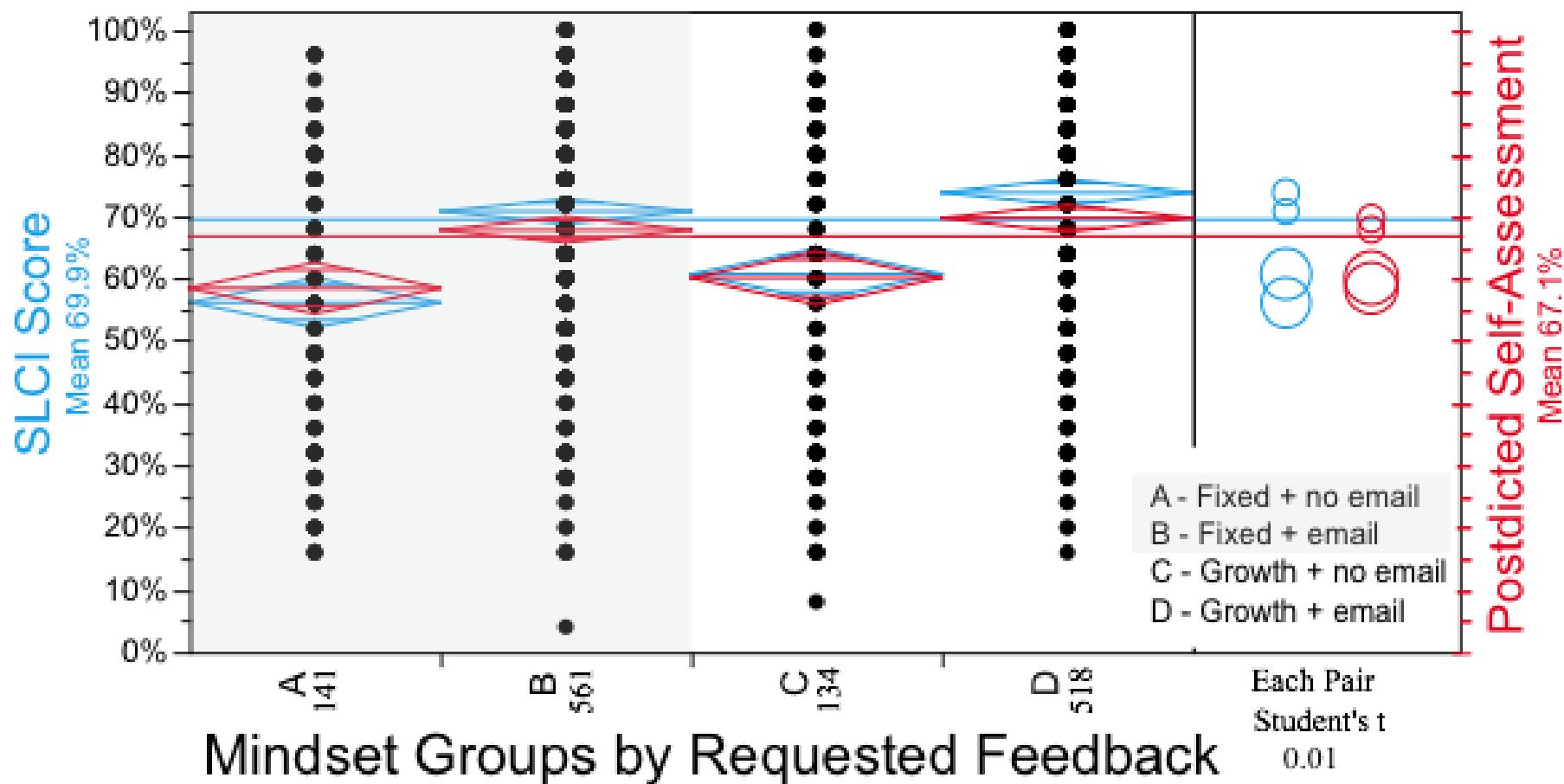
Dweck Scores and Feedback



Dweck Scores and Feedback (2)

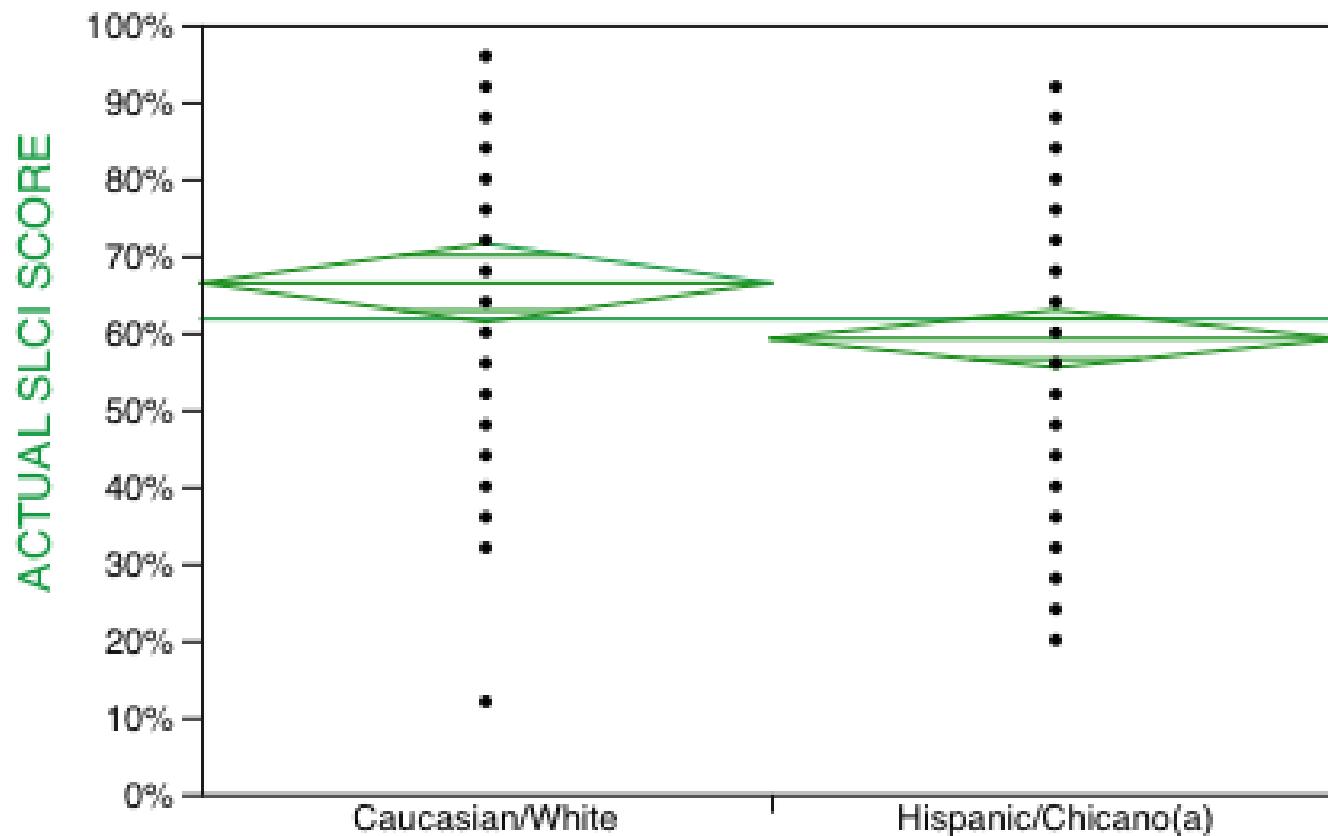


Fixed/Growth with email/no email



Dominant Ethnicities

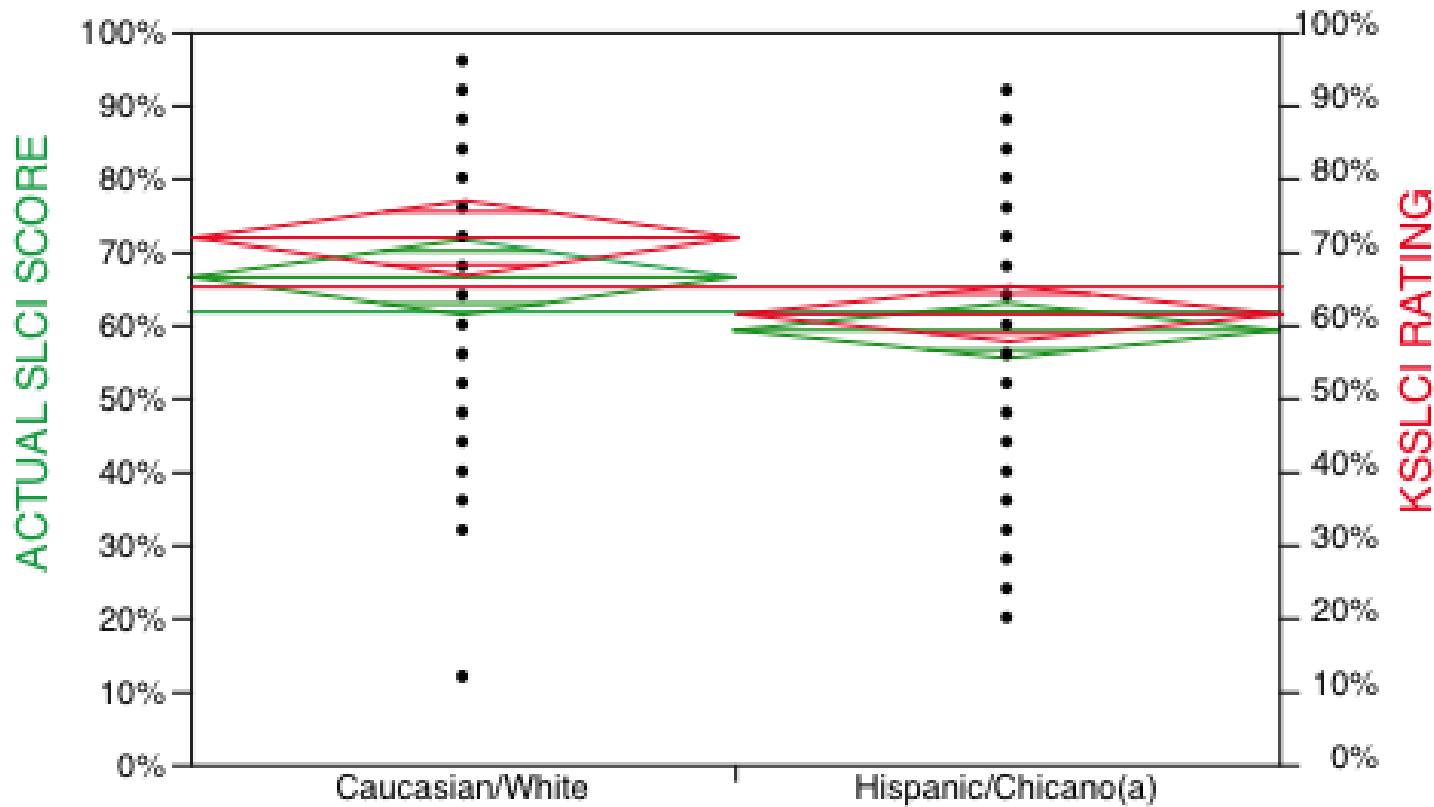
Who scores highest at CI?



Why at CI?

| Condition | White | Hispanic |
|-----------------------------------|-------|----------|
| First Generation Student? | 20.4% | 80.0% |
| English as a Non-native Language? | 2.1% | 61.1% |
| An Interest to Major in Science? | 57.1% | 53.3% |

Who self-assesses more accurately?



Takeaways

- Teach students the nature of **mindset** as a way to help them to transition from fearing to valuing feedback.
- Teach students the value of **self-assessment**.
- Use students' own data from these assessments to help them change to valuing their **affect** and their growing capacity to be **metacognitive**.

END