Rationale
Universities take in a diverse student population, from the academically inclined Susan to the non-traditional learner Robert (Biggs 1999). Additionally, in computing, both types of student may have constructed their own understanding of some aspects of the subject from their own external experiences (e.g. acting as an informal help-desk to friends and family) and have already have achieved some of the learning outcomes of a module.

Student Self-Assess
Students are given all the lecture learning outcomes along with links to related resources. Students record their capability as either
- **Yes**, this is something I know I can do
- **No**, this is something I know I cannot do
- **This is something I am not sure I understand (Don’t Know)**
The fourth option of **Learnt** is for students to select when they have gained this ability as part of the module.

Student Benefits
Students reflect upon their prior computer experiences.
Students can flexibly structure their time for their own learning requirements. The system is designed to be used on mobile devices (though some of the resources might not be suitable for phones).
A wide variety of resource types permits students to pick those which match their preferred learning style at that time.

Viewing Progress
The system keeps a record of both the current and all previous self-assessments, and thus you can view
- current state of students in the class
- the state each student had "achieved" by any date in the past
- how a single student’s self-assessments have changed over time
- how the class’ self-assessment for a single learning outcome has changed over time

You can also see the proportion of students in each state for each learning outcome and step through it day-by-day to see how it changes overtime, perhaps in relation to an external event (e.g. class test).

Future Work
The system is currently being used to explore how well students final self-assessment correspond with their performance in end-of-module assessments. The other area being investigated is the relationship between the resources and changes in student’s perceived abilities.

References