Teacher Education Students' Self-assessment in COVID-19 Crisis

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ABSTRACT

This paper examines the importance of self-assessment as one of the key learning strategies in teacher education in COVID-19 crisis. The focus is on the teacher students' engaging in formative self-assessment practices and students' perceptions of self-assessment. 100 second-year students and 15 fourth-year students in the study course "Research in teachers' professional activity" at the University of Latvia participated in the study. The study was conducted from March 12, when a state of emergency was declared in Latvia due to COVID-19, until the end of the study course on May 29. Qualitative research design and non-probability convenience sampling technique were used to examine the use of self-assessment among the teacher education students. The study was based on students' self-assessments about their research projects that were presented in class presentations and course papers. Students analysed their research competencies, process and products by using self-assessment rubrics of criteria. Students' perceptions on self-assessment were obtained from journal entries on their use of self-assessments at the end of the course. Content analysis was used to analyse the obtained data. Research findings suggest that self-assessment helps with planning research projects, the necessary improvements and possible alterations in future projects, in particular when studying remotely due to Covid-19 crisis. In order to develop self-assessment skills, a guided and step-by-step support from lecturers and tutors would benefit the learning process. A call for an investigation of different self-assessment practices and approaches has been made so that superficial self-assessments could be avoided.

Keywords
Student Self-assessment, Teacher Education, Self-assessment rubrics, COVID-19 crisis

Introduction

In the context of Covid-19 challenges in Latvia, education stakeholders looked for different solutions in order to continue ensuring high quality educational practices in all education levels. First, it was crucial to find out about the availability of technological devices among students both in schools and universities. The Ministry of Education and Science [1] provided more than 5000 technological devices to students in schools. Besides, the University of Latvia gave its students, who did not have any devices at home, the opportunity to use the University computers at the faculties in specifically designated rooms in which all the necessary safety measures such as disinfection, masks, etc. were also provided.

Traditionally the study process at the University of Latvia takes place in person, however, as Covid-19 posed unexpected challenges for higher education that urgently needed to be addressed adaptations to the new circumstances had to be made. As a result, both academic staff and students had to adjust to studying remotely within a few hours. The University of Latvia used the *Microsoft Teams* and the *Moodle* online tools to organise the studies among all the faculties. Most students and academics experienced uncertainty and anxiety about the new circumstances. However, there were also some who felt excited to embark upon the adventure of the unknown. Some students and academics enjoyed the remote learning process as they could learn something new and learn on their own. Overall, the crisis was also considered as an opportunity for both students and academics to improve their digital skills when creating content of the lectures and seminars, as well as sharing their work with peers and colleagues. At some point the new conditions gave rise to educational progress as the academics and the students who previously were reluctant to use technologies in their academic studies had no other choice but to use them in order to continue their learning process.

The academic staff regularly reached out to their students to find out about their experiences

with studying remotely by using both the University's and the respective faculty's online surveys. Out of 3687 Pedagogy, Psychology and Arts faculty students 20% took part in the surveys. The results showed rather opposite opinions about the remote study process, its organisation and the content delivered. Some of the students were worried about the quality of studies and whether they will be able to acquire all the necessary knowledge and skills remotely. Besides, some students complained about the disproportionate and increasing amount of work they suddenly had to do and their health issues that got worse due to stress. On the other hand, a considerable number of students evaluated the remote study process positively by indicating that they had more time and opportunities to study the particular courses thoroughly, they did not have to spend time on commuting and could spend more time with their families, etc. [2].

In the discussions with the lecturers, the authors found out that one of the greatest challenges in remote studying process was the opportunity to give feedback to a large number of students. The amount of work doubled for those who work with hundreds of students and, thus, the feedback giving practice was hindered. Feedback about one's work helps with building students' understanding about their work and evaluation of the results in particular study courses. The use of feedback as an educational tool within the academic studies helps students to acquire feedback skills and methods, as well as to improve their academic performance. Hence, students develop their self-regulation and self-monitoring study skills. When learning in person, the students can give feedback to their peers and receive one instantly. It is easier to accept peer feedback as there is no authoritative barrier as it is between an academic and a student.

In the study course 'Research in teachers' professional activity' peer feedback was also used as one of the learning methods. The students commented on the competencies, the process and the product of their peers. The peer feedback was practised by using the rubrics criteria. However, in peer feedback more attention was paid to the interaction between students – how they discussed each other's work, how they gave their personal opinion and shared their suggestions and asked questions. All the aforementioned aspects are crucial in creating a positive environment for improvement and developing skills to analyse one's work, to accept constructive criticism and to look for strategies for personal and academic growth. By commenting on the work of peers, students develop detachment of judgement (about work in relation to standards) which is transferred to the assessment of their own work (e.g. 'I didn't do that either') [3].

The second learning strategy used in the study course was self-assessment. The students were under stressful conditions and they had to face the challenge to take more responsibility for their studies, including internships at educational institutions and self-assessment tasks of their project experience. The authors of the article view self-assessment as a means to develop and improve other important skills and competencies, such as taking responsibility for the study process, self-guidance and self-reflection upon the learning strategies, goals and learning outcomes. In particular, self-assessment activities cannot be possible without a constant reflection upon one's work [4] and giving or receiving feedback from oneself, peers or teachers.

According to the refined and updated definition of self-assessment provided by Heidi L. Andrade [5] in her critical review of the recent research on self-assessment theory and practice *'self-assessment is the act of monitoring one's processes and products in order to make adjustments that deepen learning and enhance performance'*. Similarly, to Black and William [6] in their significant work on 'the black box', several recent articles on the research of different aspects of self-assessment [5], [7], [8], [9] indicate that self-assessment as a formative assessment activity promotes learning skills and may be more beneficial in further studies for both students and academics than summative self-assessment practices, such as grading one's work. Nonetheless, the authors agree with Andrade [5] that self-assessment activities should be designed by taking into account the purpose of the self-assessment tasks students embark upon in a particular course. Therefore, summative self-assessment classroom activities can be meaningful only if it is designed to benefit and promote students' learning. Andrade [5] additionally points out that '*[..] the purpose of feedback is to inform adjustments to processes and products that deepen learning and enhance performance; hence the purpose of self-assessment is to generate*

feedback that promotes learning and improvements in performance. This learning-oriented purpose of self-assessment implies that it should be formative: if there is no opportunity for adjustment and correction, self-assessment is almost pointless'.

Considering the challenges of the Covid-19 pandemic and how it might further impact everyday life including academic studies and by taking into account the aforementioned refined definition and framework of self-assessment activities in the education process, the authors believe that self-assessment can be one of the key learning skills to acquire in order for students to become better at self-regulated (self-monitored) learning in case studies continue taking place online. However, as pointed out by Adachi, Hong-Meng Tai & Dawson [7] self-assessment tasks and activities carried out online can be both a challenge and an opportunity. Therefore, it is crucial to keep in mind that for students to do meaningful and truthful self-assessments about their learning and learning outcomes academics should pay additional attention to the academic environment as well as online safety and climate when constructing self-assessment activities and tasks.

Consequently, the authors have taken into account researchers' suggestions for further research on self-assessment and, thus, investigated the students' self-assessment as a means of formative assessment by focusing on the students' competencies to self-assess their research project in order to improve their performance further on in their pedagogical careers. Overall, the aim of this study is to examine the implementation of self-assessment as one of the key learning strategies in teacher education during Covid-19 crisis. The research questions the authors were investigating were as follows: 1) how do teacher education students self-assess remote studying and working process to implement their research project? 2) How do teacher education students self-assess their pedagogical solutions to the identified problems at the educational institutions they work at? In the study course self-assessment was practised in two online formats: in an online assignment paper in which the students described all the steps and reflected upon their developing competencies, research process and products with regards to their respective research project during the internships at the educational institutions and

in an online reflective journal entry in which students reflected and expressed their perceptions on self-assessment and how it affected their research project. With this paper the authors hope to give an insight into how students engage with formative self-assessment tasks.

Methods

The research data were collected within the study course "Research in teachers' professional activity" that is a mandatory bachelor degree course for all the pedagogy program students. The course is taken by the second year full-time and part-time students who study the following teaching programs - English language teacher (20 students), Primary school teacher (16 students), Preschool teacher (20 students), Special Education teacher (16 students), Arts teacher (12 students), Sports teacher (17 students), Latvian language and literature teacher (14 (students) and the fourth year full-time students who study the program Science and IT teacher (15 students). The course takes place in the second term of the academic year from February till June. The course is divided into two parts - a pedagogical internship at an educational institution and face-to-face lectures and seminars at the Faculty. The aims of the course "Research in teachers' professional activity" are 1) to undertake a research project in an educational institution related to the field studied, 2) to develop research project competencies, 3) to promote the development of students' research skills. Throughout the course the students carry out self-assessment tasks about their learning experience and the implemented solutions to solve a problem they encountered during their respective internships. The course also equips the students with the competencies to be able to discuss the meaning of self-assessment in teachers' professional activities, to learn to accept and use constructive criticism and to provide ideas about how to solve unexpected situations, as well as to understand the responsibilities that come with undertaking self-assessment tasks in which reasonable decisions and suggestions for further learning have to be made. During the pedagogical internship as one of the two components of the whole study course the students did research on a pedagogical problem they individually deemed important to solve and looked for and implemented the solutions they

believed would resolve the identified problem. The students could choose to work individually (77 students chose this option), in pairs or in groups of three or four (53 students chose this option). The solutions to solve the identified problem had to be implemented at the educational institution they did the internship in. Afterwards the students had to ask for feedback from all the people involved in the process of solving the problem, as well as do self-assessment of their learning experience and performance in general. At the end of the course the students had to present their research projects to their peers and tutors and do a final self-assessment task. However, by declaring the emergency state due to Covid-19, a lot of changes had to be made in the study process. For instance, 70% of the students were not able to continue their internships at their respective educational institutions. Moreover, most of the solutions to the identified problems could not be implemented remotely. Therefore, more emphasis was put on the self-assessment and peer feedback about the solutions students had come up with to solve the pedagogical problems. Only 30% of the students continued doing their internships remotely that allowed some of those students to come up with more suitable solutions to the previously identified pedagogical problems at their internship places.

By taking into account the recent theoretical review of research on self-assessment by Andrade [5], the students' self-assessment tasks were initially grouped and later on analysed within the theoretical framework that presents *competence, process, and product* as the objects of self-assessment *that is subject to the influence of feedback from oneself* (see Table 1). The students self-assessed their research projects by using a rubric of criteria specifically designed for the study course. In the context of the competencies-based education reform 'School2030', rubric is considered as the most effective tool to assess one's skills and learning progress. In the rubric, the criteria are based on Andrade's [5] self-assessment objects. Before all criteria were included in the rubric, every criterion was presented and discussed with the students. They could express their arguments and ideas about whether to include particular criterion or not. The authors believe that student-centred approach in creating and agreeing on the performance criterion will give students confidence to self-assess their

academic activities. The criteria covered the whole process of the research project beginning with setting the aim of the research project and ending with the analysis of the results. The evaluative criteria were as follows: the observation of one's performance during the research project, the evaluation of the aim, the analysis of the results by taking into account the aim that was set, the evaluation of the tools and methods and its correspondence to the aim of the project, the assessment of the effectiveness of the implemented solutions (the evidence and proof to show how useful and meaningful the solutions were to solve the particular problem), and the possible benefits (personal, community's, other stakeholders', and the respective evidence) gained as a result of the project (see Table 2). Furthermore, students had to demonstrate the awareness of other solutions and alternatives to resolve similar issues, and the understanding of the professional development they need to embark upon to improve their pedagogical performance.

All together 115 research projects were submitted. 15 research projects either did not correspond to the criteria, or were not submitted on time, or were not submitted at all due to Covid-19 (mostly due to personal reasons caused by Covid-19, such as psychological issues, loss of a job, etc.). The research projects that did not correspond to the given criteria were not analysed at all. Consequently, the research data consists of 100 students' self-assessments about their pedagogical research projects, the solutions implemented and the presentations of their projects. All the students (N=115) wrote a journal entry on their self-assessment experience at the end of the course. The journal entries were collected after the students completed the course in order to avoid the confidentiality breach. All the data were collected from students during the study course, which ensures the ecological validity of this research. The journal entry data was coded with reference to Andrade's [5] objects of self-assessment (see Table 2).

The Table 3 presents the categories and the subcategories of the coding system used for this research. Similar or alike words or phrases or ideas in students' self-assessments were grouped according to the meaning units. In order to verify the grouping and coding system, the authors presented and discussed the meaning units and their respective examples with the students, thus,

validating that the coding system represents students' views.

Table 1. Andrade's (2019) self-assessment objects aligned with self-assessment aspects in this research, and the criteria of the research project

Andrade's (2019) self-assessment objects	Self-assessment aspects in this research	Self-assessment criteria of the students' pedagogical research project
Competence (abilities)	Abilities: 1) to plan a pedagogical research project, 2) to produce pedagogical solutions to the identified problem, and 3) to present it clearly to peers and academic staff	Identification of the pedagogical issue and formulation of the research aim; Clarity of alignment between the aim and the methods of intervention
Process	Process of implementing the solutions to the identified problems	Effectiveness of the implemented solutions
Product	Results and products of the pedagogical research project	Benefits gained as a result of the project (personal, community, in general)

Note: Generated and designed by I. Margevica-Grinberga (2020); translated by K. Vitola (2020).

Table 2. The rubric of the self-assessment criteria of the research project

Self-assessment criteria	Ineffective	Developing	Effective	Exemplary
Competence (problem identification, planning, developing solutions/interventions, disseminating, clarity of the aims)	I didn't precisely identify the pedagogical issue. I didn't precisely formulate the aims of the research project and/or it didn't align with the identified pedagogical issue I didn't precisely formulate the objectives. I didn't follow the planning steps. I didn't choose appropriate methods and tools to solve the identified issue. I didn't communicate well with the stakeholders about the importance to solve the identified pedagogical issue.	I partly identified the pedagogical issue. I formulated a rather broad aim of the research project, yet it aligned with the identified pedagogical issue. I partly followed the planning steps. Some of the chosen methods and tools were appropriate to solve the issue. I partly succeeded in communicating with the stakeholders about the need to solve the pedagogical issue.	I precisely identified the pedagogical issue. I precisely formulated the aim of the research project and it was in alignment with the identified issue. I precisely followed the planning steps. I chose appropriate methods and tools to solve the pedagogical issue. I assertively communicated with the stakeholders about the importance to solve the identified pedagogical issue.	I precisely identified the pedagogical issue after having done an initial research about the situation in the educational institution. I precisely formulated the aim of the research project and it fully aligned with the identified pedagogical issue. I precisely formulated the objectives by aligning them with the aims and the methods to solve the issue. I precisely followed the planning steps and reflected about them individually and with my peers. I chose appropriate methods and tools to solve the identified pedagogical issue, as well as discussed them with my mentor. I assertively communicated with all the stakeholders about the importance to solve the identified pedagogical issue by informing them about the possible solutions in advance.
Process (implementation)	The aim of the	The aim of the	The aim of the	All the stakeholders were

	research project was not clear to any stakeholder involved in the process. I lacked consequence and determination to effectively solve the identified pedagogical issue. I didn't use the strategies to involve all the stakeholders in the process effectively. I hadn't prepared another plan or strategy to solve the issue.	research project was partly clear to all the stakeholders involved in the process. I tried to be consequent and determined to effectively apply the solutions in the process. I tried to use some of the pre-set strategies to involve all the stakeholders in the process. I improved and adapted the plan when it was necessary.	research project was clear to every stakeholder involved in the process. I consequently implemented the solutions and did a follow-up at every stage of the process. I effectively used the pre-set strategies to involve all the stakeholders in the process. I had planned the necessary improvements for the project beforehand.	involved in discussing and setting the aim of the research project. I consequently implemented the solutions and received feedback about the implementation process from all the stakeholders. I effectively used diverse strategies to involve all the stakeholders in the process. I prepared a contingency plan and I adapted the plan when it was necessary.
Product (results)	I didn't achieve the aim of the research project and get the planned results. I didn't analyse the results and the reasons for achieving or not achieving them. I didn't collect evidence to prove any social impact within the research project.	I partly achieved the aim of the research project and got the planned results. I didn't fully analyse the results and the reasons for achieving or not achieving the results. I collected some evidence to prove a minor social impact by solving the pedagogical issue.	I fully achieved the aim of the research project and got the planned results. I analysed the results and the reasons for achieving or not achieving the results. I collected evidence to prove social impact by solving the pedagogical issue.	I achieved more than expected and planned before. I purposefully and regularly analysed the results and the reasons for achieving or not achieving them. I collected convincing evidence to prove social impact by solving the pedagogical issue.

Note: Generated and designed by I. Margevica-Grinberga (2020); translated by K. Vitola (2020).

Table 3. **The categories and subcategories of the coding of students' journal entry on their** competencies to identify pedagogical issues and to

Categories	Codes	Meaning units / Examples of self-assessment meaning units
Self-assessment role in competence development	Problem identification	*I tried to find the pedagogical problem several times, however, only after thorough self-assessment that I unfortunately did too late I finally found the issue to solve.*
	Planning	*I started with solving the problem first. Only then I set the aim of the research project.*
	Developing	*Self-assessment gave lots of benefits because I could come back to the initial issue over and over.*
	Communicating	*When assessing my communication strategy to solve the issue I had chosen to research, I realized that in order to do self-assessment I also need a strategy.*
Self-assessment role in process stage	Piloting	*It is extremely important to reflect and assess the piloting stage of the project. The results of the project depend on the initial self-reflection.*
	Implementing	*When implementing the chosen solutions, it was the peer feedback and self-assessment that helped me the most.*
	Improvement	*To improve the chosen solution to solve the identified pedagogical issue I tried out several different self-assessment forms until I found the most suitable one for me. I realized that I have to write down my ideas.*
Self-assessment role in product effectiveness	Impact	The most challenging job was to self-asses my contribution in the project. Even though I got positive feedback from my peers and pupils, I doubted that the solution I chose had the greatest possible impact to solve the issue.
	Results	This was the best stage of the project because I could go through the results and the process in general, and look back and see if I succeeded.

Note: Generated by I. Margevica-Grinberga (2020); translated by K. Vitola (2020).

Findings

To obtain the answers to the first research question 'How do teacher education students self-assess their pedagogical solutions to the identified problems at the educational institutions they work at?' the authors analysed the students' self-assessments by taking into account the following criteria - competencies, process and results (see Table 2). The analysis showed that out of 100 students 89 students self-assessed their plan and develop appropriate solutions as effective (70,31%) or exemplary (8,9%). Moreover, the analyses show that out of 100 students, 77 highly self-assess the results of the research project. Out of 77 students, 36,19% students self-assessed the results of the projects as effective, and 23,1% students self-assessed the results of the projects as exemplary. The data and the analyses indicate that during the research projects it was the process that had been self-assessed as the most problematic part of the project. Only 38 out of 100 students highly self-

assessed the process and the project management as effective (9,88%) or exemplary (4,56%). Taking into account the epidemiological situation in the country there were numerous restrictions regarding the in-person studies. For instance, the lessons at schools were cancelled. All the learning transferred to the online environment. Fortunately, most of the students had identified the pedagogical issue to solve before the state of emergency was declared and most of them managed to plan and involve all the stakeholders in the research project. As shown by data, most of the problems occurred when the students had to start implementing their chosen solutions as it had to be done mainly by using tools available in online learning environments. The students in their self-assessments reported that the most challenging aspects to implement the research project during the Covid-19 crisis were mainly the project management, the feedback giving and receiving process, and the implementation of the project adaptation options.

Interestingly, despite the rather low self-assessments about the research process, the products have been self-assessed rather positively. The students pointed out that their chosen solutions to the identified problems were mostly accurate and the evidence from their practical experience, such as, their colleagues' and mentor's evaluations, parent and pupil survey results, etc. showed that the issues had been solved or were in the process of being solved. The obtained data and the analyses give evidence that the self-assessments by part-time students were higher than the self-assessments by their peers who study full time as most of the part-time students already work in an educational institution, thus giving them more pedagogical experience and expertise, hence, confidence about their work.

By analysing the data to answer the second research question 'How do teacher education students self-assess remote studying and working process to implement their research project?', all together 115 student online journal entries on the use of self-assessment at the end of the course were analysed. The analyses of the journal entries show that students evaluate the self-assessment tasks highly during all stages of the research project, in particular when self-assessing the planning process of the research project. For instance, one student reported that self-

assessment: '[..] makes you analyse your actions more. When self-assessing your work, it makes you take your time in every stage of the project and it allows you to realize what I want to change and what to keep. Besides, I think I would not think about the whole process at all if there weren't self-assessment tasks as these. I guess it would be more difficult to point out the pros and cons of the project.'

When self-assessing the process stages, the students addressed the opportunities to make corrections and adaptations in the project, to improve the plan and to receive feedback about their ideas in due time. For instance, one student pointed out that 'in order to get successful results setting aim and choose some methods is not enough. After doing self-assessment I concluded that in order to achieve more if you constantly ask yourself: What was successful? What is the evidence for that? What should I do differently? How will I know that it has worked? And then nothing is missed. Even in cases when the project is not successful at the beginning, self-assessment might change the way you plan ahead and implement the ideas when in the process.'

The analyses of the self-assessment on the product effectiveness show that it was perceived as an audit about the accomplished tasks and the achieved results. Moreover, it was considered as an opportunity to self-assess what could be improved when doing similar pedagogical tasks in the future. For instance, one student evaluated that 'it was useful to look for evidence for the quality of the results. It revealed how much it meant to all the stakeholders that I have tried to solve the particular issue. It also gave a feeling of an accomplishment after a job that was done well and it certainly is a motivation tool to do more.'

Regarding students' perceptions of self-assessment, findings in other academics' researches show that self-assessment as a learning activity is perceived mainly positively both by academics and students [5], [7]. For instance, Adachi et al [7] have concluded that the academics view self-assessment as a tool that deepens one understanding and promotes responsibility for learning. Moreover, students appreciate self-assessment activities as they help them with setting goals, planning and monitoring the learning process [10]. In particular, Snead and Freiberg's [11] study findings show that self-assessment practice among student teachers leads

towards 'deeper levels of pedagogical self-reflection'. This is in alignment with the findings of this study. For instance, one student reflects upon the results of the study research project by indicating that self-assessment was helpful when making decisions about the pedagogical issue to solve: I tried to find the pedagogical problem several times, however, only after thorough self-assessment that I unfortunately did too late I finally found the issue to solve. Furthermore, self-assessment is perceived even more positively when students are involved in creating the criteria rubrics or checklists before doing the actual assignment they will afterwards self-assess [8].

Overall, the findings of the study show that students understand the importance and the value of self-assessment tasks and activities to improve their learning and understanding of pedagogical issues and potential solutions to implement in the educational settings they work at. However, the findings also show that the implementation of the self-assessment tasks tends to be rather superficial due to different individual reasons. This is particularly important to address because superficial self-assessment could lead to students being unwilling to engage in self-assessment activities in the future educational study and work process. Therefore, it is crucial to carry out a thorough investigation on the drawbacks of particular self-assessment activities as that might prevent forming misconceptions of self-assessment. For instance, Adachi et al [7] point to research results that show that doing self-assessment activities online might lead to superficial learning. On the contrary, Seifert and Feliks' [12] research findings on anonymous online self-assessment and peer assessment indicate that the students acknowledge the benefits of the process, thus, proving that both online and offline self-assessment activities promote better learning and understanding of the study fields. Nonetheless, the authors believe that it is crucial to separate the anonymous self- and peer assessment activities from students' self-assessments that are identifiable.

Results, conclusions and recommendations

The results of the study show that student self-assessment is a valuable activity to foster self-regulated learning. The students indicate that initially it is crucial to do a guided reflection activity together in order to acquire different self-assessment methods and strategies, for instance, what the purpose of self-assessment is, how to plan time for self-assessment, how to manage oneself in each stage of self-assessment, etc. The students point out that it is beneficial to do self-assessment step by step, thus, it helps them improve self-assessment skills in general. Consequently, the self-assessment rubric, and the feedback and reflection sessions in each stage of the research project organised by the lecturers have proven to be an integral part of the self-assessment acquisition process.

As for the further research on self-assessment activities there are several calls for a study to investigate the next 'black box' [6]. As pointed out by Andrade [5] the research on students' perceptions and accuracy of self-assessment, as well as the relations between self-assessment and academic achievement and self-regulated learning has already provided the field with a lot of data and findings over the past years and, therefore, more research should focus on the cognitive mechanisms when doing self-assessment. Andrade [5] points out that the cognitive and affective mechanisms of self-assessment; the ways in which learners think and feel, the interactions between their thoughts and feelings and their context, and the implications for pedagogy are still unexplored research subjects. In other words, inductive analysis of student self-described phenomenological experiences concerning how they go about formulating a self-assessment [13]. Thus, students could be encouraged to use their voice that 'largely remains unheard' [8]. However, in the context of Covid-19, it is crucial to study the benefits and the challenges of online self-assessment activities, particularly when studying remotely [7]. Besides, due to the global challenges that Covid-19 has brought, it is crucial to investigate the current students' perceptions of self-assessment in the context of the online learning environment.

Overall, the authors believe that by giving self-assessment tasks to students it gives an insight into the way students think about their work and performance during studies. Moreover, students' self-assessments can provide the lecturers and the tutors with a holistic picture about how much his or her students appreciate the teaching profession in general. The authors strongly suggest that it is not only important to

know the theoretical strategies on how to solve pedagogical problems in a classroom but also to intrinsically be motivated to solve those problems. Self-assessment can open the doors to investigate the inner workings of students' minds and thus, help the university personnel to fully invest in its students. Finally, the authors believe that it is crucial to not only inform and teach students about the value of self-assessment and different self-assessment activities, but also provide academics with a well-designed training on the self-assessment strategies before engaging students in self-assessment tasks.

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