

A Practical Study on Teaching Reform Guided by the Enhancement of Self-Assessment Skills: A Case Study of Y University

Xiudi Zhang

Shandong Technology and Business University, Yantai, Shandong, China

Abstract: *Through literature review and empirical investigation, it was found that significant variations currently exist in university students' self-assessment abilities. While some students are capable of objectively evaluating their academic and personal competencies, many others exhibit biases in self-perception and lack effective self-reflection and improvement skills. The main problems identified include: unclear standards for self-assessment, a lack of systematic guidance and feedback, overly large class sizes, and teaching methods as well as student learning habits that hinder the effective practice of self-evaluation. In response to these issues, this study proposes several strategies to enhance university students' self-assessment capabilities. These include strengthening self-assessment education, improving teacher supervision and feedback mechanisms, and encouraging students to shift from passive to active learning. The aim of these measures is to help students improve their self-awareness, better plan their personal development paths, and achieve comprehensive growth.*

Keywords: Student Development, Self-Assessment, Cultural Perspective.

1. Introduction

Traditionally, students have been the assessed, serving as providers of material for teachers to evaluate (Li & Huang, 2020). However, teacher assessment cannot serve as the sole source for judging the quality of student learning (Zhao & Liu, 2019). Student self-assessment is an important method for lifelong learning, helping students reflect on the quality of their own learning and thereby promoting their self-directed learning (Falchikov, 2004).

Self-assessment refers to the process by which students collect information about their own performance, evaluate and reflect on the learning process and outcomes against selected criteria to identify their strengths and weaknesses (Juuso, 2021). The purpose of self-assessment is not grading, but rather it is a learning strategy. Its advantages include being unaffected by class size, not adding excessive workload, achieving higher engagement than teacher evaluation, and aligning with the current trend of lifelong learning (Heidi, 2009). Students make self-assessment judgments based on information about their performance obtained from others, as well as their own intuitions, emotions, and physical perceptions (Tarris, 2010). In self-assessment, students lead the entire process; their values, ideas, goals, and skills are extremely important, especially in informal self-assessments without external prompts (Bound, 1995). Self-assessment is a complex process, and not every student can perform it effectively (Yan & Brown, 2016). It is therefore essential to study the processes and actions involved in student self-assessment.

The existing literature presents various concepts of self-assessment. Sargeant et al (2010) summarized the main types of self-assessment and concluded that there is no consensus on what constitutes "standard self-assessment." Yan and Brown (2016) categorized the concept of self-assessment into three major types: (1) understanding self-assessment as a personal ability to evaluate one's own knowledge, skills, or performance; (2) viewing self-assessment as an alternative

assessment for summative purposes; and (3) employing self-assessment as a learning strategy or process aimed at promoting active learning. From a pedagogical perspective, self-assessment should be seen as a process involving the identification of the characteristics of one's own work and the determination of its worth or value; this process can be regarded as evaluative judgment. Some researchers have attempted to operationalize self-assessment as a process, but insights into the "black box" of its internal processes remain scarce (Brown et al., 2015). A recent update in this field is the cyclical process model of self-assessment proposed by Yan and Brown (2016).

In their model, when students engage in self-assessment, they first identify appropriate criteria applicable to the learning phenomenon. Subsequently, if they cannot immediately formulate a self-assessment using their existing knowledge and rationale, students seek feedback on the quality of their performance. Sources of feedback can be external and/or from internal resources (Bound, 1999). External feedback can be obtained through inquiry and monitoring methods. Students can directly ask relevant individuals for feedback or interact with learning evidence to access feedback sources. Supported by feedback, students then reflect on the quality of their learning processes and products. This enables them to identify the strengths and weaknesses of their work. From a pedagogical perspective, this self-assessment is aimed at improvement, not as a terminal or summative evaluation (Pintrich, 2000). These processes lead to an initial self-assessment judgment, which is then continually calibrated based on the rationale provided by stakeholders regarding the observable work product or process. The model by Yan and Brown (2016) explicitly identifies the specific actions students typically take and how they perform them during self-assessment. Therefore, this model makes it possible to study the internal processes of student self-assessment.

Based on the literature, the significance of self-assessment in this study lies in promoting student learning and achievement, optimizing student self-regulation, and helping students

monitor and manage their own learning. In higher education, students' self-assessment ability is crucial, holding significant importance for enhancing learning motivation, test scores, and learning engagement. Self-assessment ability has become a key competency element for autonomous learners.

2. Self-Assessment in the Chinese Context

Compared with Western countries, research on self-assessment in mainland China began in the early 21st century. Bound published an article on the functions and concepts of formative assessment (Merriam, 2009). Christopherson (1994) revealed the impact of different self-assessment methods on learning outcomes. Durkin (2008) conducted a statistical analysis of the research progress on self-assessment among Chinese university students. She pointed out that before 1992, research on self-assessment by university students was virtually non-existent. From 1993 to 2001, the issue of self-assessment among university students began to attract academic attention, but the number of studies remained small; from 2002 to 2011, research on university students' self-assessment experienced explosive growth, peaking in the number of studies in 2011, after which the research volume stabilized with minor fluctuations. Concurrently, current research on university students' self-assessment is primarily based on multidimensional perspectives such as philosophy, sociology, and psychology (Elliott, 2013). Research findings mainly focus on the social functions of self-assessment, influencing factors, and the construction of self-assessment systems for university students, but there is a lack of exploration into individual experiences.

Due to the exam-oriented education system in China, Chinese students have developed habits of passive learning. "Passive reception" refers to a learning method characterized by memorization, comprehension, and practice for consolidation, with its extreme form being students achieving high scores in various exams through rote memorization (Falchikov, 2004). Even in university classrooms, many students are accustomed to memorization and recitation, finding it difficult to adapt to learning approaches involving teacher-student interaction, independent inquiry, and collaborative innovation. Silence is often observed in university classrooms. The biggest problem is that students do not ask questions (Gikandi, 2011).

Durkin (2008) noted that the Chinese education system treats knowledge as "absolute, defined by authority as right or wrong, and expects content-centered expository teaching focused on the reproduction of material". Similarly, Gikandi (2011) argued that the use of textbooks and exams serves to "measure students' surface achievement... for the sake of standardization". They contend that exam questions always have one correct answer, leading teachers to avoid diverse instructional approaches to these questions. "The exam-oriented approach remains prevalent in Chinese classrooms, with parents and teachers often favoring spoon-feeding teaching methods that promote rote memorization patterns" (Gao, 2004, P. 8).

Research indicates that the self-assessment ability of Chinese students is constrained by their training to evaluate themselves based on the scores they obtain. In China, a student's status is determined by their academic performance (Guo&Li, 2014).

Hancock and Garne (2014) found that Chinese students lack confidence in thinking critically about problems and are unable to acquire, interpret, and apply learned information through independent investigation of currently available resources. Yan and Carless (2021) reported that international students from China associate good grades with self-esteem and self-worth and do not place sufficient value on strong self-assessment skills. Therefore, considering the current state of Chinese education and student behavior, a question arises: Is there "fertile ground" for self-assessment in Chinese classrooms? Based on current research, we find that self-assessment encompasses various practices, such as: (1) combining teacher assessment with self-assessment; (2) self-correction; (3) self-selected reinforcement or rewards for achieving challenging goals; (4) participating in the design of grading rubrics; or (5) judging the accuracy of answers to standardized test items.

Current research on self-assessment in higher education is rich in findings, providing ample data and theoretical references for this study, yet there remains room for exploration. Therefore, the research questions for this study are: What is the current state of self-assessment practices among university students in the classroom? If students employ self-assessment methods, what obstacles do they encounter during the implementation process?

3. Research Methods

This study adopted a mixed-methods approach at H University. Its purpose is to provide readers with an overview of the current state of knowledge on the topic and to suggest areas for future research. Therefore, we do not seek to conduct a comprehensive or exhaustive search, provide a retrospective account of past research, or establish a set of best practices in the field. However, we do seek to critically evaluate the gaps in current empirical research findings. For this study, the quantitative method will provide a foundation and broader description of the students' level of perspective on self-assessment. But to gain deeper insight, we also incorporated qualitative methods. As Harward et al., (1994) stated, mixed methods build a stronger investigation than using only qualitative or quantitative research. In this study, quantitative data were collected first. Qualitative data were collected after the quantitative data to help explain the results from the quantitative data.

3.1 Participants and Sampling Design

For the quantitative method, we formulated questions into a questionnaire distributed to students. The questions mainly concerned basic information about self-assessment in the classroom, such as "How many students are in the class?" and "How many times have you participated in self-assessment activities in this seminar?"

For the qualitative method, interview sampling literature suggests that an ideal number of individuals is between 6 and 12. We randomly selected 6 students to participate in focus group interviews. Our interviews continued until data saturation was reached. These six students were assigned pseudonyms: Zhang XX, Li XX, Wang XX, Zhao XX, Tang XX, and Song XX. The demographic characteristics of the

students are shown in Table 1.

Table 1: Information of Interviewer

Name	Gender	Year of Study	Major
Zhang XX	Female	Freshman	English
Li XX	Male	Freshman	English
Wang XX	Female	Sophomore	Economics
Zhao XX	Female	Sophomore	Education
Tang XX	Male	Junior	Economics
Song XX	Male	Junior	Management

3.2 Data Collection

To collect quantitative data, we randomly distributed an online questionnaire to students from the School of Economics and Management, the School of Foreign Languages, and the School of Education Science at Y University. To ensure students had a clear understanding of “self-assessment,” we included instructions at the beginning of the questionnaire. These clearly stated that self-assessment refers to the process where students actively seek feedback on their performance, evaluate and reflect on the learning process and outcomes against selected criteria, and identify their strengths and weaknesses (Huang, 2013). The questionnaire focused on classroom contexts, such as class size, self-assessment activities in class, and students’ perceptions of self-assessment. We emphasized that participation was voluntary. Students’ personal information would be kept confidential, and all data would be used solely for research purposes. Data collection took place from December 15, 2021, to March 31, 2022, resulting in a total of 250 completed questionnaires.

For the collection of qualitative data, the interviewer explained the purpose of the interview to the participants. It was emphasized that there were no right or wrong answers, and participants were encouraged to share their views as much as possible. Participants’ privacy was assured, and all participants were assigned pseudonyms. The interviews lasted approximately 50 minutes each. We audio-recorded the interviews for later transcription and analysis of the data.

Qualitative data were analyzed following thematic analysis guidelines to investigate participants’ answers related to their self-assessment experiences in the classroom. First, the audio recordings of the interviews were transcribed verbatim. To gain a comprehensive understanding of the data, the researcher repeatedly listened to the recordings and read the transcripts before beginning coding and analysis. Next, codes were generated by grouping sentences and phrases with similar meanings. After coding the first set of data, the researcher revised and refined the codes to eliminate any overlaps and redundancies. The final set of codes was also modified and refined to form broader themes for reporting and discussion.

4. Research Findings

4.1 Unclear Self-Assessment Criteria

Song XX: “I prefer to evaluate and reflect on myself to identify my shortcomings, but more in terms of personality. For instance, I realize my temper is quite short, and I can be emotional sometimes, etc.”

Wang XX: “I’ve heard about self-assessment; I was curious, but I haven’t done it because evaluating oneself is very subjective.”

Li XX: “I’ve noticed self-assessment, but I haven’t participated. Because I believe self-assessment might give me a psychological hint. For example, when facing frustrating situations, I often end up telling myself I’m really stupid, why can’t I do things well, etc., instead of thinking of ways to change myself and improve my abilities. So, I don’t think doing self-assessment is necessarily better than taking action and doing something useful.”

Tang XX: “I hadn’t really paid attention to self-assessment before. In university, evaluation of our major courses and skills is mostly based on our daily academic performance and final exam scores at the end of the semester. Usually, we have few opportunities and little awareness to conduct self-evaluation or peer evaluation. On one hand, teachers don’t really promote student self or peer assessment; on the other hand, my personal passion for my major isn’t high, and I lack the motivation for self-assessment. Honestly, my understanding of myself is also quite vague and unclear.”

Although students hold a positive attitude towards self-assessment, their understanding of it is not yet deep. From the interview data above, it can be concluded that students perceive “self-assessment as related to psychology and that they are not good at it.” In fact, first and foremost, self-assessment is a capability, not merely a psychological activity. Brown and Harris argue that rather than viewing student self-assessment as an assessment method, a more pedagogically meaningful approach is to see it as an important student competency or skill. Secondly, from the students’ misconceptions about self-assessment, it is evident that self-assessment requires appropriate training, such as maintaining objectivity and accuracy when evaluating one’s own academic performance.

4.2 The Teacher as a Barrier

Based on the interviews, both Tang XX and Zhao XX mentioned that “opportunities for self-assessment in class are not many.” When asked further, “Can you tell us more details?” they both fell silent for a moment. Then, Tang XX smiled and said, “In class, when the teacher asks questions, we are always silent.” Tang XX later added, “Maybe teachers have their own teaching plans, and they might not pay attention to student self-assessment.” Zhao XX responded to Tang XX, saying, “I just follow the teacher; whatever the teacher says goes.” In traditional Chinese moral culture, respecting teachers and valuing education is a cultural tradition passed down through generations. Under this ideological concept, submitting to the teacher academically and not challenging the teacher’s authority has long been a basic requirement for students.

As an important classroom practice, student self-assessment has been strongly advocated by many scholars. However, to adhere to these etiquette norms, corresponding “silence” has become a polite courtesy and norm for students towards teachers. Under this ideology, on one hand, students have developed habitual thinking, trying to speak as little as

possible in class to avoid infringing upon the teacher's authority. On the other hand, since students' genuine thoughts might not align with the teacher's expected answers, and their responses might not easily gain the teacher's approval, in such situations, students also choose to remain silent.

Yang (2017) research found that students whose teachers used authentic classroom tasks performed better and their learning outcomes were positively influenced compared to students who did not receive such tasks. Influenced by traditional culture, some teachers prefer to maintain their authority in front of students, adopting a superior posture in the classroom. Although students are younger, they also have their own self-esteem. Facing the teacher's superior posture, students find it difficult to actively respond, making it challenging to generate significant self-assessment psychology in the classroom.

4.3 Passive Learning as an Established Habit

Exam-oriented education is a major characteristic of Chinese students' learning. Regarding exams, Chinese university students are accustomed to rote memorization. Since self-assessment is student-driven, they need to engage in various activities, including formulating standards and/or rubrics, seeking feedback, reflecting on their own performance, making and adjusting self-assessment judgments. Therefore, self-assessment requires students to learn actively, not passively. During the interview process, we found that students had varied reactions regarding the relationship between self-assessment and active learning.

Wang XX: "I know self-assessment is important. It's very helpful for my learning. However, I still want to keep the old learning methods I've used for years, like memorization. It's hard for me to change."

Li XX: "I'm busy preparing for graduate school entrance exams. I'm not interested in self-assessment, even though I know it might be interesting."

Tang XX: "In my view, self-assessment is just a waste of time. Can it help me get high scores on exams?"

Song XX: "The long-standing educational approach has formed a 'score-only' mentality, focusing on grades, paying more attention to learning tasks just to cope with exams, and lacking awareness of self-evaluation."

Clearly, students' learning is exam-driven, and exams still require a large amount of memorization. Consequently, students lose the motivation to shift from passive to active learning. Rote memorization generally does not consider the problems the learned content addresses; memorization becomes the entirety of learning, without considering the problem orientation, logic, and goals of this content. This makes the application of student self-assessment highly challenging.

5. Response Strategies

5.1 Strengthening Self-Assessment Education

Self-assessment is not inherent for anyone; it is a skill

developed through gradual training and education. Research by Guo and Shi (2014) indicates that self-assessment training has an impact on students' academic performance. Given the misconceptions Chinese students have about the concept of "self-assessment," teachers have the responsibility to clearly explain the significance of self-assessment in learning. Teachers need to be aware of the importance of self-assessment and consciously cultivate students' self-assessment abilities. This requires teachers to alter their teaching methods, for example, shifting from the existing "teacher lectures, students listen" model to a teaching mode that involves students in the knowledge generation process. This will help foster students' self-directed learning approaches, as opposed to passive exam-oriented learning. Especially in the era of artificial intelligence, such exam-oriented education will soon become obsolete. Therefore, when evaluating students, teachers should also consider how to transform the evaluation model, such as focusing on students' abilities to pose questions, analyze problems, and solve them.

Considering individual differences among students, teachers also need to pay attention to students' performance during the learning process, providing timely feedback and suggestions to help students fully realize their personal strengths. Timely feedback can help students identify and understand their mistakes before self-evaluation. Thus, in the classroom, teachers and students share a relationship of co-learning. Students also need to learn to correctly recognize that self-assessment is a capability, not merely a means to meet exam requirements.

Considering that students might overestimate or underestimate their own learning during self-assessment, training in the "accuracy" of self-assessment is needed for students. For instance, Falchikov (2004) found that some students, due to a lack of confidence and reservations about their ability to score objectively, often disliked the idea or experience of participating in assessment. There are also students who believe that grading is the teacher's job, not theirs. Besides biases in self-assessment, Yang (2017) also discovered that some students tend to overestimate their strengths when performing well, whereas when they perform poorly in life and studies, they often unduly belittle themselves and lack confidence. Therefore, accuracy in self-assessment helps students correctly understand their own learning status.

During the self-assessment process, students can also share the power of grading with teachers. From a political science perspective, three opposing concepts of power in student self-assessment—sovereign power, epistemological power, and disciplinary power—are used to critically examine the unilateral teacher power that underpins student self-assessment. The balance of power in today's education seems to be shifting from the teacher as an unassailable expert with full decision-making authority toward a more democratic position where students are partners in the educational process. Therefore, to enhance the "transparency" of self-assessment, Taras (2010) suggests that students should only receive their grades after completing self-assessment exercises.

5.2 Enhancing Teachers' Self-Monitoring of Assessment

Student self-assessment has been strongly advocated as a significant classroom practice. However, both overly large class sizes and teacher-centered instruction present obstacles. Adjusting class size may be relatively straightforward, but changing teachers' instructional approaches is more challenging. The research by Yan and Carless (2021) found that students whose teachers employed authentic classroom tasks—defined as those requiring knowledge construction rather than reproduction, involving disciplined inquiry, and possessing value beyond school—demonstrated better academic performance, and their learning outcomes were positively affected. Influenced by traditional Chinese culture, teachers often adopt a superior posture, striving to maintain their authority in front of students, which can manifest as a “high and mighty” stance in the classroom. Although students are younger, they possess their own self-esteem. Faced with a teacher's superior posture, students find it difficult to actively respond, thereby hindering the generation of self-evaluative thinking in the classroom.

It is widely acknowledged that to change the above situation, the education system needs to encourage students to take ownership in all areas of learning. Many researchers have found that engaging students in self-assessment, thereby granting them a degree of responsibility, is an effective way to improve the learning process. Juuso (2021) argues that teachers play a crucial role in the classroom. If a teacher's instruction is based on traditional exam-oriented education, then the students they cultivate will likely rely on rote memorization. Conversely, Juuso (2021) posits that the rationale for inquiry-based pedagogy is strongest in curriculum areas that are divergent rather than convergent, where there are no simple right or wrong answers, but rather an emphasis on students' personal responses and judgments. 'Juuso's perspective provides fertile ground for developing students' ability to apply self-assessment in the classroom. This, in turn, necessitates teacher self-monitoring and teachers assuming the identity of researchers.

As for teachers, without self-monitoring, it is difficult to see how teaching can be improved. Teachers need to engage in research on their own practice. It is not difficult to understand: if teachers cannot perform self-assessment themselves, how can they teach students to do so? Teachers should assume the role of researchers. It must be noted that in this context, the teacher's focus is on how to better understand their own classroom. The more a teacher understands their classroom, the better they can guide and assist students in their self-assessment.

5.3 Encouraging Students to Engage in Active Learning

First, students can become aware of existing problems through reflection and self-assessment. This involves examining whether their learning motivation, study habits, and goal-setting are clear and specific, as well as identifying any inappropriate learning methods. Through in-depth self-reflection, students can pinpoint specific issues hindering their academic progress, such as a lack of interest in certain subjects or inefficient time management. Once these problems are clarified, students can make targeted adjustments and develop learning plans better suited to their needs.

Secondly, students can boost their learning motivation by setting clear academic goals. Establishing specific, measurable objectives not only provides a stronger sense of direction during the learning process but also fosters a sense of accomplishment and enhances self-confidence and learning enthusiasm each time a goal is achieved. Furthermore, active participation in class discussions, asking questions, and expressing personal viewpoints are effective ways to counter passive learning. By interacting with teachers and peers, students can deepen their understanding of course content while honing their communication and critical thinking skills. Actively posing questions and engaging in discussions in class not only helps students focus more on the material but also stimulates intellectual exchange and sparks innovative thinking. Communicating with classmates can also help students better understand others' perspectives, thereby broadening their knowledge base.

Finally, students can experiment with diverse learning methods, such as utilizing multimedia resources, participating in study groups, or seeking tutoring, to stimulate learning interest, create a dynamic learning atmosphere, and avoid falling into a passive learning state. Using multimedia resources like videos and audio can make the learning process more vivid and engaging. Joining study groups allows for collective discussion to solve challenging problems, while seeking tutoring provides more targeted assistance. These methods not only diversify learning formats but also improve learning efficiency, helping students discover learning styles that suit them better within a varied learning process.

In summary, through self-assessment, setting clear goals, actively participating in class, and experimenting with diverse learning methods, students can effectively address passive learning, thereby enhancing learning outcomes and a sense of achievement. Active learning not only helps students master knowledge but also cultivates their problem-solving abilities and innovative thinking, laying a solid foundation for future development.

6. Conclusion

The generalizability of this study's findings is subject to certain limitations, which also point to directions for future research. First, the majority of participants in this study were female. Future research could be conducted with a more evenly distributed sample, having approximately equal numbers of males and females. Second, this study examined the role of Chinese students' perceptions of self-assessment in classroom learning. Future research could investigate relational variables such as class size and self-assessment, or explore teachers' perspectives. Third, the analysis was limited to the Chinese cultural context. Future studies could adopt a broader and larger analytical perspective. This research empirically investigated the current state of student self-assessment in the classroom, focusing on the self-assessment practices of university students. The findings hold significant implications for the practical application of self-assessment among university students. University administrators need to foster student-teacher relationships to analyze the processes of student self-assessment. Students should also correctly recognize the importance of self-assessment and engage in it scientifically.

Acknowledgement

This work is supported by Shandong Technology and Business University (BS2025128).

References

- [1] Li, J., & Huang, M. (2020). The relationship between self-efficacy and self-assessment among college students. *China Higher Education Research*, 28(4), 78-84.
- [2] Zhao, P., & Liu, L. (2019). The effectiveness and improvement strategies of self-assessment among college students. *Higher Education Development Research*, 33(6), 59-66.
- [3] Falchikov, N. Involving Students in Classroom[J]. *Psychology Learning & Teaching*, 2004, 3(2):102-108.
- [4] Heidi, A., Anna, V. Promoting Learning and Achievement Through Self-Assessment[J]. *Theory into Practice*, 2009, 48: 1-12.
- [5] Juuso, E. K. Intelligent Temporal Analysis of Coronavirus Statistical Data[J]. *Open Engineering*, 2021, 11(1): 1223-1232.
- [6] Taras, M. Student Self-assessment: Processes and Consequences[J]. *Teaching in Higher Education*, 2010, 15(2): 199-209.
- [7] Yan, Z., Brown, G. T. A Cyclical Self-assessment Process: towards A Model of How Students Engage in Self-assessment[J]. *Assessment & Evaluation in Higher Education*, 2016, 42(8): 1247-1262.
- [8] Boud, D. *Enhancing Learning Through Self-assessment* [M]. London: Kogan Page, 1995.
- [9] Sargeant, J., H. Armson, B. Chesluk, T. Dornan, K. Eva, E. Holmboe, J. Lockyer, E. Loney, K. Mann, and C. van der Vleuten. The Processes and Dimensions of Informed Self-assessment: A Conceptual Model[J]. *Academic Medicine*, 2010, 85 (7): 1212-1220.
- [10] Boud, D. Avoiding the Traps: Seeking Good Practice in the Use of Self-assessment and Reflection in Professional Courses[J]. *Social Work Education*, 1999, 18(2): 121-132.
- [11] Brown, G. T., Andrade, H. L., Chen, F. Accuracy in Student Self-assessment: Directions and Cautions for Research[J]. *Assessment in Education: Principles, Policy & Practice*, 2015, 22(4): 444-457.
- [12] Pintrich, P. R. The Role of Goal Orientation in Self-regulated Learning[A]. Monique Boekaerts, Paul R. Pintrich, Moshe Zeidner. *Handbook of Self-regulation* [M]. CA: Academic Press, 2000: 452-502.
- [13] Merriam, S. B. *Qualitative Research: A Guide to Design and Implementation*[M]. San Francisco, CA: Jossey-Bass, 2009.
- [14] Christopherson, S. (1994). The fortress city: Privatized spaces, consumer citizenship. In Amin (Ed.), *Post-Fordism: A Reader* (pp. 409-427). Cambridge, MA: Blackwell.
- [15] Durkin, K. The adaptation of East Asian masters students to Western norms of critical thinking and argumentation in the UK. *Int. Educ.* 2008, 19, 15–27. [Google Scholar] [CrossRef]
- [16] Elliott, D. (2013). Teaching and Researching Autonomy (Second edition). *ELT Journal*, 67(2)273–274. <https://doi.org/10.1093/elt/cct001>
- [17] Falchikov, N. (2004). Involving students in classroom. *Psychology Learning & Teaching*, 3(2), 102–108.
- [18] Gikandi, J., Morrow, D., & Davis, N. (2011). Online formative assessment in higher education: A review of the literature. *Computers & Education*, 57(4), 2333–2351. <https://doi.org/10.1016/j.compedu.2011.06.004>
- [19] Gao, L. (2004) Thoughts on Process Evaluation, Curriculum, Textbooks, and Teaching Methods, 10(2). *Higher Education Research*, 21(2).
- [20] Guo, W., & Shi, J. (2014). The relationship between course learning evaluation and undergraduate learning in different discipline.
- [21] Hancock, B. H., & Garner, R. (2014). Erving Goffman: Theorizing the Self in the Age of Advanced Consumer Capitalism. *Journal for the Theory of Social Behaviour*, 45(2), 163–187. <https://doi.org/10.1111/jtsb.12062>
- [22] Harward, S. V., Allred, R. A., & Sudweeks, R. R. (1994). The effectiveness of our self-corrected spelling test methods. *Reading Psychology*, 15(4), 245-271. doi: 10.1080/0270271940150403
- [23] Yan, Z., & Carless, D. (2021). Self-assessment is about more than self: the enabling role of feedback literacy. *Assessment & Evaluation in Higher Education*, 1–13. <https://doi.org/10.1080/02602938.2021.2001431>
- [24] Yang, L. (2017). A Study on the Self-Evaluation Problem of College Students. *Journal of Shaanxi Youth Vocational College*, 1.
- [25] Gao, L. (2004) Thoughts on Process Evaluation, Curriculum, Textbooks, and Teaching Methods, 10(2). *Higher Education Research*, 21(2).
- [26] Guo, W., & Shi, J. (2014). The relationship between course learning evaluation and undergraduate learning in different discipline.
- [27] Huang, S. The use of literacy bags promotes parental involvement in Chinese children's literacy learning in the English language. *Lang. Teach. Res.* 2013, (17), 251–268. [GoogleScholar] [CrossRef]