# Article information:

Full article: Self-assessment is about more than self: the enabling role of feedback literacy
<https://www.tandfonline.com/doi/full/10.1080/02602938.2021.2001431>

# Article summary:

1. Feedback literacy and self-assessment are crucial for effective learning, but their interplay and the factors that maximize their potential outcomes need further exploration.

2. Feedback literacy involves seeking feedback from others and generating internal feedback, while self-assessment involves reflecting on one's own work against criteria.

3. Seeking feedback and generating internal feedback are core elements of both feedback literacy and self-assessment, and they play an enabling role in the self-assessment process.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled "Self-assessment is about more than self: the enabling role of feedback literacy" discusses the importance of feedback literacy and self-assessment in promoting effective learning. While the article provides valuable insights into these concepts, there are several areas where critical analysis is warranted.

One potential bias in the article is its focus on the positive effects of self-assessment and feedback literacy. The authors highlight that self-assessment enhances learning achievements and promotes self-regulated learning and academic self-efficacy. However, they also acknowledge that the effects of self-assessment interventions vary widely. This discrepancy raises questions about the generalizability of their claims and whether there may be negative outcomes associated with self-assessment that are not adequately addressed.

Another potential bias is the limited discussion of teacher feedback literacy. While the authors briefly mention it, they primarily focus on student feedback literacy. This narrow perspective neglects the important role that teachers play in providing effective feedback to students. It would have been beneficial for the authors to explore how teacher feedback literacy can support and enhance student self-assessment practices.

The article also lacks a comprehensive examination of potential risks or limitations associated with self-assessment and feedback literacy. For example, it does not address issues such as students' ability to accurately assess their own work or biases that may influence their judgments. Additionally, there is no discussion of potential challenges in implementing effective self-assessment practices or strategies for overcoming them.

Furthermore, the article does not provide sufficient evidence or examples to support its claims. While it references previous studies on self-assessment and feedback literacy, it does not present specific findings or data to substantiate its arguments. This lack of empirical evidence weakens the overall credibility of the article.

Additionally, there are missed opportunities to explore counterarguments or alternative perspectives on self-assessment and feedback literacy. The article presents a one-sided view that emphasizes the benefits of these practices without acknowledging potential criticisms or limitations.

In terms of writing style, the article is dense and technical, which may make it challenging for readers to fully grasp the concepts being discussed. The use of complex terminology and jargon could alienate readers who are not familiar with the field.

Overall, while the article provides some valuable insights into self-assessment and feedback literacy, it falls short in several areas. It exhibits potential biases, lacks supporting evidence, overlooks alternative perspectives, and fails to address potential risks or limitations. A more balanced and evidence-based approach would have strengthened the article's arguments and made it more compelling.

# Topics for further research:

* Negative outcomes of self-assessment interventions
* Challenges in implementing effective self-assessment practices
* Biases in self-assessment judgments
* Teacher feedback literacy and student self-assessment
* Limitations of feedback literacy in promoting effective learning
* Critiques of self-assessment and feedback literacy

# Report location:

<https://www.fullpicture.app/item/f688064d4480d3168bd659ef76aec217>