



RESEARCH REPORT

Partner: Skill Up

Self-Assessment Tools Based on Metacognitive Methodology



Including Chess As a Re-education Up-Skilling tool

Summary

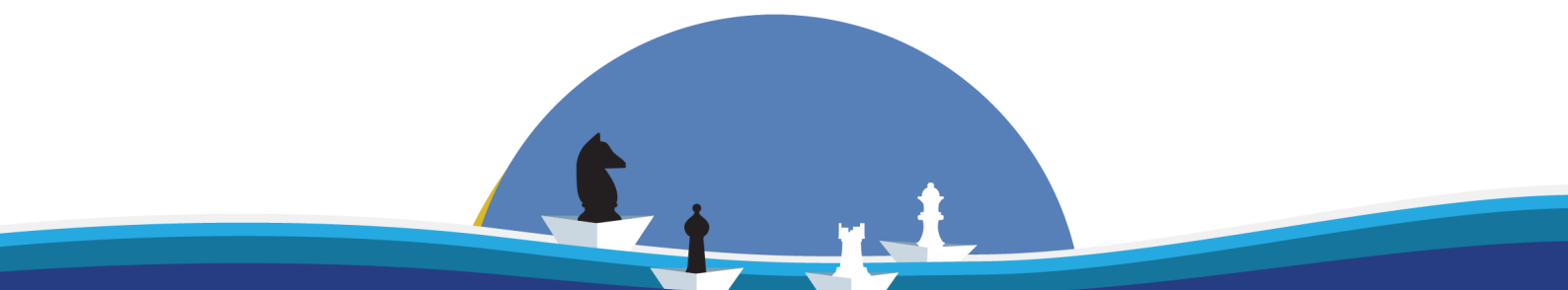
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1- INTRODUCTION

Metacognition refers to the awareness and understanding of one's own thought processes. In the context of learning, metacognition is about knowing how you learn, monitoring your learning strategies, and adapting them to achieve better results. Self-assessment tools rooted in metacognitive methodologies are designed to help individuals assess their learning strategies, recognize strengths and weaknesses, and improve performance through reflection and self-regulation.

The core principle behind these tools is to enable learners to reflect on their thought processes, make adjustments to their approaches, and track their progress over time. These tools are especially relevant in educational settings but also apply to professional and personal development contexts.

Several **Self-Assessment Tools** have been developed based on metacognitive theories, each designed to enhance learners' ability to assess their learning habits, identify challenges, and improve self-regulation skills. Below are some notable tools and methodologies.



2. META-COGNITIVE SELF-ASSESSMENT TOOLS

2.1 Metacognitive Awareness Inventory (MAI)

The Metacognitive Awareness Inventory is one of the most widely used tools for assessing an individual's awareness of their learning processes. It consists of a set of questions aimed at evaluating two main aspects of metacognition:

- **Knowledge of Cognition.** This includes knowledge about strategies, knowledge about tasks, and self-knowledge (knowing your strengths and weaknesses).
- **Regulation of Cognition.** This includes planning, monitoring, evaluating, and adjusting one's learning strategies.

Example: A learner taking the MAI might be asked questions such as "I think about what I need to learn before I begin a task" or "I find myself pausing regularly to check my understanding."

2.2 The Self-Regulated Learning Interview Schedule (SRLIS)

This tool focuses on measuring self-regulation in learning, particularly how learners set goals, monitor progress, and modify their approaches when necessary. The SRLIS uses structured interviews to ask participants about their thought processes and decision-making strategies during specific tasks. This tool allows for qualitative insights into how individuals manage their learning.

Example: An interviewer might ask, "How did you decide what to focus on during this study session?" or "What strategies did you use to solve this problem?"

2.3 Reflective Journals and Learning Logs

These are more open-ended self-assessment tools where learners regularly record their thoughts, learning experiences, and progress. The act of reflecting on one's experiences in a structured way helps develop metacognitive awareness. Reflection can prompt learners to ask themselves critical questions about what worked, what didn't, and how they can improve.

Example: A learner may be asked to maintain a journal where they reflect on questions such as, "What was the most difficult part of today's lesson?" or "How will I prepare differently for the next task?"

2.4 The Learning and Study Strategies Inventory (LASSI)

This tool assesses a learner's use of strategies related to metacognitive processes, motivation, time management, and anxiety regulation. LASSI is used to help students understand their current learning strategies and make improvements where necessary. The inventory provides feedback on a range of domains, such as information processing, self-testing, and attitude toward learning.

Example: LASSI includes questions like: "I ask myself questions to make sure I understand the material I have been studying" or "When work is difficult, I give up or study only the easy parts."

2.5 Metacognitive Skills Assessment (MSA)

This tool focuses on assessing specific skills that are linked to effective learning and problem-solving. The MSA breaks down skills into components such as planning, monitoring, and evaluating. It provides learners with scenarios or tasks and asks them to explain their thought processes at various stages. This helps assess how well they can regulate their learning strategies in real-time.

Example: In a mathematics problem-solving task, learners might be asked, “How will you begin solving this problem?” and then later, “What will you do next if this approach doesn’t work?”

2.6 York-Barr Questionnaire

The York-Barr Questionnaire, also known as the Teacher Self-Assessment of Reflective Practice is a tool originally designed for educators to evaluate their reflective practices and metacognitive awareness in teaching.

The questionnaire assesses different dimensions of reflective practice, such as:

- **Self-awareness**
- **Collaborative reflection.**
- **Commitment to continuous learning.**

The York-Barr Questionnaire helps persons to critically reflect on their experiences, evaluate their decision-making processes, and set goals for personal and professional improvement. This tool is often part of broader professional development programs in educational institutions, providing educators with a structured framework for reflective inquiry.

Example: Educators might reflect on questions such as, “How do I evaluate the impact of my teaching on student outcomes?” or “In what ways do I engage with colleagues to reflect on and improve my instructional practices?”

3. BENEFITS OF METACOGNITIVE SELF-ASSESSMENT TOOLS

Metacognitive self-assessment tools provide powerful frameworks for helping individuals reflect on their learning processes, recognize areas of strength and weakness, and take proactive steps to improve. From structured inventories like the MAI and LASSI to more open-ended approaches like reflective journals, these tools enable a deeper understanding of personal learning strategies and promote a growth mindset. As learners become more aware of their cognitive processes, they gain the ability to regulate and optimize their performance, benefiting both academic and personal development.

Their use can bring beneficial outcomes, as:

- **Improved Learning Outcomes.** Learners who regularly engage in self-assessment become more aware of their learning habits and can adjust strategies to be more effective.
- **Enhanced Self-Regulation.** Metacognitive tools help individuals take control of their learning by setting goals, monitoring progress, and making necessary adjustments.
- **Fostering Independence.** Learners develop independence as they become more adept at identifying what they need to improve and taking steps to do so.
- **Personalized Feedback.** Tools like the LASSI and MAI provide learners with personalized feedback that can guide them toward adopting more effective learning habits.

4. CHALLENGES AND LIMITATIONS

Most self-assessment tools can show limits or represent a challenge, as they require self-reflection, a meta-competence that is not easy to develop.

The main challenges that can arise are:

- **Self-Report Bias:** Some tools rely on learners to assess themselves, which can lead to biased or inaccurate reflections.
- **Time-Consuming:** Certain methods, such as reflective journals, can be time-consuming and require significant commitment from learners.
- **Need for Guidance:** While these tools help promote independence, learners often require guidance from teachers or mentors to make the most of the insights gained.

5. BENEFITS OF THE YORK-BARR QUESTIONNAIRE:

The York-Barr questionnaire emphasizes the role of reflection in professional growth and is based on the idea that ongoing reflection can improve effectiveness.

In particular, this method:

- **Promotes Professional Growth:** It helps educators and persons in general to reflect systematically on their practice, which leads to more thoughtful, intentional teaching.
- **Encourages Collaborative Reflection:** It emphasizes the importance of learning from peers, promoting a culture of shared learning.
- **Improves Effectiveness:** By focusing on self-assessment, the tool helps persons identify gaps in their strategies and make data-driven decisions to enhance outcomes.

In conclusion, the York-Barr Questionnaire is a valuable tool for educators and for individuals aiming to enhance their metacognitive awareness and engage in reflective practice.

By systematically evaluating their practices, persons can foster continuous development and ultimately contribute to more effective strategies.

This tool aligns well with the broader goals of metacognitive self-assessment, as it encourages persons to reflect critically and take an active role in their own learning and growth.

6. THE YORK-BARR QUESTIONNAIRE IN PRISON

The York-Barr Questionnaire, originally designed for educators to reflect on their professional practices, can be adapted to support self-reflection and emotional intelligence development in various other settings. One particularly beneficial use could be with prison inmates, where fostering self-awareness, emotional intelligence, and reflective thinking can have a profound impact on rehabilitation and personal growth.

6.1 Adapting the York-Barr Questionnaire for Inmates

The structure and reflective nature of the York-Barr Questionnaire provide an effective framework for helping inmates reflect on their behavior, decision-making processes, and emotions. By modifying the original focus from teaching practices to personal development, the questionnaire can guide inmates through self-assessment and reflection in areas such as:

- **Self-awareness and emotional regulation:** Helping inmates become more conscious of their thoughts, feelings, and behaviors, particularly in stressful or challenging situations.
- **Interpersonal relationships:** Encouraging reflection on past conflicts, relationships, and the impact of their actions on others, which could lead to improved social skills and empathy.
- **Personal growth and goal setting:** Assisting inmates in identifying areas for self-improvement and setting realistic, achievable goals for personal and emotional development.

6.2 Potential Areas for Reflection

The York-Barr Questionnaire can be adapted to encourage inmates to reflect on key areas critical to their rehabilitation:

1. Self-Awareness.

Inmates could reflect on questions that promote understanding of their emotional triggers, behavioral patterns, and how these have shaped their decisions in the past.

Example Questions:

"What situations tend to provoke strong emotions in me, and how do I usually respond?"

"What are my strengths and weaknesses when it comes to managing stress?"

2. Emotional Intelligence:

Reflecting on how they process emotions and interact with others can help inmates improve their emotional intelligence. This can reduce impulsivity, help them develop empathy, and improve conflict resolution skills.

Example Questions:

"How do I react when I feel angry or frustrated? How can I manage these emotions more effectively?"

"In what ways have I shown empathy towards others, and how could I improve in this area?"

3. Personal Responsibility and Accountability:

The questionnaire can encourage inmates to think about their past decisions and how they take responsibility for their actions. This can build a sense of accountability and aid in the rehabilitation process.

Example Questions:

"What decisions led me to my current situation, and how could I have made different choices?"

"How can I take responsibility for my actions and work toward making better decisions in the future?"

4. Interpersonal Relationships:

Inmates can reflect on their interactions with family, friends, or others within the prison system. This can promote understanding of how their behavior affects relationships and help them develop healthier social skills.

Example Questions:

"How do I typically communicate with others, and how can I improve my listening and speaking skills?"

"What relationships in my life have been positive or negative, and what role have I played in them?"

5. Future Orientation and Goal Setting:

Encouraging inmates to reflect on their future aspirations can help them develop a more positive outlook, build motivation, and set meaningful goals for life after incarceration.

Example Questions:

"What are my goals for the future, and how can I start working toward them now?"

"How can I use my time in prison to develop skills that will help me succeed after release?"

6.3 Benefits of the York-Barr Questionnaire for Inmates

Using the York-Barr Questionnaire as a tool for inmate reflection can provide several key benefits, aligning with both rehabilitation goals and personal development needs:

1. Improved Self-Reflection:

Inmates will develop a deeper understanding of their behavior, thought processes, and emotions. By engaging in regular self-assessment, they can begin to recognize harmful patterns and make conscious efforts to change them.

2. Enhanced Emotional Intelligence:

Reflecting on emotional responses and interpersonal relationships can help inmates develop emotional intelligence, which is crucial for conflict resolution, communication, and empathy.

3. Promoting Responsibility and Accountability:

The questionnaire encourages inmates to take responsibility for their actions, helping them move away from blame and victimhood. This shift is essential for rehabilitation and reintegration into society.

4. Supporting Rehabilitation:

Structured reflection can aid in the overall rehabilitation process by fostering personal growth, emotional regulation, and goal-setting. These are key components for reducing recidivism and ensuring successful reintegration post-release.

5. Goal Setting and Positive Outlook:

Reflecting on future aspirations and setting achievable goals can instill a sense of hope and direction in inmates, helping them focus on positive personal and professional development.

6.4 Implementation Strategies

To ensure the effective use of the York-Barr Questionnaire with inmates, the following steps can be taken:

- **Facilitated Reflection Sessions.** Inmates could complete the questionnaire in the context of group or individual counseling sessions, where they receive support from counselors or trained facilitators to guide them through the reflection process.
- **Integration with Existing Programs.** The questionnaire can be integrated into rehabilitation or therapy programs aimed at fostering emotional intelligence, anger management, and personal development.
- **Regular Use for Monitoring Progress.** The questionnaire can be used periodically (e.g., monthly or quarterly) to monitor an inmate's progress in self-reflection, emotional management, and personal growth, allowing both inmates and facilitators to track improvements over time.
- **Support for Reintegration.** Prior to release, inmates could use the questionnaire to set post-incarceration goals and strategies for managing challenges they may face, helping them build resilience and plan for a successful reintegration into society.

6.5 Challenges and Considerations

While the York-Barr Questionnaire holds potential for personal growth among inmates, certain challenges should be taken into account:

- **Cultural and Educational Differences.** Inmates may have varying levels of literacy and cultural backgrounds, which can affect their ability to engage with reflective practices. Facilitators should be mindful of these differences and provide appropriate guidance.
- **Resistance to Reflection.** Some inmates may be resistant to self-reflection, particularly if they have a history of trauma or lack of emotional awareness. In these cases, it is important to introduce the practice gradually and provide support.
- **Creating a Safe Space for Reflection.** Facilitators need to create a safe, non-judgmental environment where inmates feel comfortable exploring their thoughts and emotions openly.

7. CONCLUSION

The adaptation of the York-Barr Questionnaire for use with prison inmates can be a transformative tool in promoting self-reflection, emotional intelligence, and personal accountability.

By guiding inmates through structured self-assessment, the questionnaire can help foster a deeper understanding of their behaviors and emotions, equipping them with the skills necessary for rehabilitation and successful reintegration into society.

Through regular reflection and goal setting, inmates can cultivate a more positive outlook and build the emotional resilience needed to navigate the challenges of life both during and after incarceration.

8.DISCLAIMER

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