

# PREDICTING STUDENTS' PREFERRED ASSESSMENT METHOD IN UNIVERSITY MATHEMATICS

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Fostering student agency in assessment is conceived to be beneficial for the development of self-regulation in learning (Adie et al., 2018). To enhance their agency, we let students choose between exam and self-assessment for the final assessment method in an undergraduate mathematics course. In this study, we aim to gain a better understanding of the reasons behind the assessment choice by analysing their self-regulation abilities and attitudes towards self-assessment.

Self-regulation refers to monitoring and directing one's own thoughts and behaviour in order to achieve desired outcomes. Self-regulation and self-assessment are intricately connected: self-assessment is a fundamental action in the process of self-regulated learning (Yan, 2020), and self-assessment interventions can enhance students' self-regulated learning (Panadero et al., 2017). On the other hand, students apply self-regulation when making agentic choices for their studies (Adie et al., 2018).

The participants were 333 students in an undergraduate mathematics course. We recorded students' choices of assessment method (exam or self-assessment) and their answers to a questionnaire concerning self-regulation and self-assessment attitudes in the beginning of the course. Logistic regression was used to model the assessment choice. The results suggest that perceived usefulness of self-assessment increased the likelihood of choosing it as a final assessment method, and strong self-regulation decreased the likelihood. These results will be discussed in the light of qualitative evidence, as well as the assessment culture in mathematics more generally.

## References

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