Bridging the gap: Accuracy of students’ and teachers’ judgments of students’ academic achievement

EARLI Advanced Study Colloquium
2-6 October 2017, Utrecht University, Utrecht, The Netherlands

The Advanced Study Colloquium (ASC)
Research on students’ self-regulated learning as well as teacher judgments about student learning suggests that accurate monitoring is not a given. This is problematic, as accurate monitoring is a necessary (though not always sufficient) condition for adaptive regulation of subsequent study/teaching activities.

This colloquium brings together experts in the field of student and/or teacher monitoring accuracy, with the aim of taking research on how to improve monitoring accuracy to the next level. The goals of this ASC are to:

• Promote in-depth discussion and exchange about effective interventions to enhance student and teacher judgment accuracy and discuss to what extent these interventions can be used in both fields.

• Share novel methodologies of student and teacher judgment research (e.g., research paradigms and accuracy measures).

• Explore opportunities for collaboratively designing new studies focusing on how teachers and students can help each other to arrive at more accurate monitoring judgments and adaptive regulation/support.
Session formats

- **Keynote:** A cue-utilization model for improving students’ and teachers’ judgment accuracy  
  *Professor Dr. Keith Thiede, Boise State University, Idaho, USA*

- Paper Presentations
- Round Tables
- Workshops
- Mentoring Sessions for Junior Researchers