Luo, R. Z., & Zhou, Y. L. (2024). The effectiveness of self‐regulated learning strategies in higher education blended learning: A five years systematic review. *Journal of Computer Assisted Learning*, *40*(6), 3005-3029. <https://doi.org/10.1111/jcal.13052>

Chang, D. H., Lin, M. P. C., Hajian, S., & Wang, Q. Q. (2023). Educational design principles of using AI chatbot that supports self-regulated learning in education: Goal setting, feedback, and personalization. *Sustainability*, *15*(17), 12921. <https://doi.org/10.3390/su151712921>

Wang, W. S., Lin, C. J., Lee, H. Y., Huang, Y. M., & Wu, T. T. (2025). Enhancing self-regulated learning and higher-order thinking skills in virtual reality: the impact of ChatGPT-integrated feedback aids. *Education and Information Technologies*, 1-27. <https://doi.org/10.1007/s10639-025-13557-x>

Panadero, E., Brown, G. T., & Strijbos, J. W. (2016). The future of student self-assessment: A review of known unknowns and potential directions. *Educational psychology review*, *28*, 803-830. <https://doi.org/10.1007/s10648-015-9350-2>

Braumann, S., van de Pol, J., Kok, E., Pijeira-Díaz, H. J., van Wermeskerken, M., de Bruin, A. B., & van Gog, T. (2024). The role of feedback on students’ diagramming: Effects on monitoring accuracy and text comprehension. *Contemporary Educational Psychology*, *76*, 102251. <https://doi.org/10.1016/j.cedpsych.2023.102251>

Liu, C. C., Hwang, G. J., Yu, P., Tu, Y. F., & Wang, Y. (2025). Effects of an automated corrective feedback-based peer assessment approach on students’ learning achievement, motivation, and self-regulated learning conceptions in foreign language pronunciation. *Educational technology research and development*, 1-22. <https://doi.org/10.1007/s11423-025-10484-z>

Meyer, J., Jansen, T., Schiller, R., Liebenow, L. W., Steinbach, M., Horbach, A., & Fleckenstein, J. (2024). Using LLMs to bring evidence-based feedback into the classroom: AI-generated feedback increases secondary students’ text revision, motivation, and positive emotions. *Computers and Education: Artificial Intelligence*, *6*, 100199. <https://doi.org/10.1016/j.caeai.2023.100199>

Lew, M. D., Alwis, W. A. M., & Schmidt, H. G. (2010). Accuracy of students' self‐assessment and their beliefs about its utility. *Assessment & Evaluation in Higher Education*, *35*(2), 135-156. <https://doi.org/10.1080/02602930802687737>

Yan, Z., & Brown, G. T. (2017). A cyclical self-assessment process: Towards a model of how students engage in self-assessment. *Assessment & Evaluation in Higher Education*, *42*(8), 1247-1262. <https://doi.org/10.1080/02602938.2016.1260091>

Hacker, D. J., & Bol, L. (2019). Calibration and self-regulated learning: Making the connections. <https://doi.org/10.1017/9781108235631.026>

de Bruin, A. B., & van Merriënboer, J. J. (2017). Bridging cognitive load and self-regulated learning research: A complementary approach to contemporary issues in educational research. *Learning and Instruction*, *51*, 1-9. <https://doi.org/10.1016/j.learninstruc.2017.06.001>

Rickey, N., Panadero, E., & DeLuca, C. (2025). How do students self-assess? examining the metacognitive processes of student self-assessment. *Metacognition and Learning*, *20*(1), 1-29. <https://doi.org/10.1007/s11409-025-09430-4>

Andrade, H. L. (2019, August). A critical review of research on student self-assessment. In *Frontiers in education* (Vol. 4, p. 87). Frontiers Media SA. <https://doi.org/10.3389/feduc.2019.00087>

Ernst, H. M., Prinz-Weiß, A., Wittwer, J., & Voss, T. (2025). Discrepancy between performance and feedback affects mathematics student teachers’ self-efficacy but not their self-assessment accuracy. *Frontiers in Psychology*, *15*, 1391093. <https://doi.org/10.3389/fpsyg.2024.1391093>

Thiede, K. W., Griffin, T. D., Wiley, J., & Anderson, M. C. (2010). Poor metacomprehension accuracy as a result of inappropriate cue use. *Discourse Processes*, *47*(4), 331-362. <https://doi.org/10.1080/01638530902959927>

Panadero, E., Brown, G. T., & Strijbos, J. W. (2016). The future of student self-assessment: A review of known unknowns and potential directions. *Educational psychology review*, *28*, 803-830. <https://doi.org/10.1007/s10648-015-9350-2>

León, S. P., Panadero, E., & García-Martínez, I. (2023). How accurate are our students? A meta-analytic systematic review on self-assessment scoring accuracy. *Educational Psychology Review*, *35*(4), 106. <https://doi.org/10.1007/s10648-023-09819-0>

Kakaria, S., Simonetti, A., & Bigne, E. (2024). Interaction between extrinsic and intrinsic online review cues: perspectives from cue utilization theory. *Electronic Commerce Research*, *24*(4), 2469-2497. <https://doi.org/10.1007/s10660-022-09665-2>

Koriat, A. (1997). Monitoring one's own knowledge during study: A cue-utilization approach to judgments of learning. *Journal of experimental psychology: General*, *126*(4), 349. <https://doi.org/10.1037/0096-3445.126.4.349>

Winstone, N. E., Nash, R. A., Parker, M., & Rowntree, J. (2017). Supporting learners' agentic engagement with feedback: A systematic review and a taxonomy of recipience processes. *Educational psychologist*, *52*(1), 17-37. <https://doi.org/10.1080/00461520.2016.1207538>

Butler, D. L., & Winne, P. H. (1995). Feedback and self-regulated learning: A theoretical synthesis. *Review of educational research*, *65*(3), 245-281. <https://doi.org/10.3102/00346543065003245>

Gutierrez de Blume, A. P. (2022). Calibrating calibration: A meta-analysis of learning strategy instruction interventions to improve metacognitive monitoring accuracy. *Journal of Educational Psychology*, *114*(4), 681.

Yan, Z., & Brown, G. T. (2017). A cyclical self-assessment process: Towards a model of how students engage in self-assessment. *Assessment & Evaluation in Higher Education*, *42*(8), 1247-1262. <https://doi.org/10.1080/02602938.2016.1260091>

Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, *43*(8), 1315-1325. <https://doi.org/10.1080/02602938.2018.1463354>

Malecka, B., Boud, D., & Carless, D. (2022). Eliciting, processing and enacting feedback: mechanisms for embedding student feedback literacy within the curriculum. *Teaching in Higher Education*, *27*(7), 908-922. <https://doi.org/10.1080/13562517.2020.1754784>

Nicol, D. (2021). The power of internal feedback: Exploiting natural comparison processes. *Assessment & Evaluation in higher education*, *46*(5), 756-778. <https://doi.org/10.1080/02602938.2020.1823314>

Molloy, E., Boud, D., & Henderson, M. (2020). Developing a learning-centred framework for feedback literacy. *Assessment & Evaluation in Higher Education*, *45*(4), 527-540. <https://doi.org/10.1080/02602938.2019.1667955>

Ashford, S. J., & Cummings, L. L. (1983). Feedback as an individual resource: Personal strategies of creating information. *Organizational behavior and human performance*, *32*(3), 370-398. <https://doi.org/10.1016/0030-5073(83)90156-3>

Leenknecht, M., Hompus, P., & van der Schaaf, M. (2019). Feedback seeking behaviour in higher education: the association with students’ goal orientation and deep learning approach. *Assessment & Evaluation in Higher Education*, *44*(7), 1069-1078. <https://doi.org/10.1080/02602938.2019.1571161>

Joughin, G., Boud, D., Dawson, P., & Tai, J. (2021). What can higher education learn from feedback seeking behaviour in organisations? Implications for feedback literacy. *Assessment & Evaluation in Higher Education*, *46*(1), 80-91. <https://doi.org/10.1080/02602938.2020.1733491>

Boud, D. (1999). Avoiding the traps: Seeking good practice in the use of self assessment and reflection in professional courses. *Social work education*, *18*(2), 121-132. <https://doi.org/10.1080/02615479911220131>

Winstone, N., & Carless, D. (2019). *Designing effective feedback processes in higher education: A learning-focused approach*. Routledge. <https://doi.org/10.4324/9781351115940>

Yan, Z. (2020). Self-assessment in the process of self-regulated learning and its relationship with academic achievement. *Assessment & Evaluation in Higher Education*, *45*(2), 224-238. <https://doi.org/10.1080/02602938.2019.1629390>

Schraw, G. (2009). A conceptual analysis of five measures of metacognitive monitoring. *Metacognition and learning*, *4*, 33-45. <https://doi.org/10.1007/s11409-008-9031-3>

Filsecker, M., & Kerres, M. (2012). Repositioning Formative Assessment from an Educational Assessment Perspective: A Response to Dunn & Mulvenon (2009). *Practical Assessment, Research & Evaluation*, *17*(16), n16.

Bennett, R. E. (2010). Cognitively based assessment of, for, and as learning (CBAL): A preliminary theory of action for summative and formative assessment. *Measurement*, *8*(2-3), 70-91. <https://doi.org/10.1080/15366367.2010.508686>

Shute, V. J. (2008). Focus on formative feedback. *Review of educational research*, *78*(1), 153-189. <https://doi.org/10.3102/0034654307313795>

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, *77*(1), 81-112. <https://doi.org/10.3102/003465430298487>

Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: a historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological bulletin*, *119*(2), 254.

Brookhart, S. M. (2017). *How to give effective feedback to your students*. Ascd.

Ossenberg, C., Henderson, A., & Mitchell, M. (2019). What attributes guide best practice for effective feedback? A scoping review. *Advances in Health Sciences Education*, *24*(2), 383-401. <https://doi.org/10.1007/s10459-018-9854-x>

Kulhavy, R. W., Lee, J. B., & Caterino, L. C. (1985). Conjoint retention of maps and related discourse. *Contemporary Educational Psychology*, *10*(1), 28-37. <https://doi.org/10.1016/0361-476X(85)90003-7>

Van der Kleij, F. M., Feskens, R. C., & Eggen, T. J. (2015). Effects of feedback in a computer-based learning environment on students’ learning outcomes: A meta-analysis. *Review of educational research*, *85*(4), 475-511. <https://doi.org/10.3102/0034654314564881>

Shute, V. J. (2007). Focus on formative feedback. *ETS Research Report Series*, *2007*(1), i-47. <https://doi.org/10.1002/j.2333-8504.2007.tb02053.x>

Azevedo, R., & Bernard, R. M. (1995). A meta-analysis of the effects of feedback in computer-based instruction. *Journal of Educational Computing Research*, *13*(2), 111-127. <https://doi.org/10.2190/9LMD-3U28-3A0G-FTQT>

Nguyen, H. A., Stec, H., Hou, X., Di, S., & McLaren, B. M. (2023, August). Evaluating chatgpt’s decimal skills and feedback generation in a digital learning game. In *European conference on technology enhanced learning* (pp. 278-293). Cham: Springer Nature Switzerland. <https://doi.org/10.1007/978-3-031-42682-7_19>

Seßler, K., Xiang, T., Bogenrieder, L., & Kasneci, E. (2023, August). Peer: Empowering writing with large language models. In *European conference on technology enhanced learning* (pp. 755-761). Cham: Springer Nature Switzerland. <https://doi.org/10.1007/978-3-031-42682-7_73>

Gabbay, H., & Cohen, A. (2024, July). Combining LLM-generated and test-based feedback in a MOOC for programming. In *Proceedings of the eleventh ACM conference on learning@ scale* (pp. 177-187). https://doi.org/10.1145/3657604.3662040

Estévez-Ayres, I., Callejo, P., Hombrados-Herrera, M. Á., Alario-Hoyos, C., & Delgado Kloos, C. (2024). Evaluation of LLM tools for feedback generation in a course on concurrent programming. *International journal of artificial intelligence in education*, 1-17. <https://doi.org/10.1007/s40593-024-00406-0>

Koutcheme, C., Dainese, N., Sarsa, S., Hellas, A., Leinonen, J., & Denny, P. (2024). Open source language models can provide feedback: Evaluating llms' ability to help students using gpt-4-as-a-judge. In *Proceedings of the 2024 on Innovation and Technology in Computer Science Education V. 1* (pp. 52-58). <https://doi.org/10.1145/3649217.3653612>

Zhai, X., Yin, Y., Pellegrino, J. W., Haudek, K. C., & Shi, L. (2020). Applying machine learning in science assessment: a systematic review. *Studies in Science Education*, *56*(1), 111-151. https://doi.org/10.1080/03057267.2020.1735757

Wu, X., He, X., Liu, T., Liu, N., & Zhai, X. (2023, June). Matching exemplar as next sentence prediction (mensp): Zero-shot prompt learning for automatic scoring in science education. In *International conference on artificial intelligence in education* (pp. 401-413). Cham: Springer Nature Switzerland. <https://doi.org/10.1007/978-3-031-36272-9_33>

Latif, E., & Zhai, X. (2024). Fine-tuning ChatGPT for automatic scoring. *Computers and Education: Artificial Intelligence*, *6*, 100210. <https://doi.org/10.1016/j.caeai.2024.100210>

Guo, S., Latif, E., Zhou, Y., Huang, X., & Zhai, X. (2024). Using generative AI and multi-agents to provide automatic feedback. *arXiv preprint arXiv:2411.07407*.

<https://doi.org/10.48550/arXiv.2411.07407>

Richards, B. (1987). Type/token ratios: What do they really tell us?. *Journal of child language*, *14*(2), 201-209. <https://doi.org/10.1017/S0305000900012885>

Maier, U., & Klotz, C. (2025). Students ignore their mistakes: Elaborated error feedback processing in a digital learning system. *Contemporary Educational Psychology*, 102395. <https://doi.org/10.1016/j.cedpsych.2025.102395>

Wille, E., Opheim, H. M. S., Kisa, S., & Hjerpaasen, K. J. (2025). Building Resilience and Competence in Bachelor Nursing Students: A Narrative Review of Clinical Education Strategies. <https://doi.org/10.20944/preprints202506.2171.v1>

Kang, C., Huang, J., Liu, Y., & Yin, H. (2025). Development and validation of a generic self-assessment scale for K-12 teachers as feedback givers: Insights from item response theory and factor analysis. *Humanities and Social Sciences Communications*, *12*(1), 1-10. <https://doi.org/10.1057/s41599-025-04927-4>

Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education–where are the educators?. *International journal of educational technology in higher education*, *16*(1), 1-27. <https://doi.org/10.1186/s41239-019-0171-0>

Nederhand, M. L., Tabbers, H. K., & Rikers, R. M. (2019). Learning to calibrate: Providing standards to improve calibration accuracy for different performance levels. *Applied Cognitive Psychology*, *33*(6), 1068-1079. <https://doi.org/10.1002/acp.3548>