

What we did

Assessment is integral to teaching and learning. Two types of assessment are normally distinguished: formative assessment, which supports learners to improve and make progress by focusing on how and why learning is taking place; and summative assessment that takes place at the 'end' of learning activities.

There is recognition that work on formative and assessment for learning should be more widely embedded in post-16 pedagogy. This project, funded by JISC and carried out between 1 June 2008 and 1 January 2009, delineated a set of key processes involved in effective formative e-assessment practice for post-16 practitioners, in order to support them in making more effective use of formative assessment. It also outlined a small number of technical requirements for the development of formative assessment systems: i.e. the components and processes intended for software developers looking to integrate formative e-assessment with existing e-learning technologies.

Outcomes include a set of recommendations, a brief literature review as well as a set of case

studies of existing practice in formative e-assessment.

How we did it

The domain map for formative e-assessment was developed following a review of relevant literature as well as an analysis of aspects of prevailing assessment practice in technology-enhanced post-16 contexts.

It adopted a mixed approach in which conceptual and theoretical frameworks from the literature were brought into a fruitful relationship with patterns emerging from practice. Practitioners were prompted to recount their experiences of using formative e-assessment as case stories, and discuss these with their peers. The construction and discussion of these narratives was scaffolded by a set of tools and activities (explored during a series of workshops) to extract transferable and verifiable elements of design knowledge in the form of design patterns. These patterns were then applied to novel problems from real situations by both teachers and software developers to develop use scenarios.

Further information

Pachler, N., Mellar, H., Daly, C., Mor, Y. and William, D. (2009). Scoping a vision for formative e-assessment: a project report for JISC. London: WLE Centre/London Knowledge Lab
Available at: <http://www.jisc.ac.uk/media/documents/projects/scopingfinalreport.pdf>

Pachler, N., Daly, C., Mor, Y. and Mellar, H. (2010). Formative e-assessment: practitioner cases. *Computers & Education* 54(3), pp. 715-21

Daly, C., Pachler, N., Mor, Y. and Mellar, H. (2010). Exploring formative e-assessment: using case stories and design patterns. *Assessment & Evaluation in Higher Education* 35(5), pp. 619-636

Mor, Y., Mellar, H., Pachler, N. and Daly, C. (2011). 'Formative e-assessment: case stories, design patterns and future scenarios'. In Kohls, C. and Wedekind, J. (eds.) *Investigations of e-learning patterns: context factors, problems and solutions*. Hershey, PA: IGI Global, pp. 199-219

See link to further information on the project: <http://www.jisc.ac.uk/whatwedo/projects/feasst.aspx>

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