



RETHINKING LEARNING
IN A DIGITAL AGE

18-20 SEPTEMBER 2017, BULGARIA

TWG5: Formative assessment supported by technology

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Formative assessment

“is the generation and interpretation of evidence about learner performance by teachers, learners or their peers to make decisions about the next steps in instruction.” (Black & Wiliam, 2009).

Opportunities for formative assessment supported by technology

- Datafication - ease of data collection, big data
- Feedback - variety of types and sources
- Proliferation of digital tools for assessments
- New ways of communicating – any time, anywhere

Challenges in formative assessment supported by technology

- Motivational and affective aspects
- Datafication – Interpreting and using the data
- Specifying learning outcomes keeping in mind cultural aspects and validity issues
- Feedback - different types and sources
- Horizontal skills - general, complex 21st century skills e.g. creativity, problem solving
- Selecting and evaluating digital tools
- Assessing large groups of students
- Peer assessment
- Teacher education -assessment literacy, data literacy, digital literacy.
- Feedback from learners to teachers
- Balance between summative and formative assessment
- Privacy and ethics

Recommendations for All Stakeholders

- Create assessment systems that can be adaptive to contextual sensitivities identified by ongoing dialogue involving teachers, learners, and system designers
- Give teachers and learners access to the data collection and processing model in addition to the final data state to foster understanding of the formative elements of these tasks.
- Represent new forms of data by new forms of visualisation.
- Increase awareness of the need to design online tasks, where appropriate, that involve and assess horizontal, general, complex 21st century skills.

Recommendations for Policy Makers

- Policy makers should create opportunities to encourage and develop teacher capacity to identify, foster development of, and formatively assess horizontal, general, complex 21st century skills (e.g. creativity, problem solving, self regulation, critical thinking, collaboration, communication, digital literacy).
- Policy makers should be aware of the potential and challenges when using data to make decisions for formative assessment. They should create opportunities for collaborative work with stakeholders in order to examine the complex connections between data collection, data interpretation (learning analytics) and meaningful data use to support teachers and learners.

Recommendations for Teachers

- Encourage teachers to recognise that students receive formative feedback from a range of sources both inside and outside school.
 - students may look to teachers to resolve tensions created by inconsistent feedback from differing sources
 - students work may not accurately reflect their capabilities.
- Develop learners' capacity for cognitive, metacognitive and affective self and socially-shared regulation of learning in order to make sense of multiple sources of feedback and develop self-assessment capabilities.
- Negotiate and ensure shared understanding of criteria or examples to allow for student self-assessment or peer-assessment.



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Thank you for your time!