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The Future for E-assessment: Assessing Skills in more Immediate Ways: Peer Assessment for Formative and Summative Purposes

Mary Webb *mary.webb@kcl.ac.uk*
King's College London

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Abstract

The importance of student involvement in assessment processes has been emphasised in recent years. In particular, formative assessment approaches that support learning, require students to develop self-regulation in their learning and self-assessment capabilities. Classroom-based research has identified the value of peer feedback, in nurturing the development of self-assessment capabilities. Thus there is an obvious benefit for formative assessment in using peer feedback. In addition, at least in some areas of learning, peer assessments have been shown to be equal in accuracy to tutor assessments supporting the possible use of peer assessments for summative purposes. Online facilities, such as wikis and discussion boards, can focus peer interaction and feedback and capture assessment information. Furthermore, the realisation of the potential of Massive Open Online Courses (MOOCs), that are currently receiving much attention, seems to depend for summative assessment purposes on either automatic assessment methods or use of peer assessment or both. Thus while peer assessment for learning purposes is proven questions remain about how to facilitate this and the value of peer assessment for summative purposes is becoming an increasingly important issue.

Biography



Mary Webb is Chair of IFIP Working Group 3.3 on Research and Senior Lecturer in IT in Education at King's College London where her teaching and research interests are focused on pedagogy with ICT, professional development of teachers in the use of ICT, use of computer-mediated-communication for Teacher Education and formative e-assessment. She is currently Director of the Computer Science PGCE Programme and the King's College London Virtual Worlds SIG.

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