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Formative and Shared Assessment to Promote Global University Learning



José Sánchez-Santamaría

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Formative and Shared Assessment to Promote Global University Learning

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A volume in the Advances in Higher Education
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Chapter 10

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ABSTRACT

The main objective of the study was to analyse the results of the implementation of formative and shared assessment (F&SA) systems in pre-service teacher education (PTE) classrooms with respect to the acquisition of student competencies, their academic performance and the advantages and disadvantages of the system. It is an “ex post facto” study with a sample of 333 students of a PTE subject in a Spanish public university. The data collection instruments were: (1) a structured report of best practices in higher education (HE); and (2) an anonymous questionnaire for the assessment of the best practice experience carried out and the assessment system used. The results show that F&SA had a positive influence on the acquisition of professional competencies and on the academic performance of students and that these systems present more advantages than disadvantages.

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Formative, Shared Assessment in Pre-Service Teacher Education

INTRODUCTION

The quest to change traditional methods for assessment systems focused on student learning is of particular interest to HE. This research focuses on the implementation and study of a specific assessment system. The system, called “Formative and Shared Assessment” (F&SA), is composed of two mutually related concepts that must be followed. The concept of “Formative Assessment” is characterised by seeking to improve student learning, as well as teaching-learning processes and teaching practice (López-Pastor, 2009; López-Pastor and Pérez-Pueyo, 2017). “Shared Assessment” involves the dialogic processes that take place between the teacher and the student about the assessment (López-Pastor, 2009; López-Pastor and Pérez-Pueyo, 2017). For some time, university teachers have been looking to encourage student participation in the assessment process through different techniques such as self-assessment, peer assessment, shared assessment, self-grading or dialogical grading (López-Pastor, 2009; López-Pastor and Pérez-Pueyo, 2017).

Therefore, this study investigates what results are obtained when students experience F&SA systems during HE, focusing on the acquisition of competencies, academic performance and the advantages and disadvantages.

BACKGROUND

This section contains a theoretical foundation on the research topic. First, a theoretical exposition is made on the concepts of F&SA, as well as on the techniques of student participation in the assessment process. Then, sections are developed on the acquisition of competencies, the influence of F&SA systems on the students’ academic performance and the advantages and disadvantages of applying F&SA systems in PTE.

F&SA in PTE

Several research interventions in PTE reinforce the idea of the importance of experimenting with F&SA systems because they improve learning processes, teaching competence and the teaching-learning process (Gallardo & Carter, 2016; Hamodi & López-Pastor, 2012), and because they favour the transfer between what has been experienced in PTE and its application in the near future in early childhood and primary education classrooms (Barrientos et al., 2019; Hamodi et al., 2017; Lorente-Catalán & Kirk, 2013, 2016; Molina & López-Pastor, 2019; Palacios & López-Pastor, 2013). These assessment systems have several advantages, such as improving learning, self-regulation, autonomy, acquisition of personal and professional skills, and academic performance (Arribas, 2012; Bore-García, et al. 2021; Bore-García et al., 2020; Castejón et al., 2011; Delgado et al., 2016; Gallardo et al., 2020; Hortigüela-Alcalá et al., 2021; Hortigüela-Alcalá et al., 2019; Romero-Martín et al., 2014).

F&SA and Skills Acquisition

HE is focused on the development of competencies, so it is also important to take into account the assessment of these competencies. This has meant that teachers have been looking for methodological and assessment alternatives consistent with this change; therefore, for several decades, some PTE teachers have been seeking to overcome the traditional assessment system based on constant and summative grad-