

08.7.2024

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Title

Formative assessment in higher education : moves towards theory and the enhancement of pedagogic practice

Publication year

2003

Source/Footnote

In: Higher education. - 45 (2003) 4, S. 477 - 501

Inventory number

16594

Keywords

Studentenschaft : Studienverhalten ; Wissenschaft : Pädagogik

Abstract

The importance of formative assessment in student learning is generally acknowledged, but it is not well understood across higher education. The identification of some key features of formative assessment opens the way for a discussion of theory. It is argued that there is a need for further theoretical development in respect of formative assessment, which needs to take account of disciplinary epistemology, theories of intellectual and moral development, students' stages of intellectual development, and the psychology of giving and receiving feedback. A sketch is offered of the direction that this development might take. It is noted that formative assessment may be either constructive or inhibitory towards learning. Suggestions are made regarding research into formative assessment, and how research might contribute to the development of pedagogic practice. (HRK / Abstract übernommen) Yorke, Mantz, E-Mail: m.yorke@livjm.ac.uk