STUDENTS’ PERCEPTION ON FORMATIVE AND SHARED ASSESSMENT: CONNECTING TWO UNIVERSITIES THROUGH THE BLOGOSPHERE


01 INTRODUCTION

Assessment is essential in education. What is learned and how it is learned are important aspects to consider. Formative assessment, in the course of the learning process, and it allows for feedback. Collaborative assessment, students learn to evaluate their own practice and that of others, to gain independence and self-regulation.

Information and Communication Technologies

They have acquired a strong presence throughout the educational world. A blog is one of the most popular tools.

Assessment, Blogs, and Physical Education

Collaborative assessment in virtual environments (blogs) as one of the areas with the greatest potential.

02 METHODOLOGY

Sample

253 students. From a University of the Basque Country 116 (A) – From a University of Valencia 137 (B)

Description of the Assessment Experience

Composition of work groups and choice of a topic: Groups of 4 people and Basque and Valencian pelota as topics.

Blog design and preparation: Each group had time to carry out changes according to assessments.

Interuniversity collaborative assessment of blogs: peer assessment and hetero-assessment. Students individually evaluated 4 works (2 from each university) following the assessment criteria, and marked them between 0 and 10. The final average mark of students (50%) and of teachers (50%)

Formative assessment: Each group had time to carry out changes according to assessments.

Instruments and Procedure

Data Collection: Scale of Perception on Participatory Methodologies and Formative Assessment (EMPEF for its Spanish initials).

Data Analysis: Quantitative analysis software SPSS v.22.0.

03 RESULTS AND DISCUSSION

Half of the students think that collaborative assessment processes have been utilized in the subjects taken (A: 114 (48.9%); B: 119 (51.1%), and they have a positive memory of the experience.

Most Valued Advantages

They can perform active learning experiences in which a collaboration-based team task is suggested or where an interrelationship exists between theory and practice.

Least Valued Advantages

A higher score is given to issues related to formative and continuous assessment at University B. They associate this proposal neither with a greater effort nor with previous comprehension problems or with the difficulty to work in groups.

Drawbacks

Widespread satisfaction with the assessment system used, with a majority of students who found the experience satisfactory.

Satisfaction

Since most students recognize the assessment system utilized as being collaborative.

Clarifications

The high number of students who do not recognize the proposal as being collaborative. REASON for the use of a blog and because this collaboration was virtually developed.

Benefits

Students give high scores to this formative and collaboration-based assessment system. Students highlighted active participation as an advantage.

Differences

Less enthusiasm amongst University B students. REASON They were in 4th year and thus older. EXPLANATION The fact that students are in their last year increases the perceptions of saturation and an excessive number of assignments.

Perceived Difficulties

University B students give higher scores to items related to the accumulation of work at the end of the semester or a certain lack of proportion between the requested work and the subject credits.

04 CONCLUSIONS

1st

The intentions and purposes of the assessment system must be explained, so that students can understand its usefulness and take part in it.

2nd

Students’ involvement in their assessment becomes essential for their future career as teachers.

3rd

Establishing a truly collaborative learning where the student can participate in such aspects as the assessment and marking criteria.