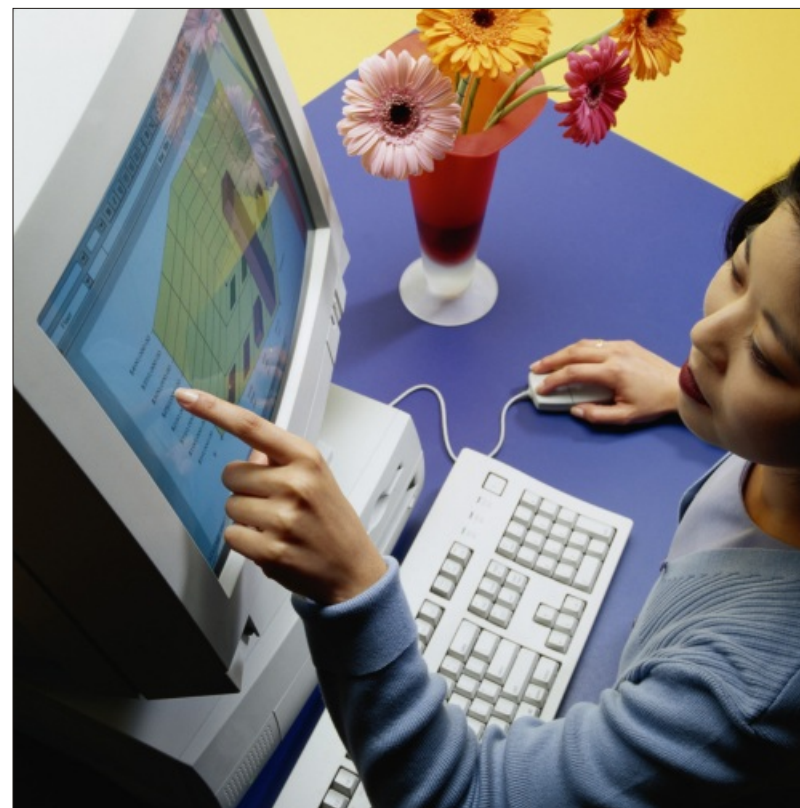




# ON-LINE FORMATIVE ASSESSMENT IN HIGHER EDUCATION

## 1. From elite to mass education

- Increasing number of students
  - ◆ In the 1940s 11 000 students studied at universities and institutes in Sweden
  - ◆ At the end of the millenium there were more than 300 000
  - ◆ During the last decade the number of students have increased by more than 50 percent

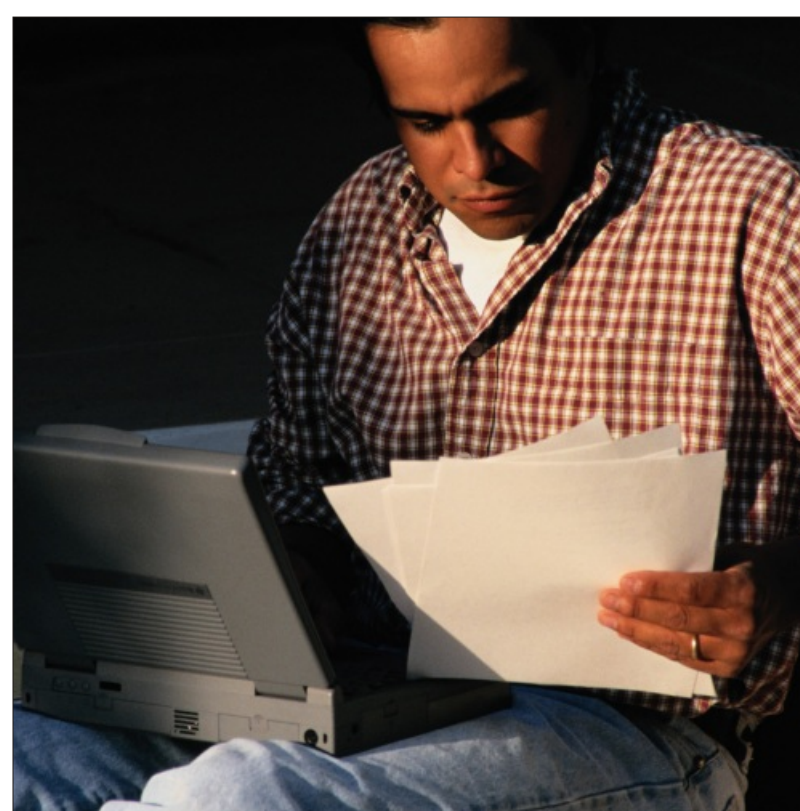


## 2. Crisis in higher education

- Increasing student-staff ratios
  - ◆ In the 1990s student/staff ratios increased from 10:1 to 15:1
- Consequences
  - ◆ Students are taught in large classes and big lecture halls
  - ◆ Possibility for students to ask questions is limited
  - ◆ Difficult for teachers to return individual feedback to the students
  - ◆ Difficult to promote student learning
  - ◆ Stress
  - ◆ Fatigue

## 3. Solution of the crisis?

- Much attention is given to ICT
- More than 50 percent of the Swedish people have access to the internet
- Sweden tops the IT-league
- Can new technology promote student learning?



## 4. Formative low-stakes assessment

- Methods of assessment are determined by our beliefs about learning
- Can assessment support learning as well as measure learning through internet based processes?

## 5. Exploration of these possibilities

- Execution of the Umeå Study
  - ◆ Staff training
  - ◆ Implementing on-line assessment
  - ◆ Interviews and surveys undertaken



## 6. Teachers view of on-line formative assessment

- Worth repeating
- Time-saving
- Item analysis possible
- Performance data
- More sophisticated feedback

## 7. Students view of on-line formative assessment

- Speedy feedback
- Good support
- Time friendly
- Easy access
- Preferable over pencil and paper



## 8. Future research

- Analysis of qualitative changes in students learning
- Time and cost-benefit analysis