

Formative Assessment Encourages Active Learning by Challenging Students

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Formative assessments, such as quizzes, question and answer sessions, and problem-solving exercise are forms of active learning. It can be a powerful tool in improving learner attainment and self-confidence (Black and William, 1998). Formative assessments provide feedback to students and the frequent feedback that students receive about their learning yield substantial learning gains. Cognitive theories suggested students' learning is accelerated and information retention is improved when students undergo decision making and develop problem solving skills (Kolb, 1984; Bruner, 1961). Moreover, active learning making a learner take responsibility for their own learning process (Dochy and McDowell, 1997).

The common challenge in formative assessments is students often not take it seriously, not fully thinking before to answer the questions. In order to give enough time for formative assessments during the lectures, I am allocating time aside for formative assessments and giving students a chance to think before being able to answer the questions.

This study presents how formative assessments using Mentimeter, particularly in larger groups, encourage students to participate without having to answer or discuss their ideas in front of the whole class, which may be intimidating to some students (Bentley and Warwick, 2013). Moreover, how formative assessments give the information about students' proficiency with or knowledge of the subject being taught and how I use this information to dictate the lecture contents, which need to be covered in more depth. Furthermore, how I am evaluating the effectiveness of my teaching, particularly formative assessments, from students' feedback and Peers' observation.

References:

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