

**RE-THINKING TECHNOLOGY-
SUPPORTED ASSESSMENT
PRACTICES IN RELATION TO THE
DEVELOPMENT OF SELF-
REGULATED LEARNING**

Dr David Nicol

Re-Thinking Technology-Supported Assessment Practices in Relation to the Development of Self-Regulated Learning

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Abstract

In this presentation, the landscape of technology-supported assessment practices in HE will be examined in the light of recent conceptualisations of formative assessment and feedback (see Nicol & Macfarlane-Dick, 2004: 2005). A broad approach to e-assessment will be taken – going beyond a simple analysis of automated marking and feedback using online objective tests. There will be an exploration of how e-tools might support assessment across a variety of contexts wherein offline and online learning are integrated. It will be argued that e-tools are effective when they are allied to assessment approaches that enhance the students' ability to generate internal feedback against standards and to self-regulate thinking (e.g. learning strategies) and behavioural outputs.

Nicol, D. J. & Macfarlane-Dick (in press), Formative assessment and self-regulated learning: A model and seven principles of good feedback practice, *Studies in Higher Education*.

NICOL, D. J. & Milligan, C. (in press), Rethinking technology-supported assessment in terms of the seven principles of good feedback practice. In C. Clegg and K. Bryan (Ed), *Innovating in Assessment*, RoutledgeFalmer. [publication 2005]

About the Speaker

Dr David Nicol is Director of e-Learning Research and Development within the Centre for Academic Practice, University of Strathclyde. He works with departments/faculties on educational improvement projects in teaching, learning and assessment in both online and face-to-face environments. He is also the

Director of a £1m project on e-assessment involving three Scottish Universities. Recent research publications have focused on the social dimensions of e-learning, learning objects, formative feedback including electronic classroom feedback systems, shared workspaces and on risk and cost-benefit analysis in relation to e-learning.