

The Potential of Formative Assessment at Work

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Abstract:

Formative assessment, or assessment *for* learning, is an everyday activity at work (where workplaces have strong learning cultures). It is just that we tend not to 'see' and name what takes place as assessment. Yet, when a peer gives feedback or a supervisor makes suggestions, they are engaged in making judgements about the performance or product and providing feedback on how to make improvements for the next iteration or performance. Furthermore when there is dialogue between those who give and receive feedback about how to improve, this constitutes a co-productive process for learning. Such a conceptualisation of assessment moves away from assessment as measurement, to understand assessment as judgement, involving multiple sources of feedback over time; assessment is no longer something done *to* the learner, but *with* the learner; it recognises that learning and assessment are entwined, each in the other and that learning and assessment are not just individual but also collective.

In this presentation I will share a little from some of the six cases across different industries and different accreditation arrangements and provision that we investigated (using semi-ethnographic approaches), in Singapore over the last two years. In the process I will discuss what it means for assessment to be authentic, future-oriented and holistic. These important attributes of assessment for the changing nature of work potentially position learners strongly to negotiate their current and future work landscapes, contributing to their ability to learn how to learn.