



# Workshop 3 Assessment Skill

## ให้มีประสิทธิภาพในวิชาศึกษาทั่วไป

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# Formative Assessment

## for Outcomes-based Learning in General Education



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# Formative Assessment in GE

- 1 Outcomes-based Assessment
- 2 Formative Assessment
- 3 Reflection and Feedback
- 4 Digital Formative assessment tools







# Outcomes-based Assessment

# Overview of Outcomes-based Assessment

- Outcome-based assessment is a type of assessment which need to determine what degrees learners have accomplished the learning outcomes.
- The assessment development is depend on learners' learning outcomes which are clearly stated and measurable.
- Outcomes statements tell what a learner is expected to know and be able to do, and the measure instrument (test, survey, observation, performance measure, and group evaluation) are well prepared to obtain a measure of the degree to which the learners is able to meet the outcome expectation.

# 3 Levels Model of Outcome Statement



- 1 Goal level (GL)
- 2 General learning outcome level (GLO)
- 3 Specific learning outcome level (SLO)

# Goal level (GL)

- Directly relate to main topics and goals which you map out for the course.
- Link to department or college goals.
- 3–5 goals are sufficient for a course.
- Learner's success at the level is typically what you would report to administrators.



# General learning outcome level (GLO)

- Provide the additional clarification to broken down the GL into more specific statement that clarify goal.
- 2-4 GLOs are sufficient for a GL
- Useful for communicating with learners about course expectation.
- Typically appear in your course syllabus.
- Good for reporting overall learner success in your course at the department or program level.
- Not specific enough to be made measurable item.

# Specific learning outcome level (SLO)

- Provide specify that measurable items can be directly make from them.
- Typically appear in your teaching and assessing plan for telling the expect knowledge, skills , and attributes which the learner will show.
- Use to communicate with the learner along the learning process in order to make improvement that reach the expected SLO and GLO.
- Rubrics scoring as direction to help the learner improve their performances to the expected SLO.

## วิชา พลวัตสังคมไทยกับวิถีชีวิตที่มีความพอเพียง

GL : เข้าใจสภาพการเปลี่ยนแปลงทางสังคมไทยตั้งแต่อดีตถึงปัจจุบัน

GLO : สามารถอธิบายลักษณะสังคมไทยในแต่ละยุค

SLO : 1. บอกลักษณะการเปลี่ยนแปลงของสังคมไทยแต่ละยุค

2. อธิบายเปรียบเทียบข้อดี ข้อเสียของสังคมไทยในแต่ละยุค

3. วิเคราะห์ปัญหาและผลกระทบของการเปลี่ยนแปลงที่มีต่อการดำเนินชีวิตของคนไทยในแต่ละช่วงการเปลี่ยนแปลง

GL : เชื่อมโยงแนวคิดวิถีชีวิตที่มีความพอเพียงมาใช้ในสังคมปัจจุบันอย่างเหมาะสม

GLO : ประยุกต์แนวคิดวิถีชีวิตที่มีความพอเพียงมาใช้ในสังคมปัจจุบันได้อย่างมีวิจารณญาณ

SLO : 1. อธิบายแนวคิดปรัชญาเศรษฐกิจพอเพียง

2. นำเสนอตัวอย่างบุคคลที่ประสบความสำเร็จจากการมีวิถีชีวิตแบบพอเพียง

3. แสดงออกถึงการนำวิถีชีวิตพอเพียงตามหลัก 3 ห่วง 2 เงื่อนไข มาพัฒนาการดำเนินชีวิตตนเองให้ดีขึ้น

Example :  
3 levels of  
GE outcome  
statement

# Purposes of Assessment



Certification

Assessment of learning

Quality assurance

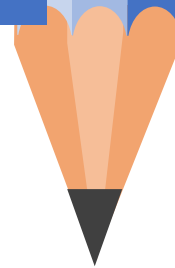
Assessment of learning

Learning

Assessment for Learning

Lifelong learning

Assessment as learning





# Assessment for Learning

- Emphasize the formative and diagnostic function of engaging learners in assessment.
- Helping learners learn through completing their assignments and gaining feedback.
- Provide information about learner achievement to both teachers and learners.
- Enable learners to self-regulate their learning and the teacher to respond to the needs of the learners

# Assessment as Learning

- See Learners involvement in assessment as moment of learning in themselves.
- To develop learners' ability to self-assess and self-regulate their learning as essential to being an effective independent learner beyond formal education.
- It is an important subset of assessment for learning.



# Formative Assessment

# Assessment for/as Learning: Formative Assessment



Learning-oriented assessment as design tasks which lead to learning.

When learners are involved in evaluating their own works and when feedback is forward-looking so that learners can act upon it.





# How to Promote & Employ Formative Assessment

- Learning and assessment should be integrated, assessment should not come at the end of learning but should be part of the learning process.
- The assessments should
  - provide feedforward for future learning and rich in formal feedback.
  - encourage metacognition, promote thinking about the learning process not just the learning outcomes.
  - expect to be made visible to learners as far as possible.
  - be used to evaluate teaching as well as learners' learning.

# How to Promote & Employ Formative Assessment

- The tasks should
  - be challenging, demanding higher order learning, integration of learning from both the university and other contexts such as work-based setting.
  - involve the active engagement of learners developing the capacity to find things out for themselves and learn independently.
  - be authentic, worthwhile, relevant and offering learner some level of control over their work.
  - fit for purpose and align with important learning outcomes.
- Learners are involved in self- assessment and reflection on their learning and in judging their performance.

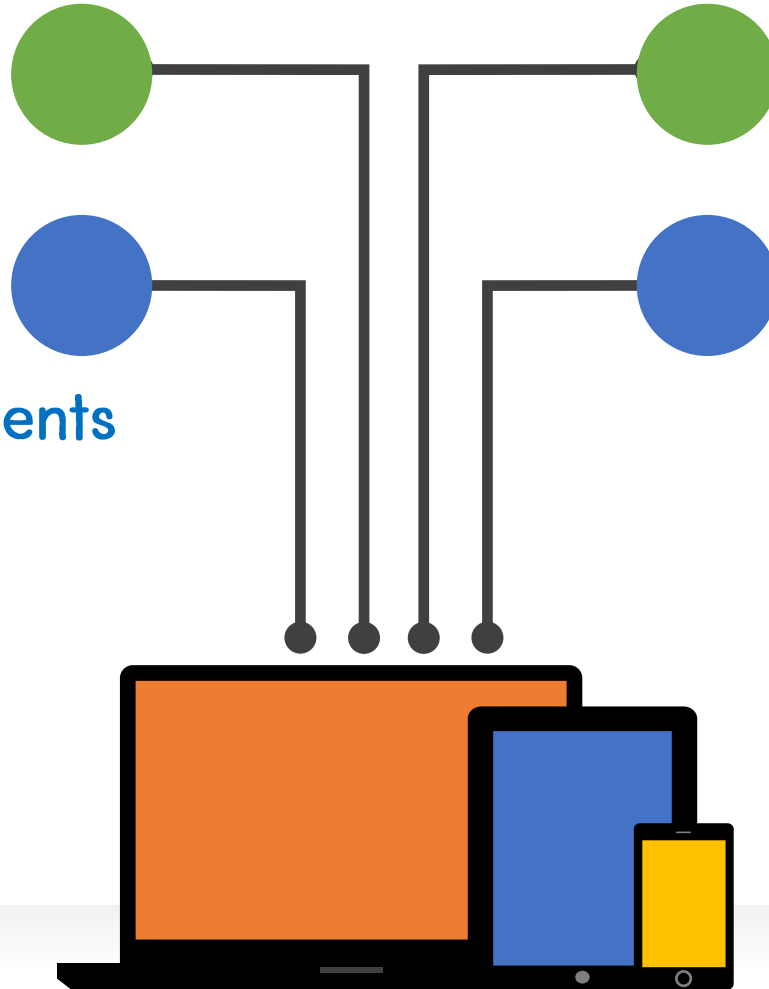
# Fundamental Questions for Security & Validity in Online Assessment

Does the assessment measure learners' success in meeting the learning outcomes?

Does the course prepare students for the assessment and equip them with the skills needs to undertake it?

Does the assessment act as a learning tool in itself?

Does the assessment provide useful and timely feedback and sustaining learners' engagement?



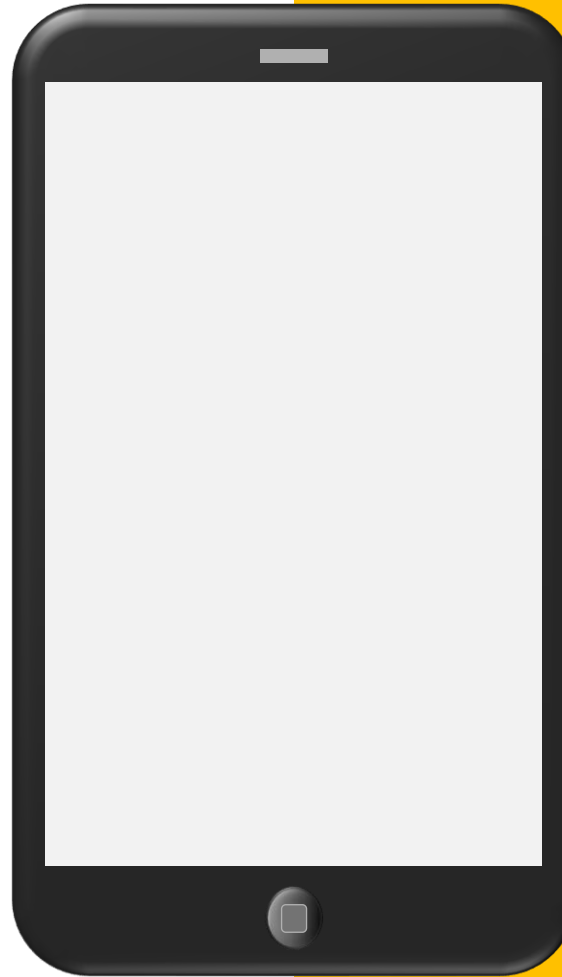


# Reflection & Feedback

# Reflection & Feedback

Some instructors worry about Reflection & Feedback that will increase their learners' workload.

The necessary conditions needed to encourage students to continue completing formative tasks (Reflection & Feedback) once they enter higher education:



1

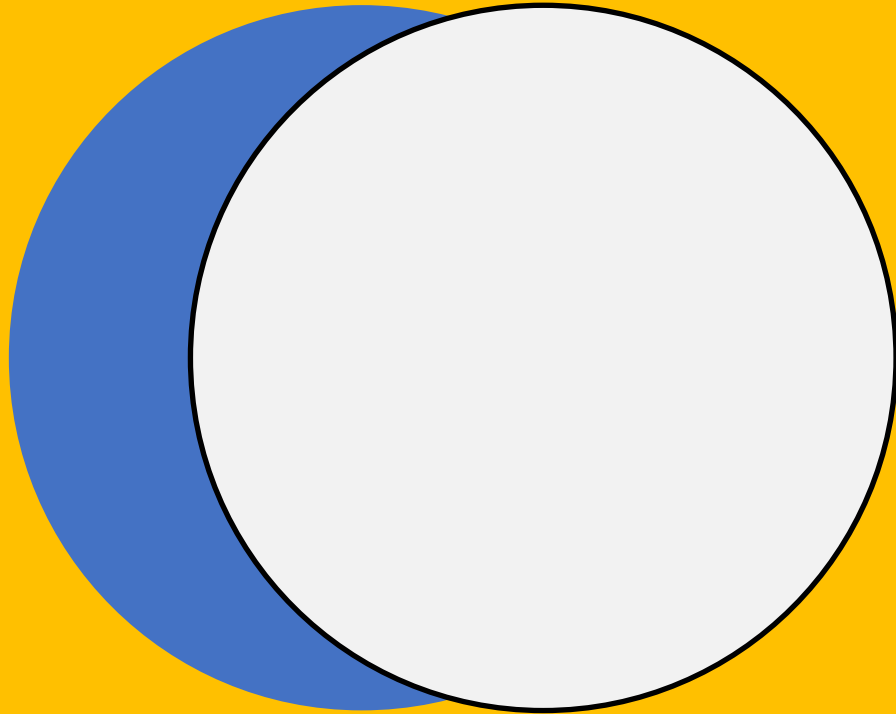
Explicitly help learners' complete summative assessment tasks. And lead to learners receiving useful feedback.

2

Required the learners to submit it in some way (Bring to class, Post online, Hand it in) An action is taken if taken if they fail to do.

3

To provide a safe context for learners to expose problems with their study and obtain help.



# Reflection

The process of critically assessing of the effort to interpret and give meaning to an experience.

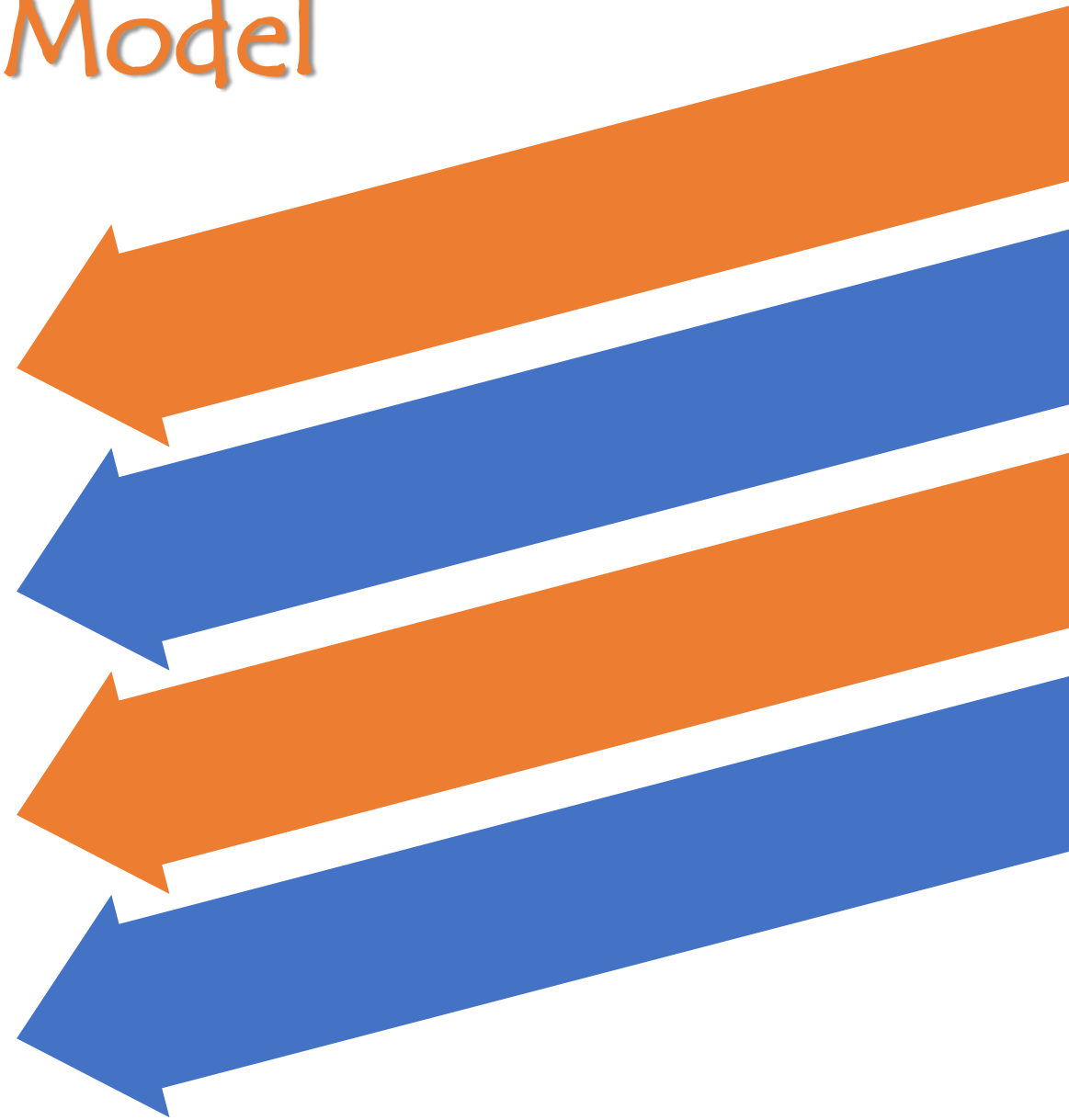
“Stop and Think” about What we do or have done?



# Reflection Model

## GIBBS' Reflective Cycle

Gibbs developed his reflective cycle from an educational perspective. It is a popular model to assist with reflective practice. It can be applied to reflection on any type of experience



# Questions for Reflection (Gibb's model)



# Questions for Reflection (AAR's model)

1 What's was expected to happened?



2 What actually occurred?



3 What went well and why?



4 What can be improve and how?



# Reflection for Transformative Learning

- Reflection on Content focus on attention on physical clues such as healthy, active, and productivity.
- Reflection on Process focus on assess the adequacy of the efforts to find relevant and dependable clues in order to improve the performance in solving similar problems in the future.
- Reflection on Premise focus on the merit, norm, common sense, ideologies, paradigms and philosophies relevant the question such as why do? or should do?



# The Successor Factors



**Instructor provide opportunities with conditions.**

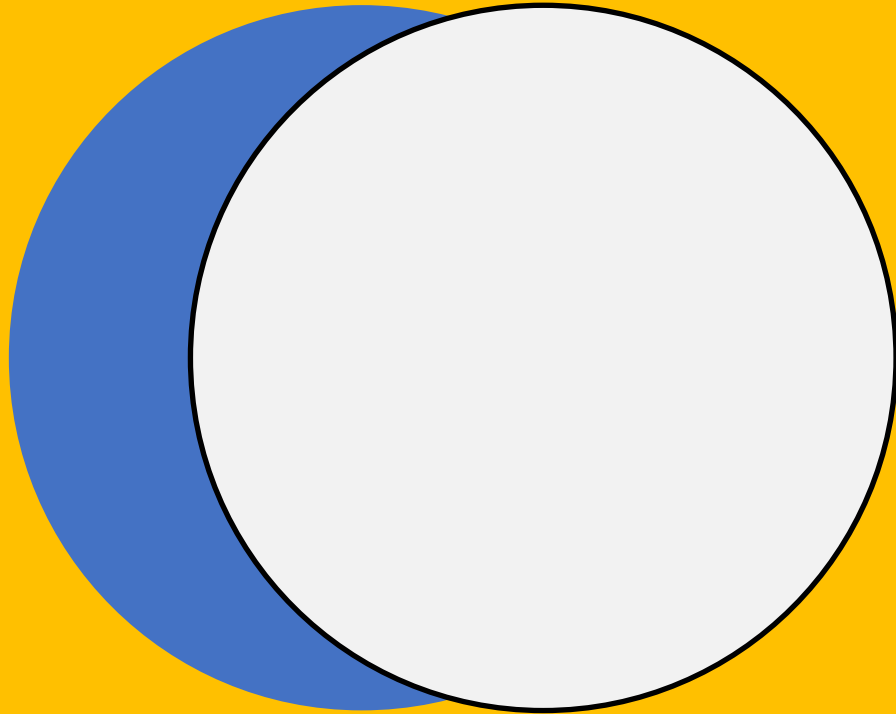


**Learner has aware and freedom.**



**Learning process and learning support.**

(Channels, Activities, Time limit, Judgment, Useful)

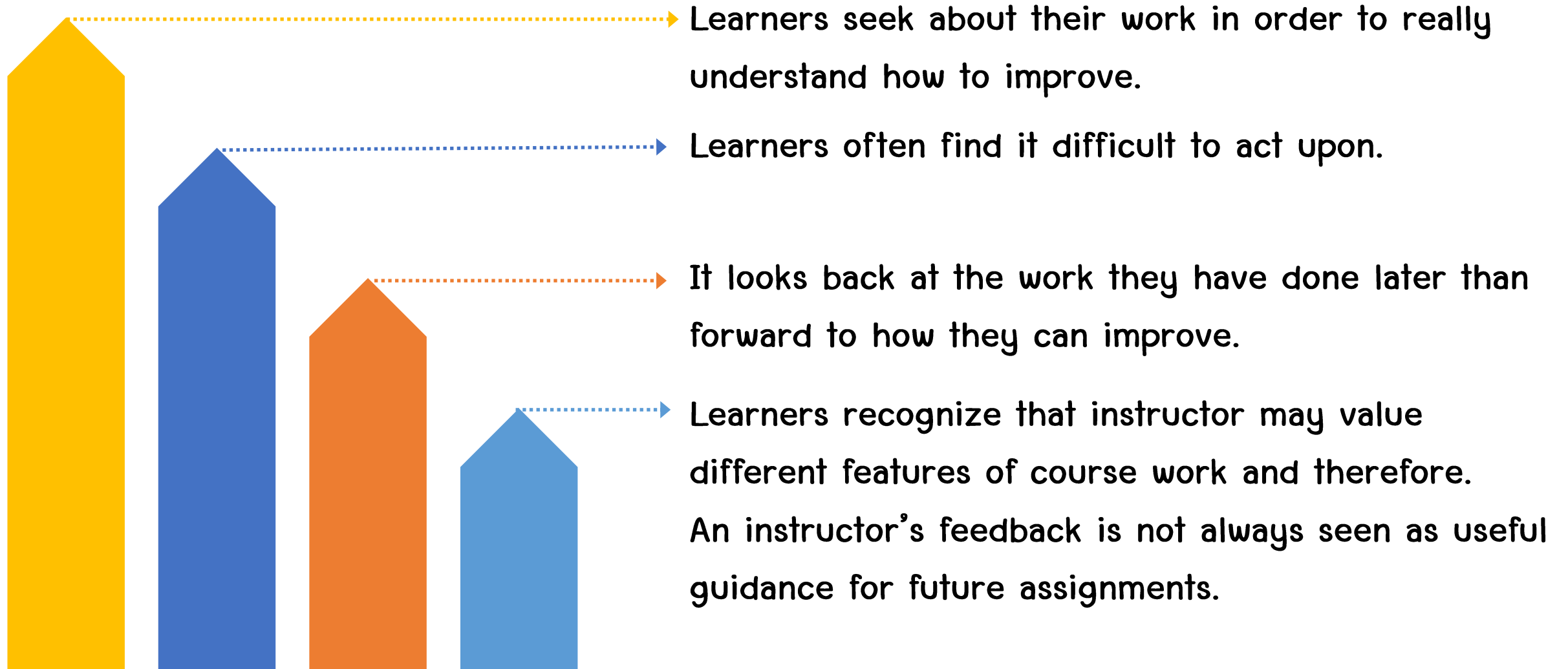


# Feedback

The most Important aspect of the assessment process in raising achievement

(Understand what the standard and what to do, Having the strategies to reduce the gap, Confidence, Satisfaction, Engagement)

# When is Feedback Delivered?



→ Learners seek about their work in order to really understand how to improve.

→ Learners often find it difficult to act upon.

→ It looks back at the work they have done later than forward to how they can improve.

→ Learners recognize that instructor may value different features of course work and therefore. An instructor's feedback is not always seen as useful guidance for future assignments.

# Where are Feedback Sources?





# How to Give Useful Feedback?

	Category	Indicators
Evaluative feedback	A.1 Positive feedback	To approve students' work or engagement
	A.2 Negative feedback	To disapprove of student's work or behavior
Descriptive/ constructive feedback	B.1 Achievement feedback	To identify and label aspects of successful attainment
		To identify mistakes/ failures in work performance
		To specify how something that is being learned can be corrected
	B.2 Improved feedback	To shift the emphasis more to the student's own role in learning, where teacher is as 'facilitator' rather than 'provider' or 'judge' of feedback.
To give student greater responsibility to make choices for themselves, instead of telling student what to do to improve.		

# DON'T Tips!!!

- Telling only the points earned or where is right/wrong or good/bad.
- Providing overview comments before the end of class.
- Giving a fixed answer or samples of work with full marks.

## DO Tips!!!

- Ask whether they are open to some feedback.
- Be direct to person with informal communication.
- Describe specific behavior.
- Describe the impact of the behavior.
- Discuss and leading questions to encourage to suggest change.
- Be sincere.

# Case Study



Give Critical Feedback

หลังจากอาจารย์ผู้สอนได้มอบหมายให้ผู้เรียนรวมกลุ่มตามความสมัครใจ กลุ่มละ 8-10 คน เพื่อทำโครงการ 1 ชิ้น กำหนดระยะเวลา 1 เดือน และส่งงานครั้งที่ 1 โดยให้ผู้เรียนศึกษาจากตัวอย่างโครงการของรุ่นพี่ และเกณฑ์ประเมินผล (Scoring Rubrics) รวมทั้งมีการติดตามสอบถามในคาบเรียนทุกครั้งว่ากลุ่มใดติดขัดส่วนใดหรือไม่

เมื่อผู้เรียนส่งโครงการครั้งที่ 1 ผลการตรวจตามเกณฑ์ประเมินผล พบว่า ส่วนใหญ่ผู้เรียนได้คะแนนไม่ถึงครึ่ง





# Digital Formative assessment tools

help teacher and students use formative assessment  
to elicit evidence of learning

# What aspects of student learning can we assess online?

- Interactivity, collaborative learning
- Collective construction of knowledge

## Bloom's Taxonomy

Knowledge

Comprehension

Application

Analysis/Synthesis/Evaluation

## Online Assessment Methods

Multiple Choice, True/False, Matching, Fill-in-the-blank, short answer, flash cards, games, quizzes

Simulations, animations, tutorials

Multiple choice, short answer, essay, tutorials, simulations, games, case studies

Multiple choice, essay, project, portfolio, simulation, presentation, paper, virtual labs, case studies

**Formative Assessment**

**Summative Assessment**



Formative assessment goes beyond checking for misconceptions and should focus on the relationship between the student's understandings and a productive response from educators.



Priming

Posing

Pausing

Probing

Bouncing

Tagging

Binning

# EXAMPLE

Formative Assessment	Formative and Summative Assessment	Summative Assessment
Discussion (blog, board, chat) Quiz	Case Study	Project Portfolio Presentation
	Paper	
	Self-Assessment	
	Simulation/Animation	
	Reflective Journal	
	Virtual Lab/Game	

- Discussion Post (boards/blogs/chat)
- Quiz (short answer, multiple choice)



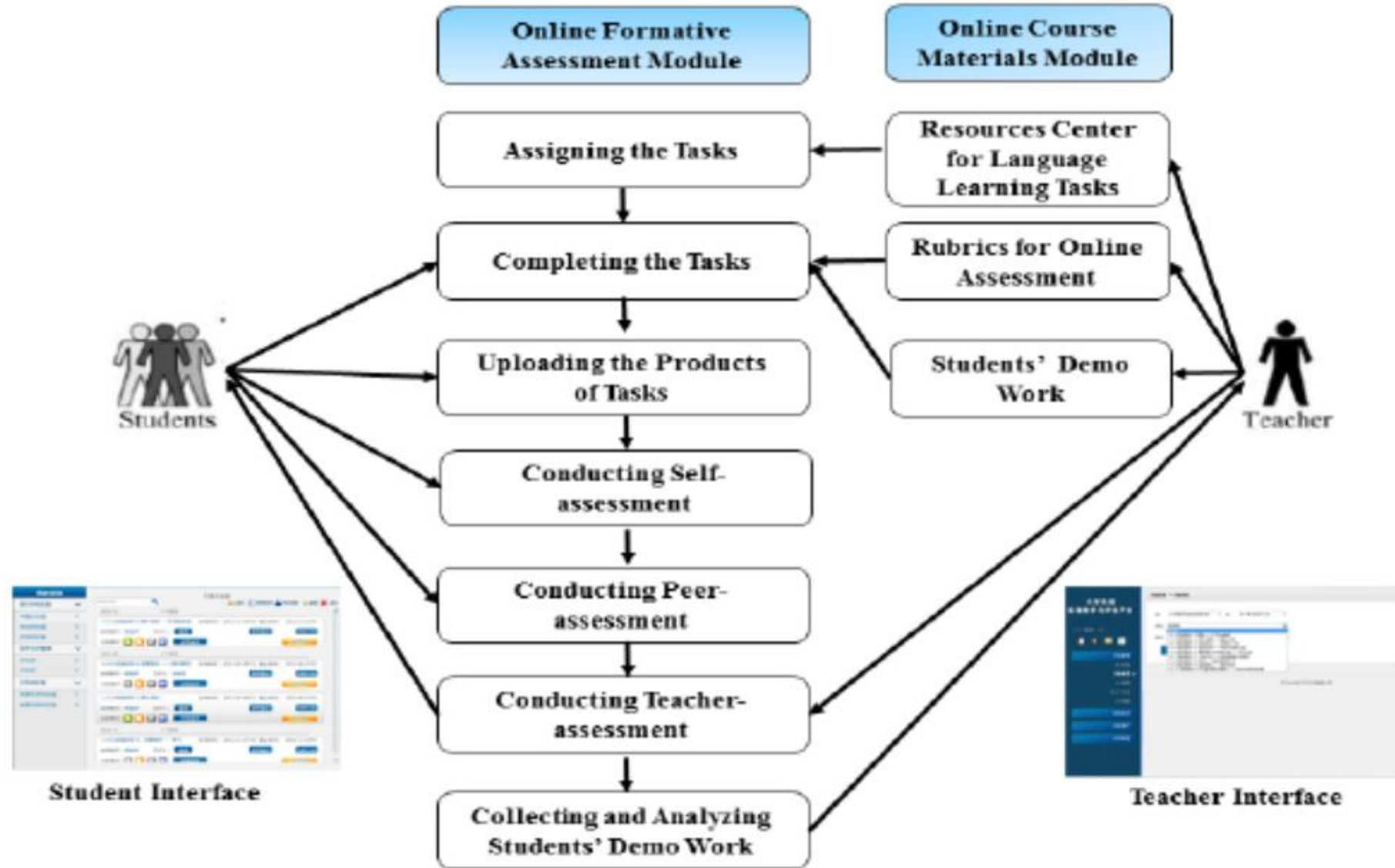
# EXAMPLE

Formative Assessment	Formative and Summative Assessment	Summative Assessment
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- Case Study
- Paper
- Self-Assessment
- Simulation/Animation/Virtual Lab/Game
- Reflective Journal

# EXAMPLE

## The Structure of Online Formative Assessment System





# 27

## FORMATIVE ASSESSMENT TOOLS



SHAKEUPLEARNING.COM

- Test
- Survey
- Observation
- Performance measure
- Group evaluation



Turn videos into a quick assessment. Choose a video on YouTube, Khan Academy, Crash Course, or upload your own. Trim the video, insert a quiz anywhere and track your students progress.

(Freemium, basic account is free, additional features available with paid accounts.)



 Easy-to-use! Create video lessons in seconds.

 Beautiful, simple student reports.

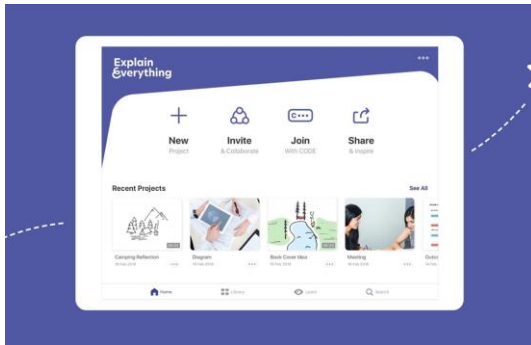
 Share lessons with your colleagues.

**Explain**  
Everything



Online whiteboard program that can be used on any device. Students can quickly create video summaries in which they can present the most important things they learned and what questions they may still have.

(Free and paid versions)



### Broadcast your virtual teaching and hybrid class

Use whiteboard software to help your hybrid learning students clearly see and follow visualized elements, from handwriting to annotated diagrams. This is all possible during an online lecture and live broadcasting and can be used on top of any video conference solution.

#### Start lecturing in a hybrid model



### Collaborative whiteboarding for teaching

To support two-way communication, focus on collaboration between you and students. Open space for discussion and dialogue by creating a dynamic shared place for working on collaborative tasks including problem sets, brainstorming, and diagramming. Provide memorable learning experiences in education during remote learning.

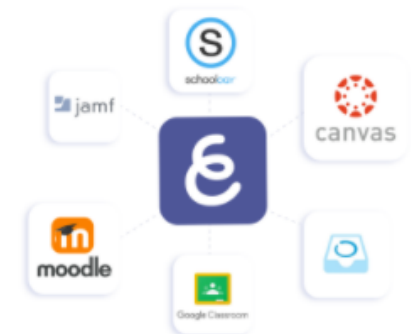
#### Start collaborating with your students



### Online whiteboard for teaching with LMS

Use existing materials when making videos or conducting live presentations. Link your content to and from existing Learning Management Systems. Easily switch between remote teaching tools to enhance workflow and communication in a hybrid class.

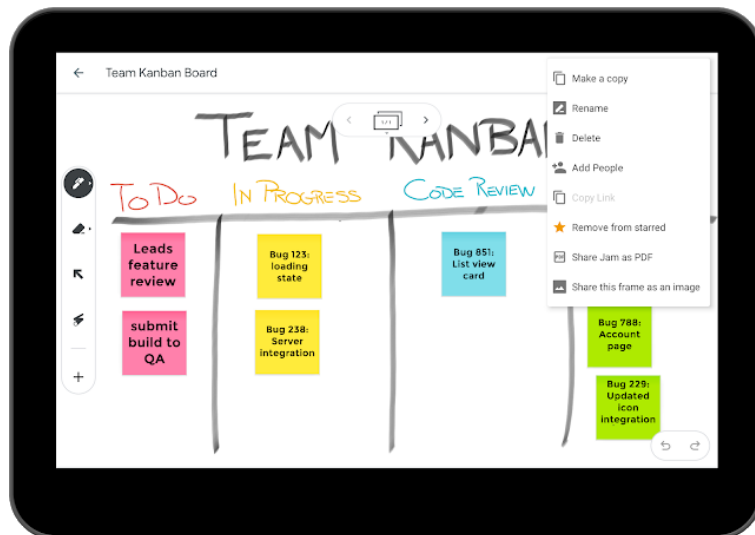
#### Integrate Explain Everything with your LMS

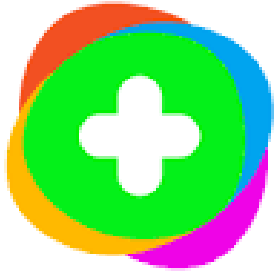






Cloud-based, whiteboard application that can be used for collaboration across multiple devices. Students can use this application to collaborate, create presentations, and bring together resources from other Google apps and the web.

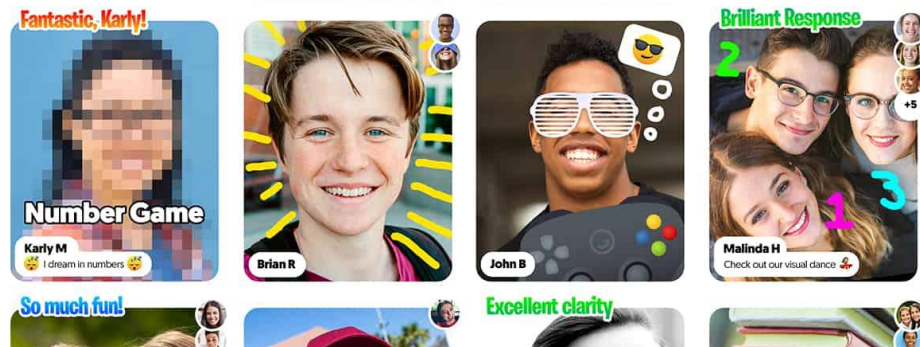




# Flipgrid

Video discussion platform, that allows students to respond to questions, topics, and reflect using video. Students can also respond to each other, leave comments, and more.

(Free!)





Create a question and share that with students. You can make this collaborative, or just have the answers viewable for you the teacher. This is not a robust threaded discussion tool like I wish it was, but it can be handy for formative assessments and to check for understanding.

**10 Discussions with Google Classroom**



**Ask a question.**

**Reflect on learning.**

The image shows a blue speech bubble with the text "10 Discussions with Google Classroom". Below it is a small screenshot of the Google Classroom interface showing a list of students and their status. To the right of the screenshot are two white speech bubbles with black text: "Ask a question." and "Reflect on learning."

**Question** [X]

For **All students** ▾

Question

How do you use Google Classroom questions?

Instructions (optional)

Due **No due date** ▾    Topic **No topic** ▾

Short answer     Students can reply to each other     Students can edit answer

**CANCEL** **SAVE**

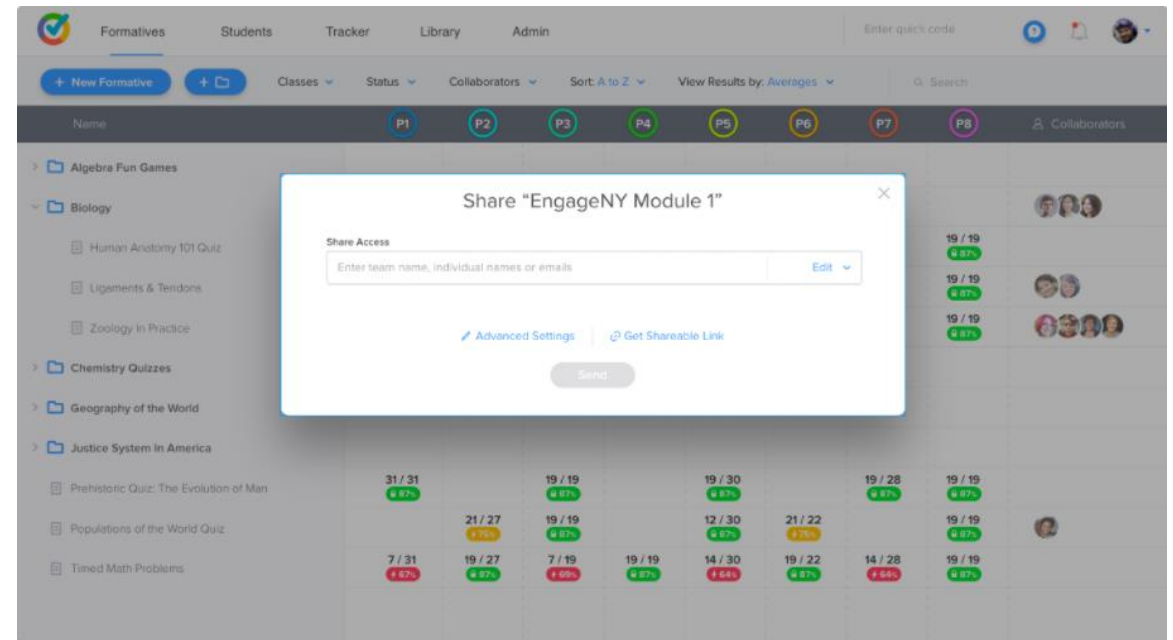
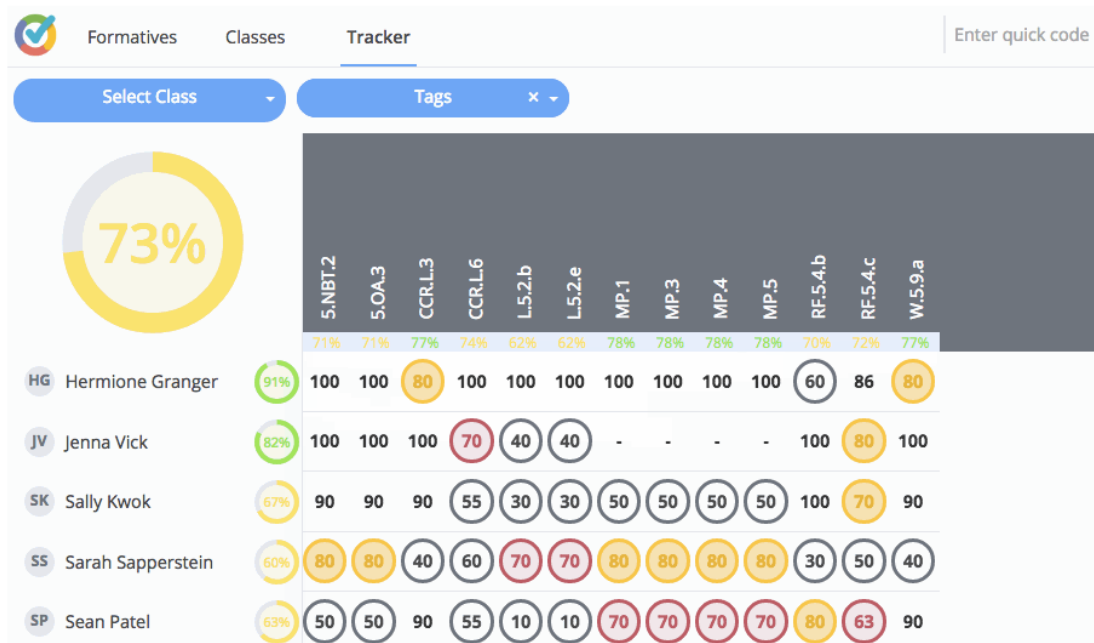
The image shows a screenshot of the Google Classroom "Question" creation interface. It has a blue header with a question mark icon and the word "Question" and a close button. Below the header, there are dropdown menus for "For" (set to "All students") and "Topic" (set to "No topic"). There is a text input field for the question, currently containing "How do you use Google Classroom questions?". Below that is a text input field for "Instructions (optional)". There are also dropdown menus for "Due" (set to "No due date") and "Topic" (set to "No topic"). At the bottom, there are two toggle switches: "Short answer" (disabled), "Students can reply to each other" (checked), and "Students can edit answer" (checked). At the very bottom, there are icons for attachments (paperclip, Drive, YouTube, link) and two buttons: "CANCEL" and "SAVE".





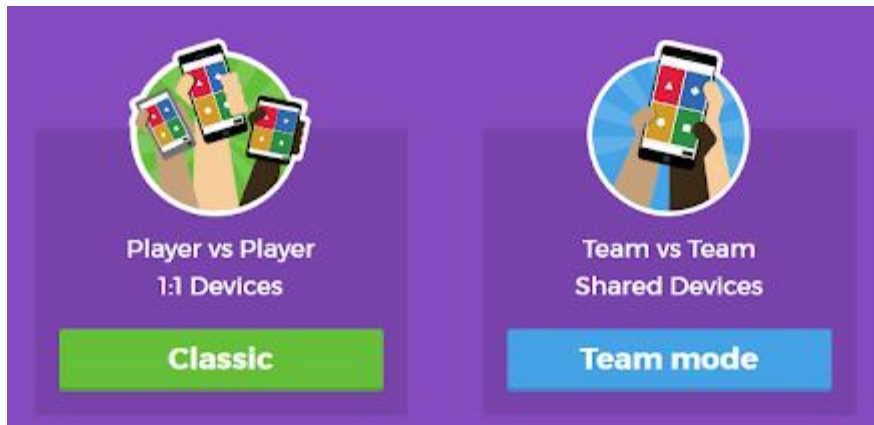
Online assessment tool that is very robust. Formative allows teachers to choose pre-made assessments and edit to fit their needs, create their own from scratch, or even upload a PDF or doc to create. They also offer some fantastic data that you can track and intervene when needed.

(FREE and integrates with Google Classroom)



# Kahoot!

Game-based learning and trivia platform that allows you to create very engaging quizzes for classroom. Play live kahoots, in groups, issue challenges, or assign as homework. (FREE)



# Poll Everywhere

Live audience polling tool that integrates into your presentation. You can ask questions during your lessons, see live data, and reports.

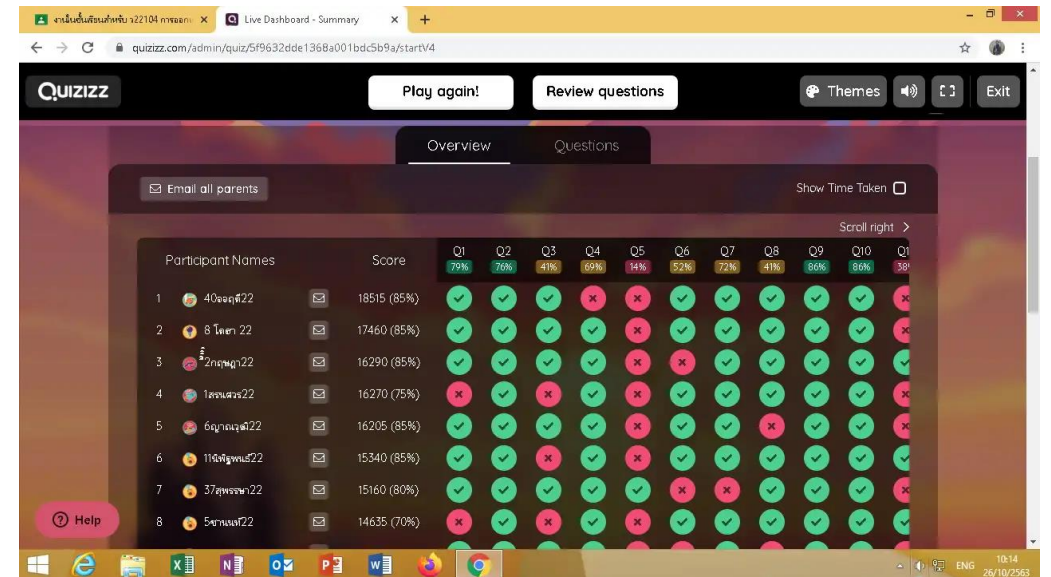
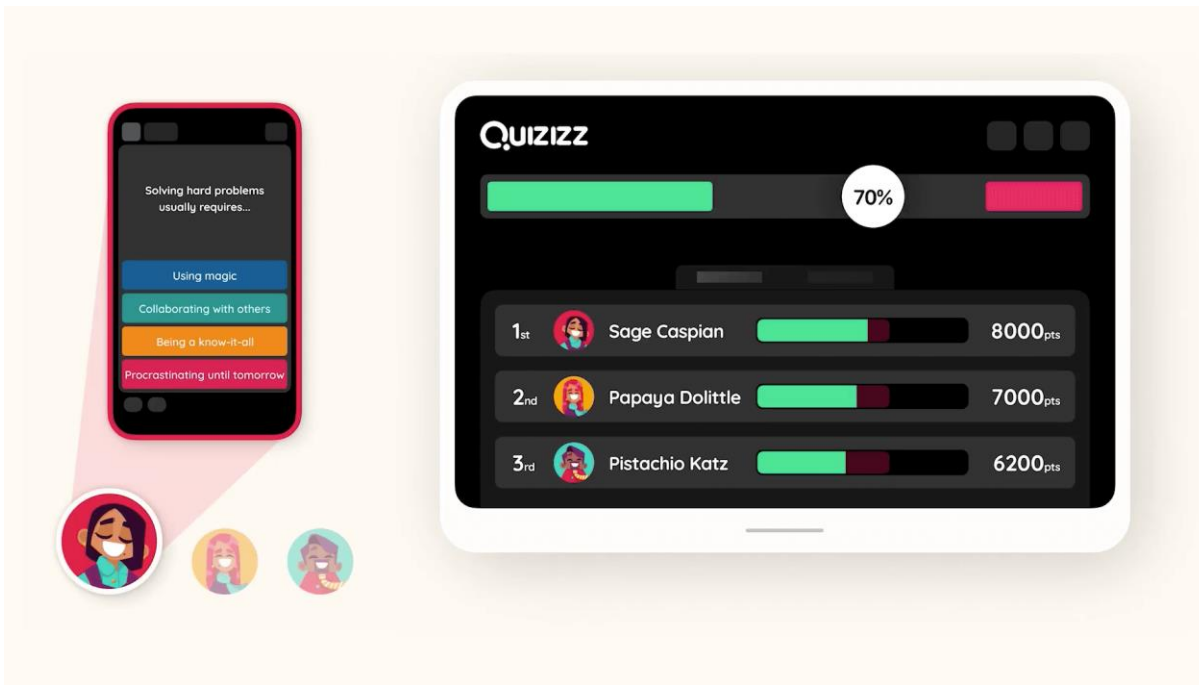
(Freemium, free accounts are limited to 25 responses per poll.)





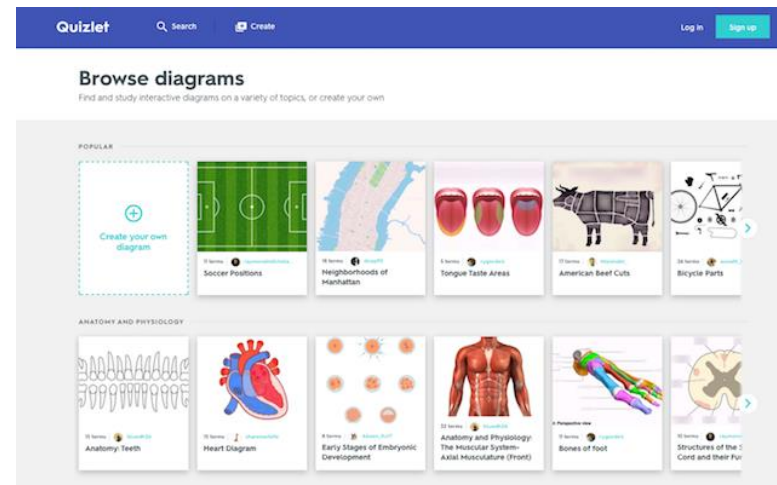
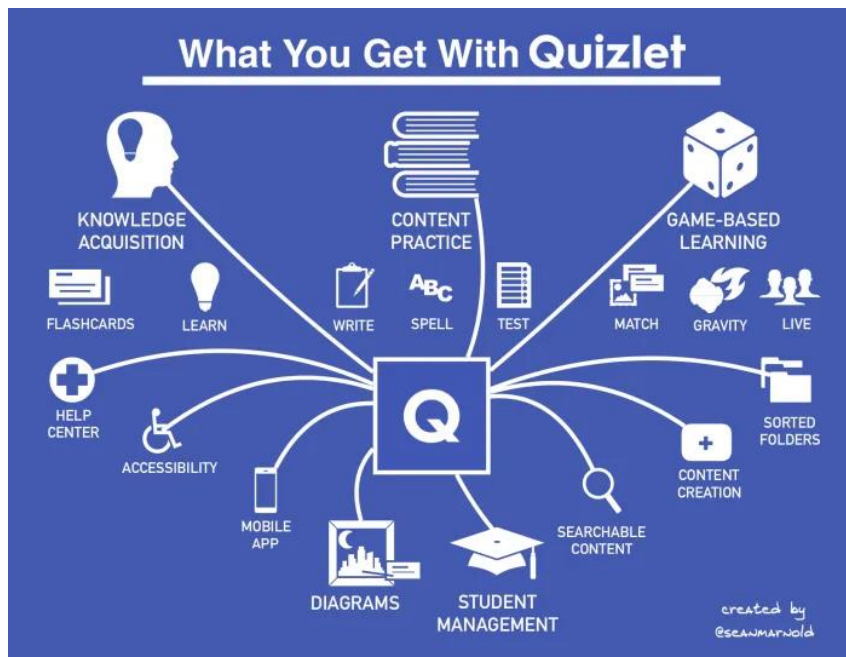
Conduct student-paced formative assessments in a fun and engaging way for students of all ages. Quizizz works on just about any device and offers a library of public quizzes that teachers can use in their classrooms. They also provide detailed class and student reports.

(FREE)

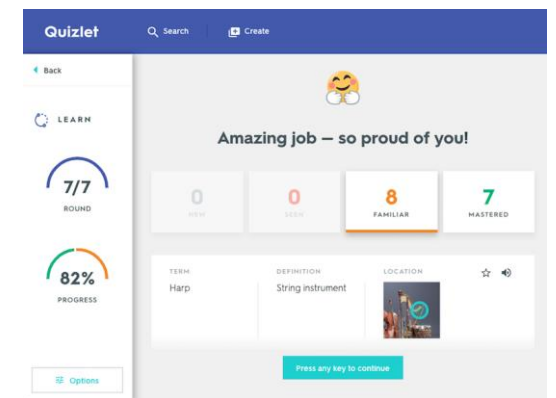


# Quizlet

Study tool that uses flashcards, games, and other “study sets.” to help students. Quizlet Live is a collaborative quiz game where students are placed into teams to work together to answer the questions and learn together.



(FREE)





# Quizalize

Engage your class with fun, standards-tagged quizzes. Get instant data on student mastery. Automatically assign differentiated follow-up activities.

(Free basic teacher accounts)



Pick a Quiz

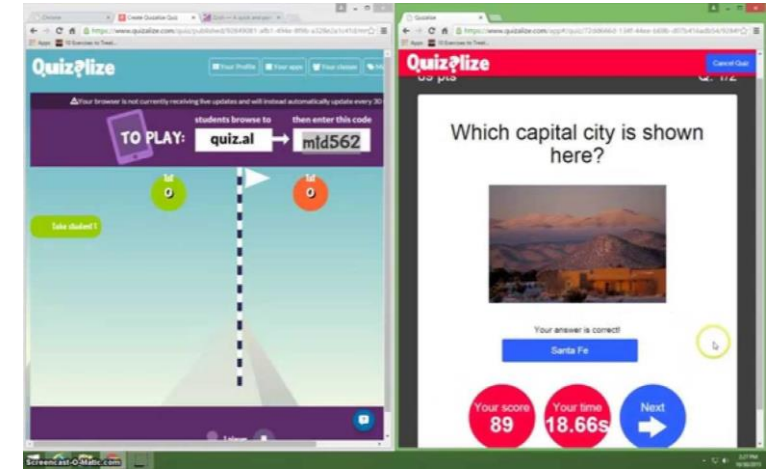
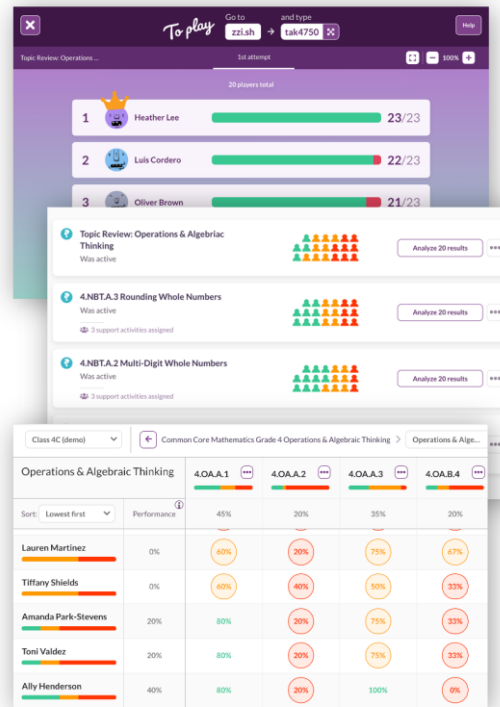


Engage Your Class



Get Instant Insights

Powered by  
**zzish**





### Quizizz

-Free

- Works on any Internet Enabled device
- Students only need the url and game code to get to quiz
- Live results show up on the teacher dashboard
- Dashboard can be turned off
- Questions can use text and pictures
- Engaging and funny memes after each question is given to students
- Can duplicate and edit other teachers' games and make the content appropriate for your classes
- Quizzes can be done in class or set up as homework



### Quizalize

-Free

- Works on any Internet Enabled device
- Students only need the url and game code to get to quiz
- Live results show up on the teacher dashboard
- Students broken up into two teams randomly
- Teacher dashboard shows who needs help with what content
- Quiz results can be printed out and used for documentation
- Questions can use text and pictures
- Can duplicate and edit other teachers' games and make the content appropriate for your classes
- Quizzes can be done in class or set up as homework



### Kahoot

-Free

- Works on any Internet Enabled device
- Students only need the url and game code to get to quiz
- Live results show up on the teacher dashboard
- Answer choices are shapes not words
- Can duplicate and edit other teachers' games and make the content appropriate for your classes
- Quizzes can only be done in class. No homework option.





# Mentimeter

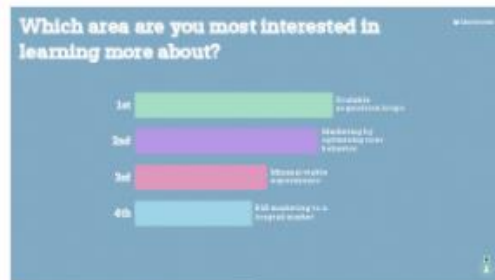
Interactive presentation tool that allows you to poll your students, check for understanding, or ask students to vote.

There are several different types of questions you can create, image-based, multiple-choice, scales, open-ended, questions from the audience and more.

(Freemium, some features are free.)



What are the takeaways from the keynote?



See what your audience wants to learn



Lecture engagement self-assessment



Post-event feedback survey



Interactive classroom tool for teachers to engage students with interactive lessons. Nearpod allows you to create and share lessons that sync across devices and encourage student participation, and evaluate student responses through comprehensive reporting.

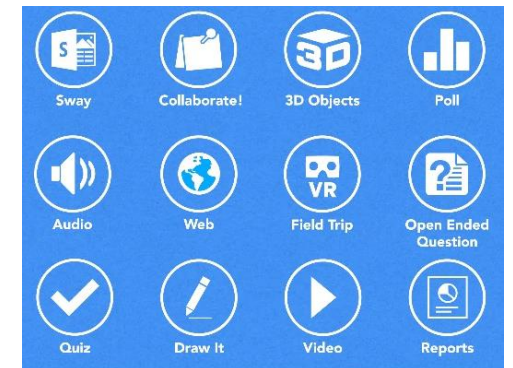
(Freemium, some features are free, 40 students)

สร้างกิจกรรมแบบ Interactive ให้ผู้เรียนได้ตอบระหว่างเรียนรู้ ได้ทั้งแบบ Open Ended Question, True/False, Draw It หรือสร้างคำถาม Multiple Choice สำหรับสื่อวิดีโอ เป็นต้น ซึ่งจะช่วยให้ผู้เรียนได้ฝึกคิดและเข้าใจเนื้อหามากขึ้น

ตอบโจทย์การเรียนการสอนทั้งในและนอกห้องเรียน เพราะสามารถเชื่อมต่อโปรแกรม Zoom หรือ Microsoft Teams เพื่อ Live สอนได้ทันทีภายในทีเดียว

ติดตามวัดผลความก้าวหน้าของผู้เรียนได้แบบเรียลไทม์ โดยระบบจะแจ้งเตือนเมื่อผู้เรียนเข้ามาส่งงาน และสามารถดาวน์โหลดผลคำตอบของทั้งห้องเรียนหรือแบบรายบุคคล ได้ทั้งไฟล์ PDF และ CSV

ส่งเสริมการเรียนรู้แบบ Asynchronous Learning ผ่านโหมด Student Paced เพื่อให้ผู้เรียนสามารถเรียนรู้ด้วยตัวเองแบบอิสระ



การใช้งานรูปแบบฟรี!

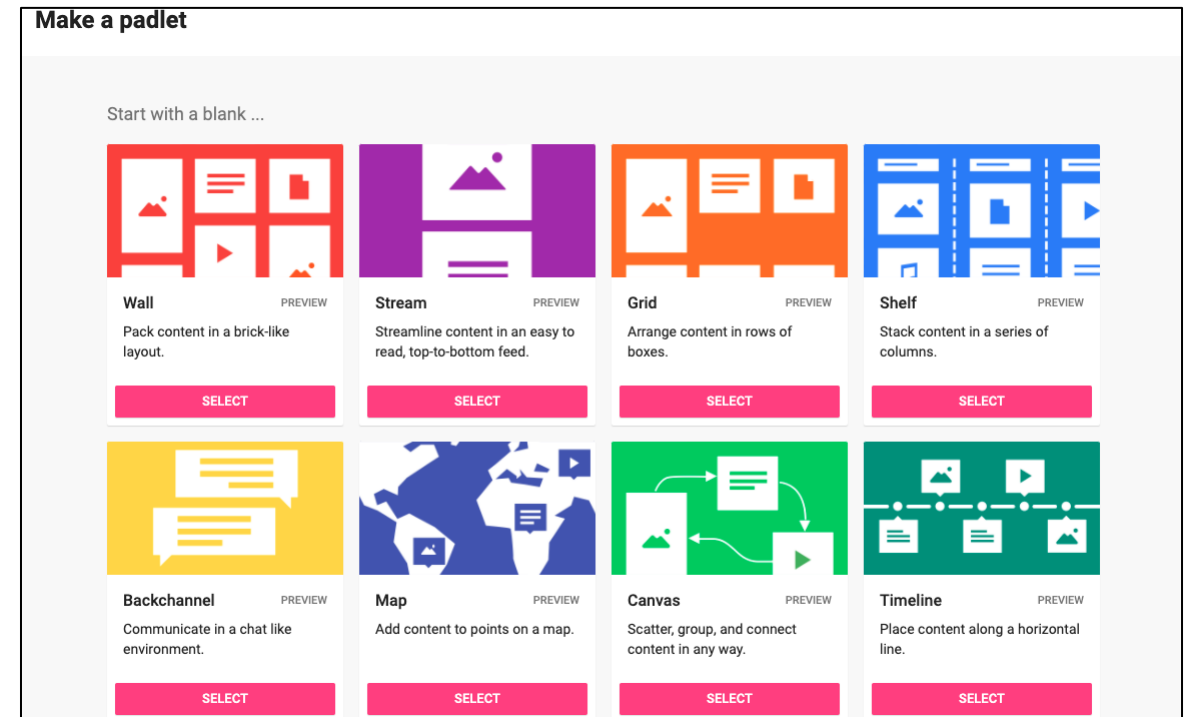
รองรับผู้เข้าร่วมได้สูงสุด 40 คน ต่อ Session และมีพื้นที่ในการจัดเก็บข้อมูล 100 MB





Online bulletin board that allows teachers and students to share and collaborate. It works on any device, and you can share just about any type of information—text, links, upload files, photos, videos, just about any kind of response.

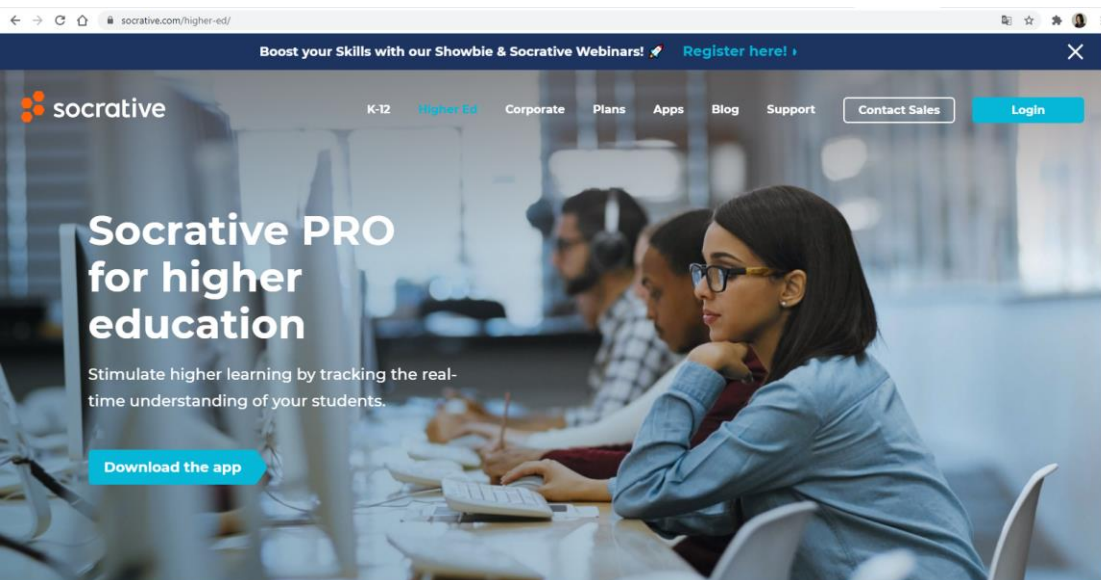
(Free trial available)





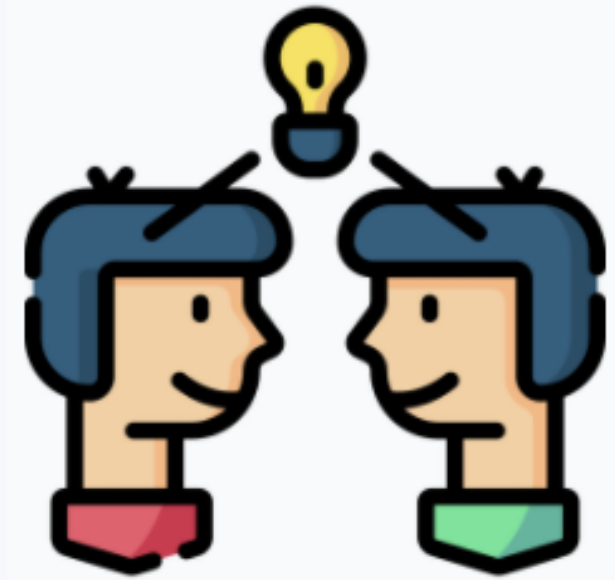
Web-based formative assessment tool that allows teachers to create quizzes, ask questions, collect exit tickets and feedback. You can also create a competitive quiz bowl game, called, “Space Race,” where students compete to get the most answers correct.

(Freemium with up to 50 students per session.)



Name	Progress (%)	1	2	3	4
Arleta, Mikal	100%	B	C	A	A
Bautista, Gabriel	100%	C	C	A	C
Cazorla, Santi	100%	D	C	A	C
Cech, Petr	100%	A	C	B	C
Chastain, Brandi	100%	B	C	A	C
Debuchy, Mathieu	100%	C	C	A	C
Dunn, Crystal	100%	C	C	A	C
Gibbs, Kieran	100%	A	C	D	A
Hamm, Mia	100%	B	B	A	C
Class Total	22%	89%	78%	67%	

## ตัวอย่าง



การประยุกต์ใช้เครื่องมือออนไลน์

สำหรับการวัดประเมินผลแบบ Formative Assessment

รายวิชา SWU 141 ชีวิตในโลกดิจิทัล และ SWU 261 พลเมืองวิวัฒน์

ทดลองใช้เครื่องมือออนไลน์

และวางแผนวัดประเมินผลแบบ Formative Assessment



# The digital formative assessment tool



- Helped teachers to differentiate instruction.
- Positively impacted achievement and motivation.
- Improved high-performing students' performance.

# Digital formative assessment tool

aids the learning process as it improves students' participation, saves the learning time, guarantees equal participation opportunities, and creates a fun and exciting learning environment.

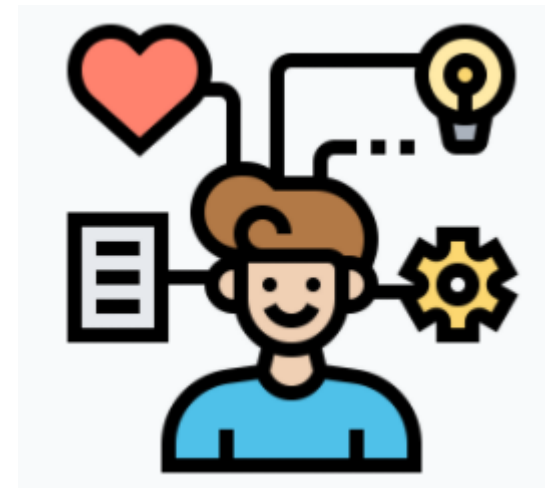






Source: The collective wisdom of authors published in the March 2014 issue of *Educational Leadership*, "Using Assessments Thoughtfully" (Volume 71, Issue 6).

- ✓ วางแผนการจัดการเรียนรู้และการประเมินผลที่ดี
- ✓ เลือกเครื่องมือการประเมินที่เหมาะสม ทดลองใช้งานให้คุ้นชิน ตรวจสอบความพร้อมก่อนใช้งาน



# Practice: Reflection Practice

1

คำถามสำหรับการสะท้อนคิด  
เกี่ยวกับเนื้อหา  
(Reflection on Content)

2

คำถามสำหรับการสะท้อนคิด  
เกี่ยวกับกระบวนการ  
(Reflection on Process)

3

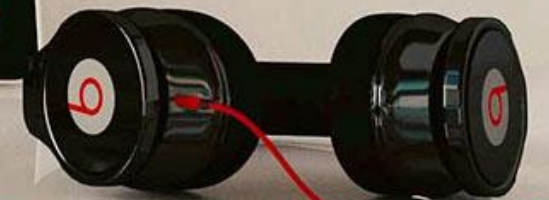
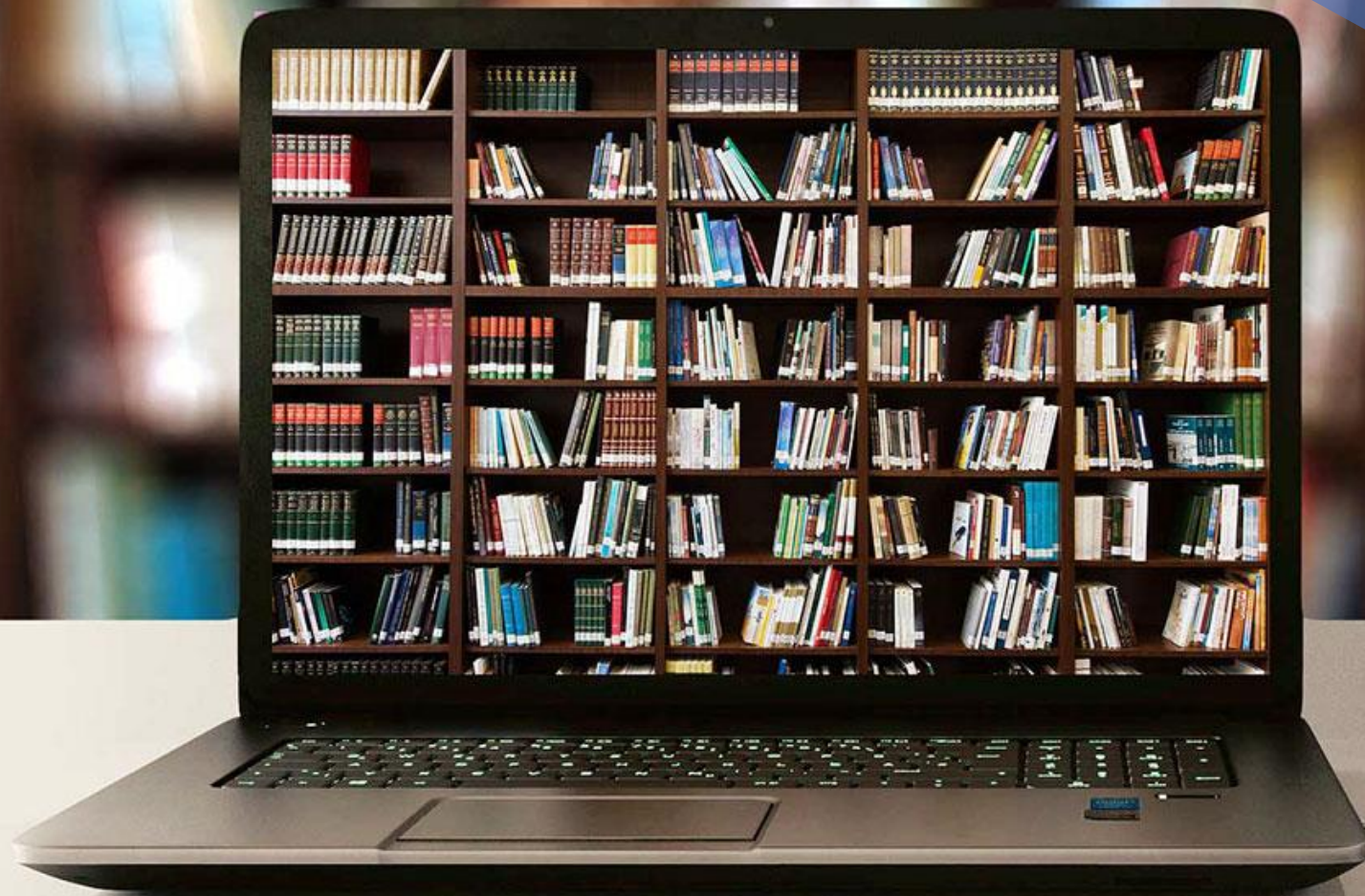
คำถามสำหรับการสะท้อนคิด  
เกี่ยวกับฐานความคิดความเชื่อ  
(Reflection on Premise)





Only learners create learning,  
but teachers guide the process  
by responding to student performance.

# Q & A



# References

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