

ONLINE AND TRADITIONAL FORMATIVE ASSESSMENT: EXPERIENCE FROM A FIRST-YEAR PROPERTY COURSE

SHARON YAM¹ and PETER ROSSINI²

University of South Australia

ABSTRACT

In order to improve student learning outcomes, formative assessment plays a vital role in providing students with opportunities to self-test their knowledge prior to summative assessment as well as providing opportunities for feedback before formal assessment. This paper illustrates the implementation of formative assessments, both online and traditional, across two groups (online versus blended learning) of undergraduate students in a first-year property course which is also available as a University wide elective. Quantitative analysis techniques will be used to analyse student perceptions and the statistical relationship between formative and summative assessment will be investigated. This paper provides insights into the usefulness and perception of formative assessment particularly in the online environment. Challenges and recommendations will also be highlighted.

Keywords: property education, formative assessment, summative assessment, online test, workshops

INTRODUCTION

There have been various teaching and learning strategies used by property education to improve student engagement and learning outcomes. These include problem-based learning, project-based learning, work-integrated learning, and the use of online learning and blended learning (Anderson, Loviscek & Webb, 2000; Born, 2003; Boyd, 2010; Hefferan & Ross, 2010; Koulizos, 2006; Mak, Sher & Williams, 2010; Susilawati & Peach, 2012; Yam & Rossini, 2010; Yam & Rossini, 2012).

Assessment has been recognised as a critical factor in stimulating student learning activities (Biggs & Tang, 2007; Ramsden, 2003). From the student's perspective, assessment is the curriculum (Ramsden, 2003): "They will learn what they think they will be assessed on, not what is in the curriculum, or even on what has been 'covered' in the class" (Biggs, 2003, p. 3). Therefore, assessment methods have been given great emphasis in higher education to promote student learning.

Formative assessment plays a vital role in providing students with opportunities to self-test their knowledge prior to summative assessment as well as providing opportunities for feedback before formal assessment. The purpose of this paper is to illustrate the implementation of formative assessments, both online and traditional, across two groups (online versus blended learning) of undergraduate students in a first-year property course in University of South Australia. Quantitative analysis techniques will be used to analyse student perceptions and the statistical relationship between formative and summative assessment.

This paper is structured as follows. First, the literature review will focus on formative assessment. It will be followed by the background of the case study and research methodology. Then, data analysis and discussion will be presented. Finally, the paper provides conclusions, research implications and recommendation for future research. In order to minimise confusion practice quiz and formative quiz are used interchangeably and weekly test refers to summative test.

LITERATURE REVIEW

Student engagement is one of the frequently researched topics and is recognised as a method to improve learning quality (Krause *et al.*, 2005). It has been suggested that students need to be engaged as learners if they are expected to succeed academically (Kift, 2002, 2004) and both the higher institution and its' staff have been called upon to provide an environment that promotes such engagement (Krause & Coates, 2008; Ramsden, 2003).

As assessment is crucial in student engagement (Biggs & Tang, 2007; Ramsden, 2003), formative assessment has been used widely to improving student's learning experience and learning outcomes (Black & William, 1998; Hargreaves, 2005; Yorke, 2001). Besides the traditional in-class formative assessment, online formative assessment is also becoming

¹ Centre for Accounting, Governance and Sustainability

² Centre for Regulation and Market Analysis

popular because of the large numbers of students which is commonly found in first-year courses (Burrow, Evdorides, Hallam & Freer-Hewish, 2005; Higgins & Bligh, 2006; Peat & Franklin, 2002).

Formative Assessment

The main purpose of formative assessment is to support student learning by providing feedback about their performance to improve student learning (Sadler, 1998; Yorke, 2003). Black & William (1998, pp. 7-8) defines formative assessment as “encompassing all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged”. Therefore formative assessment can be formal or informal. Yorke (2003, p. 478) suggests that formal formative assessments are those assessments that “take place with reference to a specific curricular assessment framework”. This means students will have to do the work and the assessor has to assess and provide feedback to students. On the other hand, informal formative assessments are those which are not specifically stated in the curriculum including in-class discussion and comment on student’s draft (Yorke, 2003).

The centrality of formative assessment is feedback and it has been argued that it is the most powerful enhancement to learning (Biggs & Tang, 2007; Black & William, 1998). Literature suggests that formative assessment increases student mindfulness and also improve long-term retention (Bangert-Drowns, Kulik & Kulik, 1991; Nuthall & Alton-Lee, 1995). Ramaprasad (1983) defines feedback as information about the ‘gap’ between the actual level and the reference level of performance, emphasising that information was only ‘feedback’ if it was used to close the gap. Feedback is important to engage students academically and effective feedback leads to improved learning outcomes (Black & William, 1998; Nicol & Macfarlane-Dick, 2006; Ramsden, 2003). In addition good feedback gives students an opportunity to rectify their mistakes before any damage is done (Goldfinch & Hughes, 2007).

However, there is evidence suggesting that feedback messages are always complex thus students require opportunities to understand them (Ivanic, Clark & Rimmershaw, 2000; Higgins, Hartley & Skelton, 2001). Black and William (1998) say that the teacher has two options in assisting students to close the gap between the existing achievement and desirable level: firstly to develop the student’s ability to self-assess and recognise any gaps and leave it to them to carry out any action to improve their learning, and secondly to take responsibility to guide and direct students how to close the gap.

Shepard (2005) proposes teachers to use scaffolding and formative assessment to move student learning forward. The author describes scaffolding as support provided to students in the course of problem solving including reminders, encouragement and hints to successful completion of a task. For an assessment to be ‘formative’, in line with Black and William’s (1998) comments, Sadler (1989) indicates that students first must appreciate what ‘high standard’ means then evaluate their performance against the standard, and be able to take action to improve.

Students are the ones who should be active in learning and responsible to manage their own learning in a student centred learning environment (Lea, Stephenson & Troy, 2003). It has been recognised that appropriate and timely feedback improves student learning and formative assessment helps students to become self-regulated learners (Nicol & Macfarlane-Dick, 2006). The authors continue to say that corrective advice should be provided so that students understand how to improve their learning. According to Pintrich and Zusho (2002), self-regulation refers to the extent that student regulates their thinking, motivation and behaviour during learning. Results of empirical studies reveal that self-regulated learners are more effective learners; they are high achievers, more confident, persistent, and resourceful (Pintrich, 1995; Zimmerman & Schunk, 2001). Nicol & Macfarlane-Dick (2006, p. 205) summarize seven principles of good feedback from the literature:

1. helps clarify what good performance is (goals, criteria, expected standard);
2. facilitates the development of self-assessment (reflection) in learning;
3. delivers high quality information to students about their learning;
4. encourages teacher and peer dialogue around learning;
5. encourages positive motivational beliefs and self-esteem;
6. provides opportunities to close the gap between current and desired performance;
7. provides information to teachers that can be used to help shape learning.

Dialogue or discussion with the teacher is essential for feedback to be effective (Laurillard, 2002). Teacher should try to encourage discussion as this helps students to understand the expectations and standards better (Freeman & Lewis, 1998). Also, it is found that peer discussion can be motivational and it stimulates student learning (Boyle & Nicol, 2003), it is said that sometimes it is easier for students to accept critics from their peers than teachers (Nicol & Macfarlane-Dick, 2006).

Online Formative Assessment

Online learning has become a popular mode of delivery as it provides students with flexible access to course content and instructions at any time and from anywhere with unlimited educational discussion opportunities (Centre for Technology in Learning, 2009; Garrison & Kanuka, 2004). Other benefits of online learning include a variety of media and unlimited web explorations, providing learning opportunities for learners who cannot or choose not to attend traditional face-to-face offerings, disseminating course material more cost-efficiently, enabling academics to handle more students, as a medium to encourage deep learning as the students have more time for reflection, and providing students with more resources to promote their learning effectiveness (Arbaugh, 2005; Bodzin & Cates, 2003; Centre for Technology in Learning, 2009; Santally & Raverdy, 2006; Spiro & Jehng, 1990).

It has been recognised that the use of technology, particularly online learning in property education, is rewarding for both students and academics (Cornish, Reed & Wilkinson, 2009; Mak et al., 2010; Yam & Rossini, 2012; Wolverson & Wolverson, 2003). Yam and Rossini's (2012) study suggests that external students who were exposed to online learning performed better than internal students in the blending mode. While there are other researchers who reveal online learning is more effective than traditional learning (e.g. Asan, 2003; Cole & Hilliard, 2006; deLeon & Killian, 2000), there are studies that indicate no significant difference in effectiveness between online and traditional learning (e.g. Jones, 2003; Shen, Chung, Challis & Cheung, 2007).

Formative assessment is important in both traditional and online learning. Many researchers suggest that student learning outcome can be improved if online formative assessment is included (Buchanan, 2000; Burrow et al., 2005; Gardner, Sheridan & White 2002; Henly, 2003; Peat & Franklin, 2002; Velan, Kumar, Dziegielewski & Wakefield, 2002). It has been proposed that online quizzes should be provided so that student can access feedback anytime, anywhere and as many times as they wish (Nicol & Macfarlane-Dick, 2006). A study of Martinez and Martinez (1992) reveals that frequent tests can improve learning. Also, previous studies (see Buchanan, 2000; Sly, 1999; Yam & Rossini, 2012) show that students who did formative quiz performed better than students who did not do the formative quiz. This could be because of familiarity with the type of questions and students doing more study to rectify their mistakes in the practice quiz. The authors comment that formative assessment engages student learning and improve learning effectiveness. Another advantage of the online multiple-choice quiz is students receive instant feedback on their weakness and how to address them (Buchanan, 2000).

It is worth noting that in the review of 40 studies Bangert-Drowns, Kulik and Kulik (1991) indicate that student's performance improved with frequent testing; however it only improved up to a certain level and beyond that it could decline again. The article also reveals that several short quizzes were more effective than the longer ones. This is also evident in Schloss, Smith and Posluzny's (1990) paper where the students performed significantly better when given a short quiz after each lecture than they did when no quiz was given. Nevertheless, there are also studies that report formative test produced no improvement in learning (Iverson, Iverson & Lukin, 1994; Strawitz, 1989).

Many researchers argue that timely feedback and the opportunity to repeat the quiz should be included in online formative assessment (Buchanan, 2000; Henly, 2003; Peat & Franklin, 2002; Wang, 2008). Buchanan (2000) further comments that students should not be provided with correct answer; but to give them reference so that they can learn on their own. In the same study, Buchanan (2000) found that student performance was statistically significant correlated with both class attendance and use of formative assessment.

Discussion is another form of informal formative assessment (Yorke, 2003). Burrow et al. (2005) say that students should be encouraged to ask questions and discuss with their teachers or peers when they face difficulties in learning, this can be in the form of email or online discussion forum. Although Yam and Rossini (2012) did not find any significant correlation between online discussion and student performance, the authors found that the online workshops were significant in assisting students in their major assignment. They argue that the online workshop is a useful tool in project-based learning to scaffold the students in completing their individual project.

Research Question

Formative assessment is essential to improve student performance. Although there have been many studies on the statistical relationship between formative test and summative test (e.g. Buchanan, 2000; Sly, 1999; Yam & Rossini, 2012), there has not been a study that compares the effectiveness between traditional and online formative assessment to date. To fill the gap this paper aims to explain the implementation of formative assessments, both online and traditional, across two groups (online versus blended learning) of undergraduate students in a first-year property course. Apart from examining the relationships between formative and summative assessment, this research was also designed to compare the effectiveness between traditional and online formative assessment. At the same time students' perception on the usefulness of formative assessment was also examined and discussed. In short, this research sought to address to following hypotheses and questions.

1. Students who attended the face-to-face workshop performed better in the summative test than those students who did not attend the face-to-face workshop.
2. Students who did the online formative quiz performed better in the summative test than those students who did not do the formative quiz.
3. Students who achieved higher marks for their formative quiz performed better in the summative test than those students who had lower marks.
4. Students who posted questions in the online discussion forum performed better in the summative test than those students who did not post questions in the online discussion forum.
5. How did the students perceive the usefulness of the formative quiz in assisting them in the summative test?
6. How did the students perceive the usefulness of the weekly workshop in assisting them in the summative test?
7. How did the students perceive the usefulness of the online discussion forum in assisting them in the summative test?

PROJECT BACKGROUND

The case study involved students from a first year first semester property course *Developing Opportunities in Property*. This course was also available as a university-wide elective. Two delivery modes were offered for this course, a blended learning mode for internal students and online learning for external students. Moodle® was adopted for online teaching in the university; it is an open source learning management system widely used by higher institutions in Australia and overseas (University of South Australia, 2010).

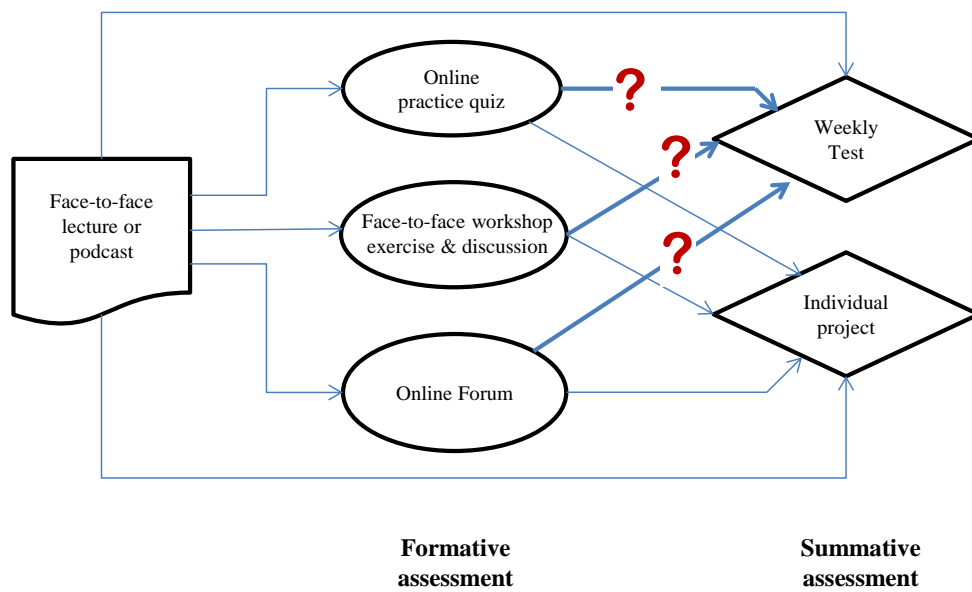
Both internal and external students were provided with the same instructional materials and assessments. A face-to-face lecture and workshop were available to internal students while the external students were provided with podcasts and online workshops. All course materials such as the study guide, power-point slides, workshop instructions and assignment details were available online so that all students could access them from anywhere at any time. Students enrolled in the course were also provided with a booklet which consists of study guide and workshop templates.

In order to improve student learning experience and performance, both formal and informal formative assessments were planned including weekly online practice quizzes, weekly workshop exercises and an online forum. There were two components of summative assessments for this course, the best 10 of 12 weekly online tests and an individual project which is due at the end of the study period. The weekly test and the individual project each had a 50% weighting for the final summative mark. Students could do the weekly practice quiz as many times as they wished and instant feedback was provided to facilitate their learning. Solutions to the workshop exercise were provided to facilitate student learning. Students were also advised to participate in the online forum to enhance their learning experience.

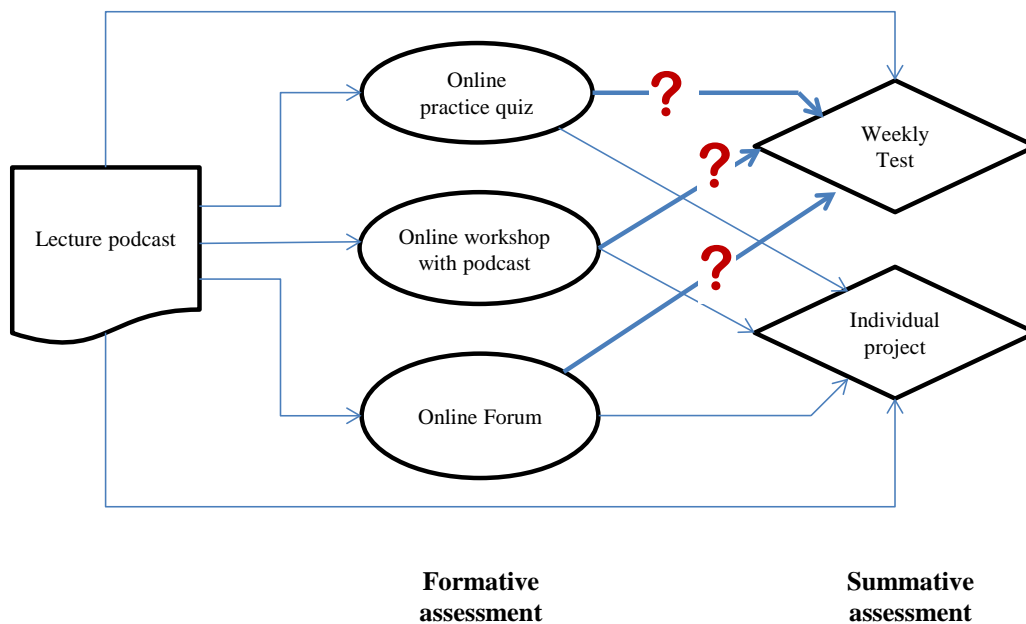
Internal students, who were exposed to the blended learning mode, had the advantage of the face-to-face contact during the lecture and workshop. The main purpose of the weekly workshop was to provide students with the opportunity to complete and discuss the workshop exercise as well as to seek assistance with any problems that they faced with their practice quiz and individual project. Students could choose not to attend the lecture and workshop as the podcast and workshop material were also available online. Internal students were advised to ask questions in the face-to-face workshop instead of using the online discussion board. All the formative quizzes were only available online. For external students the main channel of communication with the lecturer was the online discussion forum. In other words, the external students did not have the advantage of face-to-face contact as the internal students did. Although email was also used in the teacher-student communication, students were discouraged from using email unless it was related to personal matter, therefore, this paper did not include email in its analysis. The course delivery in Figure 1 depicts the elements of formative and summative assessments used for both internal and external students in Semester 1, 2012. The focus of this research was to investigate whether there were any significant correlations between formative assessments and the summative weekly test. These results were then compared to the student perception on the usefulness of formative assessment in their learning.

Figure 1 - Course Delivery of blended learning and online learning

Blended Learning for Internal Students



Online Learning for External Students



RESEARCH METHODOLOGY

This paper is based on an exploratory research project using student survey data as well as records of students' performance and activities over the first semester of 2012. As suggested by Sander, Stevenson, King and Coates (2000), collecting students' perceptions as feedback is an effective means of giving students a voice in course delivery. The student survey was designed to find out how students perceived the usefulness of formative assessment in their learning. An in-class survey was conducted in Week 11 for internal students while an online survey was open to external students from Week 11 until Week 15. The survey was performed in compliance with the research ethics guidelines of University of South Australia. The variables collected in the survey are summarised in Table 1.

Table 1 - Student preference survey data

Variable	Variable description
Q1: To what extent does your weekly practice quiz assist you in getting a good result in your weekly assessed quiz?	5 Point Likert Scale
Q3: Having done the weekly practice quiz, what do you do to improve your performance in your weekly assessed quiz? You may choose more than one answer	
Q3-Spend 1 hour to study the course material again	Dummy Variable 1=yes, 0=no
Q3-Spend 2-3 hours to study the course material	Dummy Variable 1=yes, 0=no
Q3-Discuss the questions with other course mates	Dummy Variable 1=yes, 0=no
Q3-Pose my questions to the online forum to seek clarification	Dummy Variable 1=yes, 0=no
Q3-Contact my tutor/lecturer for clarification	Dummy Variable 1=yes, 0=no
Q3-Do nothing	Dummy Variable 1=yes, 0=no
Q4: What are the three best aspects of the practice quiz?	Open Text question
Q5: What are the three worst aspects of the practice quiz?	Open Text question
Q7: To what extent does your weekly workshop assist you in getting a good result in your weekly assessed quiz?	5 Point Likert Scale
Q8: What are the three best aspects of the weekly workshop?	Open Text question
Q9: What are the three worst aspects of the weekly workshop?	Open Text question
Q10: How useful was the online forum for you?	5 Point Likert Scale
Q11: What are the three best aspects of the online forum?	Open Text question
Q12: What are the three worst aspects of the online forum?	Open Text question
Q13: Do you have any other comments?	Open Text question
External Student	Dummy Variable (1=External "online", 0=Internal "Blended")

Note: Question 2 and Question 6 from the survey are not used in this paper. All students were offered the survey resulting in 121 internal student (61%) and 21 external student (27%) responses.

Summative student performance was measured by the marks obtained in each of 12 weekly tests as well as an aggregated best 10 of the 12 which made up 50% of the students final grade. Formative activity was measured on a number of criteria. For internal students attendance records were kept for workshops, and both individual week attendance and aggregate attendance were used as variables. For external students activity on the online wiki (posting and viewing) was used as indicator for workshop activity as well as posts to the online forum. Online activity was measured for all students using 'hit counts'. 'Hit counts' have been used in past research when investigating the effectiveness of online learning (see Buchanan, 2000; Lowes, Lin & Wang; 2007; Yam & Rossini, 2012). Although Lowes et al. (2007) point out that 'hit data' may be misleading as it says nothing about what the student does; Yam and Rossini (2012) argue that 'hit data' is still useful in indicating frequency of access and usage of online material. In a course such as the one used in this paper where there was no text-book and all materials were online, more hits may not represent more activity however a failure to hit the material is likely to be a good indicator of lack of activity. Hit counts were collected for each resource and activity on the online course page. For online forums this was broken down into posting forum items, reading forums and also reading more detailed forum discussions.

The final important formative indicator was activity on the weekly practice quizzes. Each weekly online test had an accompanying weekly practice quiz with similar style of questions although no questions were replicated in the weekly test. Students could attempt these quizzes on multiple occasions but with reasonable time lags imposed between attempts. Three indicators were collected for each quiz and then as a total aggregate for each student. These were the

number of attempts for each weekly quiz, the minimum mark and the average mark. All student performance and activity variables were listed in Table 2.

Table 2 - Student activity and performance data

Variable	Variable description
Student Characteristics	
External Student	Dummy Variable (1=External "Online" , 0=Internal "Blended")
Student Age	Continuous Variable Age in years and decimal years at course commencement
Male Student	Dummy Variable (1=Male , 0=Female)
Elective Student	Dummy Variable (1=Taking course as elective, 0 = Taking Property Program)
Business Student	Dummy Variable (1=Enrolled in Business Program, 0=enrolled in other program).
International Student	Dummy Variable (1=International , 0=Not-international)
Summative Marks	
Test1...Test12 Mark	Array of 12 variables with the respective weekly test mark out of 5
Test Count	Total number of test attempted (submitted)
Best Ten Test Results	Total of best 10 of 12 test results out of 50 (used in final course grade)
Workshops	
WK1...WK12 Attendance	Array of 12 dummy variables indicating attendance at respective internal workshop
Use Wiki	Total number of contributions to the wiki (posts, comments etc)
View Wiki	Total number of times the wiki was viewed
Practice Quizzes	
Quiz Attempts	Total number of practice quizzes attempted
Review Quiz	Total number of quizzes attempts reviewed
Quiz1 to Quiz 12 attempts (n)	Array of 12 variables with the respective number of attempts for each quiz
Quiz1 to Quiz 12 lowest mark	Array of 12 variables with the respective lowest mark for each quiz
Quiz1 to Quiz 12 average mark	Array of 12 variables with the respective average mark for each quiz
All Quiz Min	Average Minimum Mark across all attempts at all12 quizzes
All Quiz Ave	Average Mark across all attempts for all attempts of all 12 quizzes
Quiz Ave-Min	Difference between the All Quiz Ave and All Quiz Min
Online Forum and News	
View Course News	Total number of times that course news was read
Post to Forum	Total number of postings to the student forum
View Student Forum	Total number of views of the student forum
View Student Discussion	Total number of views of specific student forum discussions
General resources	
How to Use webpage	Total number of views of how to use this web page
View quiz Instructions	Total number of times the quiz /tests instructions were viewed
View Resource	Total number of views of resources pages
Study Guide (online text)	Total number of views of study guide chapters
Workshops Instructions	Total number of views of weekly workshop instructions (with access to workshop resources)

Note: Data set contains data for 199 internal students (201 students enrolled) and 79 external students (80 students enrolled). The three excluded students never accessed the website, nor attended class or submitted weekly tests.

The data was analysed in a descriptive form and using basic regression modelling. Data from the student perception survey data that was collected as Likert scales was tabulated and presented as bar charts with separate responses for internal and external students – each group summing to 100%. Mann-Whitney and Kruskal-Wallis were estimated to

test the hypothesis that the responses from internal and external students are not significantly different. Text responses were collated and grouped into broad categories and some specific comments used as examples.

Online hit rate data and quiz results were tabulated and compared to the summed best-10 marks for the weekly tests by using mean scores. The best-10 mark (which was reported to students and used in the final assessment for students along with the project mark) was also used as the dependent variable in a linear multiple regression model where a variety of the hit rate and overall practice quiz indicators were used as independent variables together with some student characteristics indicators. The variables were selected to cover all formative items but to minimise the problem of multicollinearity. The VIF was used to test for multicollinearity. In addition to the model using the best-10 marks as the indicator of the weekly test, individual regressions were estimated for each weekly test result based on the result of that particular practice quiz and the workshop activity during that week.

RESULTS AND DISCUSSION

The results were presented as summary statistics as well as the statistical modelling. The summary statistics provide a good overview of the material and basic understanding of the nature of the results. Table 3 shows the mean for all relevant variables broken down between internal and external students and by gender.

Table 3 - Mean Variable Values by Course Mode and Gender

	Internal		External		All
	Male	Female	Male	Female	
Count	111	88	42	37	278
Elective Student	0.61	0.78	0.74	0.81	0.71
Business Student	0.95	1.00	0.83	0.95	0.95
International Student	0.46	0.60	0.24	0.24	0.44
Student Age	22.10	22.45	24.69	27.68	23.35
Workshops Attended	9.08	9.41	na	na	9.25
How to Use webpage	0.13	0.13	0.24	0.16	0.15
View Resource	58.43	50.74	46.33	85.70	57.80
Book-Study Guide	15.74	14.70	15.57	28.00	16.07
Book Workshops	24.04	23.22	23.60	47.95	26.89
View Course News	2.98	3.76	3.48	6.41	3.76
Post to Forum	0.46	0.80	1.02	1.86	0.84
View Student Forum	10.86	17.07	15.60	24.97	15.42
View Student Discussion	17.61	26.07	27.24	44.03	25.26
Use Wiki	na	na	1.64	2.32	0.56
View Wiki	na	na	6.83	14.95	3.02
View quiz Instructions	2.34	2.91	2.64	3.95	2.78
Quiz Attempts	15.07	14.98	10.90	12.24	14.04
Review Quiz	23.69	22.22	17.31	20.05	21.78
All Quiz Min	2.00	2.20	2.20	2.50	2.16
All Quiz Ave	2.78	2.96	2.66	3.00	2.85
Quiz Ave-Min	0.78	0.76	0.46	0.50	0.69
Best Ten Test Results	30.43	32.48	27.40	32.92	30.95

This table shows some differences in the characteristics of the students who studied internally and externally. Means that vary greatly from the overall class average are in darker shades. Higher proportions of internal students were male and generally younger. There were also a higher proportion of international students studying internally. External students were generally older particularly females. International students made up a small percentage of the external students but there was still a significant number. Formative activities and use of the web resources were reasonably consistent across internal students and external male students. External females showed a considerable difference with external female students utilising the online facilities at far higher rates. This was particularly highlighted by a greater propensity to use the online wiki. Internal students were more likely to take the practice quizzes more often but this did

not reflect in higher average marks. Externals students attempted the practice quizzes less often but had higher minimum and average marks suggesting that they studied the material more prior to attempting the quiz. Generally female students outperformed males in the weekly tests (as reflected by the best-10 test result) with females averaging just over 32/50 for both internal and external students, while males were notably lower; 30.4 for internals and only 27.4 for externals.

The results were broken down between local and international students in Table 4. What is noticeable was that international external students had similar characteristics to internal students particularly in terms of formative items. While they tended to have typically higher interactions with online resources that did not require interactions (notes, instructions etc.) they were noticeably less inclined to use online discussions and the wiki. Although the international external students used the practice quiz in a similar manner to local externals they scored lower marks. The marks for the best-10 weekly tests were almost identical for internal local and international students, slightly lower for external local students but considerably lower for external international students.

Table 4 - Mean Variable Values by Course Mode and International Status

	Internal		External		All
	Local	Intnatl	Local	International	
Count	95	104	60	19	278
Elective Student	0.44	0.91	0.72	0.95	0.71
Business Student	0.94	1.00	0.85	1.00	0.95
Male Student	0.63	0.49	0.53	0.53	0.55
Student Age	21.82	22.65	27.02	23.16	23.35
Workshops Attended	9.06	9.41	na	na	9.25
How to Use webpage	0.11	0.14	0.25	0.05	0.15
View Resource	43.16	65.88	62.95	70.53	57.80
Book-Study Guide	12.20	15.56	21.97	19.58	16.07
Book Workshops	17.66	29.16	34.32	37.16	26.89
View Course News	3.27	3.37	5.27	3.53	3.76
Post to Forum	0.77	0.46	1.75	0.37	0.84
View Student Forum	14.13	13.12	22.10	13.32	15.42
View Student Discussion	21.56	21.16	37.47	27.63	25.26
Use Wiki	na	na	2.25	1.05	0.56
View Wiki	na	na	11.32	8.47	3.02
View quiz Instructions	1.97	3.16	2.87	4.47	2.78
Quiz Attempts	13.21	16.69	11.43	11.84	14.04
Review Quiz	21.81	24.16	18.67	18.37	21.78
All Quiz Min	2.19	1.99	2.45	1.99	2.16
All Quiz Ave	2.84	2.88	2.89	2.59	2.85
Quiz Ave-Min	0.65	0.89	0.44	0.60	0.69
Best Ten Test Results	31.28	31.38	30.83	27.32	30.95

The results from this analysis suggest that internal students were more homogenous in terms of characteristics and online behaviour than external students. External students' behaviour varies depending upon gender and if they are international. As a result of these preliminary findings, further analysis was split between internal and external students.

Regression Modelling – Best Ten Weekly Test Mark against Formative Assessment

Two regression models were estimated to test the relationship between student and activity characteristics and the best-10 weekly test result.

Table 5 - Regression Models Best Ten Weekly Test Mark as Dependent Variable

	Internal		External	
RSquared	.388		.588	
F	10.33***		14.15***	
Variable	Coefficient	VIF	Coefficient	VIF
(Constant)	8.30**		5.62**	
Workshops Instructions	-0.01	1.17	-0.02	1.77
Workshops Attended	0.53***	1.15	N/A	N/A
Use Wiki	N/A	N/A	0.29	1.55
Post to Forum	0.4	1.26	1.28***	1.15
All Quiz Ave	4.18***	1.27	3.49***	2.00
Quiz Attempts	0.64**	20.94	1.19***	11.65
Quiz Attempts ²	-0.013**	20.29	-0.020***	8.54
Elective Students	1.68	1.08	4.11**	1.12

Dependent Variable: Best-10 Weekly Test mark out of 50.

*** Significant at 99% Level of Confidence

** Significant at 95% Level of Confidence

* Significant at 90% Level of Confidence

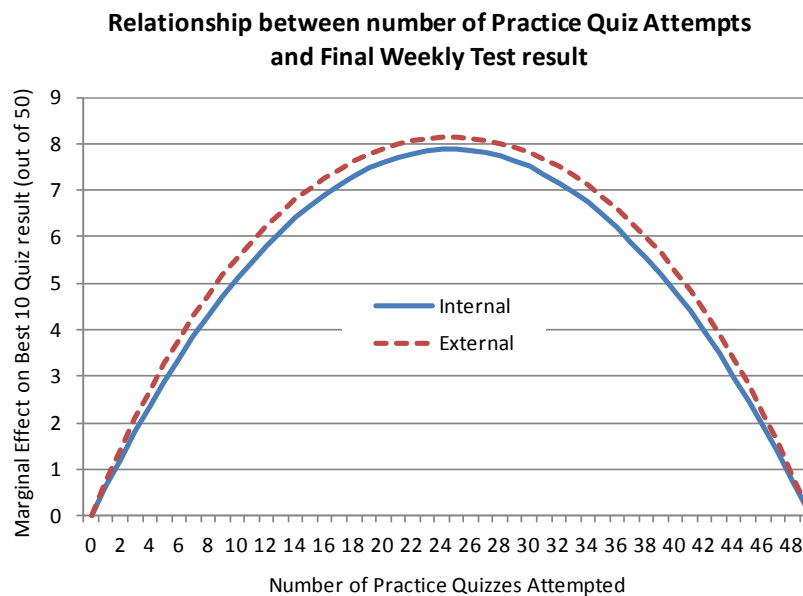
Both internal and external student models show a statistically significant relationship between the dependent variable (best-10 weekly test mark) and at least one indicator independent variable. Multicollinearity was avoided through variable selection except in the case of two variables which were mathematically correlated and hence could not be interpreted independently. There were some clear structural differences in the models suggesting that some outcomes vary between internal and external students while others were relatively constant.

For both internal and external students there was not a statistically significant relationship between simply accessing the workshop instructions and the best-10 mark. “Hitting” the instructions did not lead to better outcomes. However internal students who attended the workshops had a strong positive relationship with the test result. The coefficient of .53 (significant at 99%) suggests an increase of roughly ½ mark for each of the 12 workshops that was attended - a total of around 6/50 marks. This result supported Buchanan’s (2000) findings that student performance is significantly correlated with class attendance. The internal workshop was useful as informal formative assessment such as in-class discussion (Yorke, 2003) helped students to improve their understanding on the course material hence contributed to their better performance.

While it was more difficult to assess if external students had worked on the workshop, the wiki and forums posts would give some indications as around half of the workshops involved some specific input through these online vehicles and there was a forum available for each topic. The model shows no significant relationship between the wiki and the best-10 mark but a significant relationship as regards to the forum. This could be because many external students used online forum to ask questions whenever they faced difficulties and feedback provided had been helpful for them. As Laurillard (2002) says, discussion with teacher is essential to make feedback effective; in this case the online forum was obviously useful in enhancing students learning. In line with Burrow et al.’s (2005) suggestion, students enrolled in this course had been encouraged to use the online forum whenever they need assistance. There was no significant relationship found for internal students as they were discouraged from asking specific workshop questions via the online forum since they were better addressed in class.

The major similarities between internal and external students were in terms of the impact of the formative practice quiz. In both models the indicators for the number of quiz attempts and the performance (average score) had statistically significant impacts on the final test mark. This result was in line with results of previous research (see Buchanan, 2000; Sly, 1999; Yam & Rossini, 2012) which students who did the practice quiz performed better than those students who did not do the practice quiz. Quiz attempts were modelled using both the number of attempts and that number squared. This allowed to test for decreasing marginal mark improvement with multiple attempts which might be expected if some students took the quiz an excess number of times in order to “rote learn” the material. The model shows both the number of attempts and the attempts squared to be significant. The implied marginal marks increase resulting from the number of quizzes attempted is shown in Figure 2.

Figure 2 - Relationship between Marginal Effect on Best Ten Weekly Test Mark and Number of Practice Quizzes Attempted



This shows that on average, students benefit from multiple attempts up to around 24 but then suffer a decreased result. Analysis of the number of attempts and student logs shows that most students made at least one attempt for each quiz prior to taking the weekly test (12 attempts in total) and this would on average result in around 5-6 higher marks overall in the weekly tests. A further group of students took each quiz roughly twice (24 in total) with a 1-2 hour time lag suggesting some further study in between. These students maximised the outcome for the weekly tests at around an eight mark marginal increase. The final group of students took most quizzes on multiple occasions, (around 4 per week or 48 in total) often spending little time on each attempt. The model shows that student taking this approach had little or no impact on the final weekly tests result. This reinforced the argument put forward by Bangert-Drowns et al. (1991) that although student performance improved with frequent testing, the performance will decline once it exceeds a certain number of attempts. This issue is pursued further in the discussion of student perceptions of the quiz.

The impact of the average mark of the practice quiz was somewhat greater than the number of attempts. The average mark seems to be a good indicator of the work completed by students prior to self-testing via the formative quiz (Yam & Rossini, 2012). On average an internal student with a one mark higher average quiz result would achieve 4.2 additional marks in the best-10 weekly tests while an external would achieve an additional 3.5 marks. This result when considered in combination with the diminishing return for attempting the quiz shows that simply taking formative quizzes does not in itself assist students in achieving better results. It is the study undertaken to understand the material prior to taking the formative quiz and between quiz attempts that leads to higher average marks in both the formative quiz and the weekly test.

Regression Modelling – Individual Weekly Test Marks against Formative Assessment

The previous models show the effect of a range of student and behavioural characteristics against the best-10 test mark. One problem with this analysis is that by amalgamating the test results we may be producing a spurious relationship. The relationship between the practice quiz (and workshop for internal students) and the weekly online test results was further investigated by considering individual regression estimates for each weekly test against the formative material that relates specifically to that weekly quiz. In this manner the individual results for the week 1 quiz were related to the particular student’s performance in the practice quiz for that week as well as if they attended that particular workshop (in the case of internal students). This examined a much more direct link between the individual weekly formative activity and the summative outcome. Table 6 shows this regression models for internal students and Table 7 the results for external students. Each table shows the individual regression results as well as the result when the data was “stacked” e.g. each of 12 weekly tests for each of 199 internal and 79 external students.

Table 6 - Internal Students Regression Models - Weekly Test Marks vs Workshop and Quiz

	R Sqd	F	(Constant)	Coefficient Workshop Attendance	Coefficient Quiz Attempts	Coefficient Quiz Ave Mark
Test 1	.234	19.8 ***	1.388 ***	0.515 *	-0.028	0.551 ***
Test 2	.216	18.0 ***	1.349 ***	0.225	-0.057	0.446 ***
Test 3	.183	14.5 ***	2.098 ***	0.290	0.077	0.349 ***
Test 4	.206	16.9 ***	1.998 ***	0.757 ***	0.040	0.265 ***
Test 5	.273	24.5 ***	1.344 ***	0.134	-0.136 *	0.457 ***
Test 6	.230	11.7 ***	2.171 ***	0.569 **	0.153	0.252 ***
Test 7	.277	24.9 ***	0.816 ***	0.193	0.021	0.315 ***
Test 8	.159	12.3 ***	1.610 ***	0.084	0.075	0.270 ***
Test 9	.251	21.9 ***	1.420 ***	0.431 **	0.16	0.423 ***
Test 10	.359	36.6 ***	1.601 ***	0.395 **	0.127 *	0.360 ***
Test 11	.375	39.1 ***	1.387 ***	0.489 ***	0.146 *	0.418 ***
Test 12	.281	25.5 ***	1.594 ***	0.408 **	0.025	0.351 ***
All Tests	.255	264.0 ***	1.460 ***	0.437 ***	0.044 *	0.396 ***

*** Significant at 99% Level of Confidence

** Significant at 95% Level of Confidence

* Significant at 90% Level of Confidence

Table 7 -External Students Regression Models - Weekly Test Marks vs Practice Quiz

	R Sqd	F	(Constant)	Coefficient Quiz Attempts	Coefficient Quiz Ave Mark
Test 1	.207	9.948	1.744 ***	0.069	0.472 ***
Test 2	.296	15.9 ***	1.429 ***	-0.035	0.567 ***
Test 3	.314	17.3 ***	2.087 ***	0.236	0.423 ***
Test 4	.266	13.7 ***	1.853 ***	0.203	0.430 ***
Test 5	.170	7.7 ***	1.533 ***	0.451 *	0.192 *
Test 6	.401	25.4 ***	1.495 ***	0.357 *	0.563 ***
Test 7	.423	27.8 ***	0.830 ***	0.161	0.381 ***
Test 8	.440	29.8 ***	1.063 ***	0.333	0.460 ***
Test 9	.512	39.9 ***	0.851 ***	0.439 *	0.731 ***
Test 10	.427	28.2 ***	1.111 ***	0.290	0.444 ***
Test 11	.538	44.2 ***	0.992 ***	0.870 ***	0.440 ***
Test 12	.379	23.2 ***	1.531 ***	0.395 *	0.377 ***
All Tests	.351	255.6 ***	1.354 ***	0.254 ***	0.471 ***

*** Significant at 99% Level of Confidence

** Significant at 95% Level of Confidence

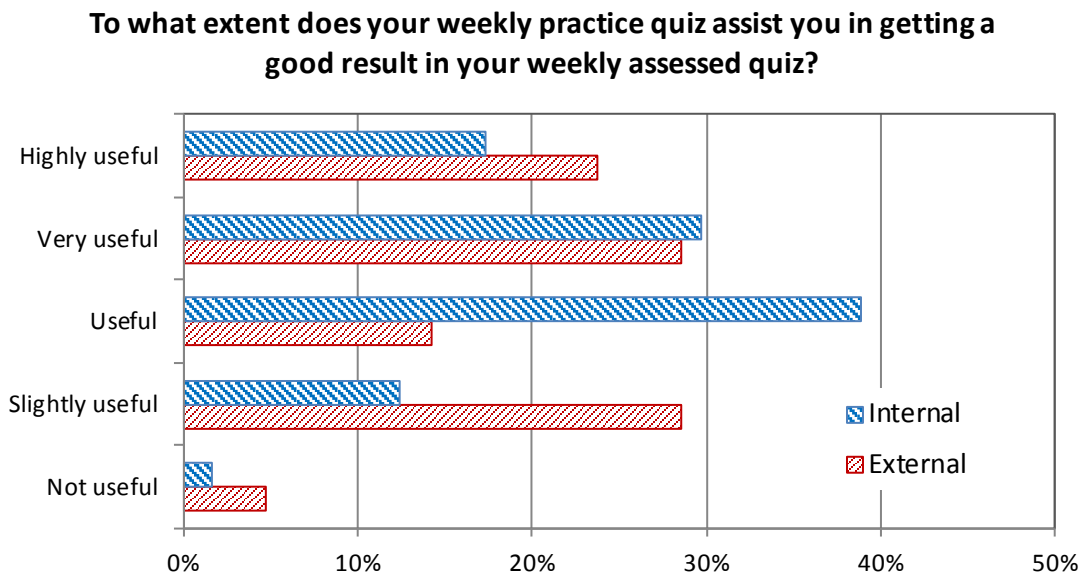
* Significant at 90% Level of Confidence

These models support the earlier findings that the average practice quiz mark was a key indicator of performance in the weekly test (Yam & Rossini, 2012). For each model in both the internal and external situations the coefficient for the average quiz mark was positive and significant. For internal students the workshops had a significant effect overall (when considering all tests) but it appear that only certain workshops were being significant in affecting the respective weekly test results. This makes sense when the nature of the weekly tests was considered. For example in weeks 4, 6, 9, 10, 11 and 12, all of which show a significant effect, there were calculation involved in the weekly test and these were similar to those carried out in the workshops. As with earlier analysis the number of quiz attempts was less significant especially for internal students.

Relationship between the Formative Practices Quizzes and Weekly Summative Test

In the previous section the results and number of attempts of practice quizzes have been identified as having a significant influence on the weekly test mark. This section compares these results with the students' perception of how the practise quiz had assisted the weekly test.

Figure 3 - Student Perception Survey - How does your Practice Quiz assist your Weekly Test



Source: Author Analysis Mann-Whitney U and Kruskal-Wallis Test Significance 0.781 Retain Null hypothesis

Students generally perceived that the practice quiz was at least slightly useful in getting a better result in the weekly test with over 85% of internals and almost 70% of externals finding it useful to highly useful. The Mann-Whitney and Kruskal-Wallis tests show no significant difference between the internal and external groups in terms of this perception. This result is to some extent contradicted by the regression modelling which shows that the practice quiz can have a significant effect on the weekly test results. A better understanding of the difference between the perception and the summative outcome can be derived from the comments that accompanied this question in the student survey.

Students who perceived the practice quiz to be highly useful had positive comments about the practice quiz but made few or no negative comments. Examples of comments about the best aspects of the quiz from such students are

“Gives you a feel of what to expect in the real quiz. Allows you to review any areas of concern if need be”

“Gives a good indication of what will be in the real quiz. Allows us to go back and studying what I got wrong. Points out what I haven't understood clearly”.

Student who found the practice quiz to be only slightly useful or not useful focused on negatives comments such as

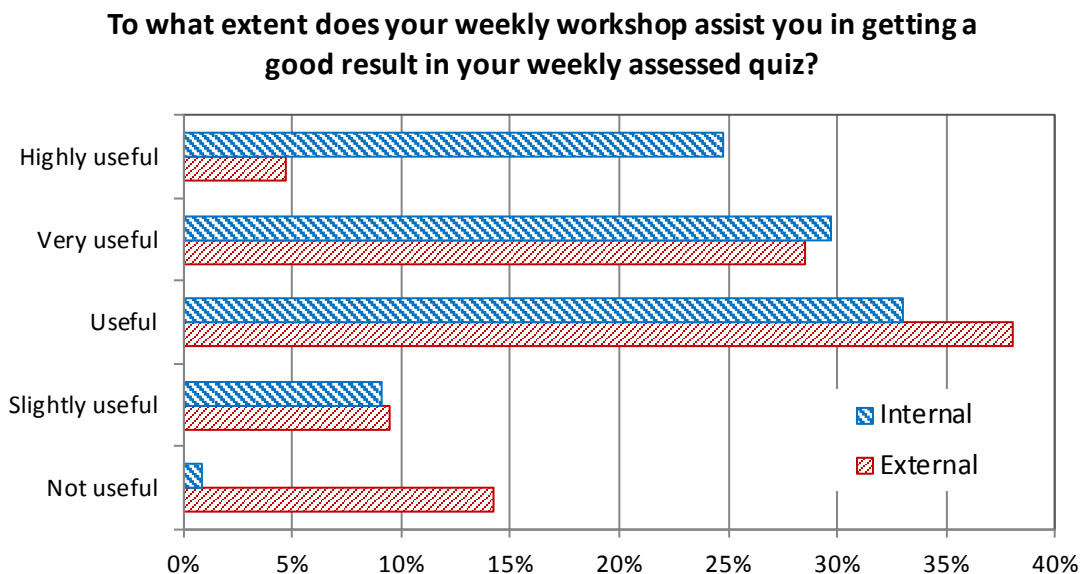
“Every question is different and unrelated so a practice quiz doesn't really prepare you for the real quiz except on few occasions e.g. those involving calculations” and “questions from practise quiz never come up in my actual quiz” also “amount of time between attempts; this does allow for learning in between, but may not suite every students time frames”

Noticeably those students who found the practice quiz to be useful focused on understanding the material and using the quiz for self-testing, while the negative comments came primarily from students who perceived it to be less useful and focused on using the practice quiz in a “rote learning” role. In this regard the results from the student perception survey were consistent with the summative modelling results in that the models suggest that using the practice quiz as a rote learning tool will not result in higher marks and hence a negative perception from those students looking to use it that way.

Relationship between the Formative Weekly Workshop and Weekly Summative Test

The analysis of summative results suggested that attendance at internal workshops had a positive effect on test marks for internal students, but for external students the use of the wiki was not significant and the importance of the online forum while significant may be smaller in magnitude than internal attendance at workshops.

Figure 4 - Student Perception Survey - How does your Workshop assist your Weekly Test



Source: Author Analysis Mann-Whitney U and Kruskal-Wallis Test Significance 0.006 **Reject Null hypothesis**

The perception of students towards the usefulness of the workshops to the result in the weekly test shows a statistically significant difference between the two groups (internal and external) based on the Mann-Whitney and Kruskal-Wallis tests. While 24.8% of internal students found the workshop to be highly useful, only 4.8% of externals perceived this to be the case. By comparison 14% of external students found the workshops to be not useful while only .8% of internal students perceived this. The analysis of the actual usage of the web resources showed that certain groups of external students; particularly males and international students had a lower propensity to access workshop resources and to contribute to active learning opportunities such as the wiki. This may be due to the perception that they were not useful to the weekly test or the perception may arise from the failure to use these resources and see a resulting improvement in test results.

These perceptions are further enhanced by consideration of the comments made by external students. Students who found the workshops to be useful have no negative comments but made the following positive comments about the workshops;

“Gives great examples of what we are studying. Let's us see processes in action. Helps a lot with the project.”

“The opportunity to communicate with each other, understand the exercises and ultimately apply them to the quiz and project”

On the other hand there were a larger group of external students who found it to be not useful and had a very different view of the same activities

“I didn't really see how externals could join the workshop”

“Answers are not provided for external students and we miss out on that class discussion.”

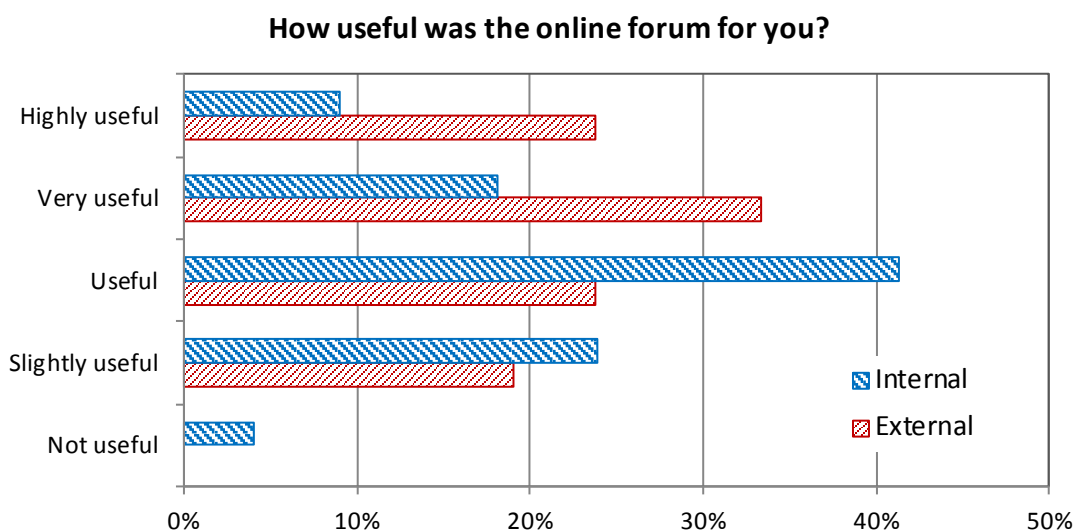
The second group contributed to the low participation rate for external students and were probably made up primarily of final year internal students taking the course as a final elective in external mode; these students were only familiar with in-class environment for discussion and finding “answers”. All workshops had some mechanism for feedback either

through worked solutions, wikis or the forum. The varied responses suggest that to engage a wider range of students these formative assessments may not be sufficient and other strategies such as a virtual class room may be preferred.

Relationship between the Online Forum and Weekly Summative Test

Posting to the online forum was found to be a positive indicator for external students resulting in higher weekly test scores. For internal students there was no significant effect. This is the expected result given that internal students were encouraged to ask questions and make discussion within classes while this was the “go-to” place for external students. The student perception survey shows a comparable result.

Figure 5 - Student Perception Survey - How useful was the online forum.



Source: Author Analysis Mann-Whitney U and Kruskal-Wallis Test Significance 0.023 **Reject Null hypothesis**

The perception of students towards the online forum shows a statistically significant difference between the internal and external students based on the Mann-Whitney and Kruskal-Wallis tests. A total of 57.1 per cent of external students found the forum to be very useful or highly useful while only 27.3 % of internals found this to be the case. However 42.7 per cent of internals found it to be useful suggesting that while they did utilise the workshop tutors to a major extent they also found some additional benefit from the online forum. These findings support the results from the modelling of the weekly test marks.

Student comments provide further insight. External student provided no negative comments about the forum but they made many thoughtful and positive comments when asked about the online forum. The following two are excellent examples.

“Each student has the freedom to post problems/questions that are also applicable to other students and brings problem solving, learning, understanding, online communication and collaborative working into the course.”

“Realisation that while we are all different as are the property's being analysed, there were many points I could empathise with. So that shows the process works. The forum acknowledges that we are not being abandoned and left to our own resources.”

Internal students made a range of comments both positive and negative. Several students suggested that it was not used:

“Don't really use it.” and *“Not really useful as the workshop tutor is faster and provided more efficient feedback.”*

However common complaints were focused around the nature of the forum and having to read a wide range of discussions not specific to individual students. These included:

“Have to read though too many discussions to find answer” and *“They don't answer question – just send back to previous answer”*

This compares with other diametrically opposed opinions such as:

“People keep asking the same question rather than checking if it has already been asked and answered.”

These results suggest that although the online forum was a vital learning tool for external students it was seen as a useful addition for internal students for it was inferior to the workshop discussion and the tutor.

CONCLUSIONS

Online formative assessment has become increasingly popular in higher education as a result of large number of students and other associated benefits such as flexible access and lower cost. This paper aimed to examine the effect of both traditional and online formative assessments on student performance. The following research questions and hypotheses have been addressed.

1. Students who attended the face-to-face workshop performed better in the summative test than those students who did not attend the face-to-face workshop. Both regression models show that workshop attendance had a significant positive relationship overall with the weekly test results.
2. Students who did the online formative quiz performed better in the summative test than those students who did not do the formative quiz. Students who did the practice quiz performed better than those who did not do the quiz. The test results improved with more number of attempts but it declined after exceeding a certain number of attempts. Generally students who completed the practice quiz twice maximised the outcome in the weekly test.
3. Students who achieved higher marks for their formative quiz performed better in the summative test than those students who had lower marks. In all regression models the average mark of the practice quiz was significantly related to their performance in the summative test. On average students with a one mark higher average in practice quiz resulted in about four additional marks in the best-10 test marks.
4. Students who posted questions in the online discussion forum performed better in the summative test than those students who did not post questions in the online discussion forum. Only the external students who posted questions on the online forum performed better in the summative test than those did not post any questions. There was no significant relationship found for internal students as they were encouraged to discuss problems in the workshop with their tutor.
5. How did the students perceive the usefulness of the formative quiz in assisting them in the summative test? Both groups of students generally found that the formative quiz was useful to highly useful for the summative test and there was no statistically significant difference between the two groups.
6. How did the students perceive the usefulness of the weekly workshop in assisting them in the summative test? There was a statistically significant difference between internal and external students on their perception towards the usefulness of workshop for their summative test. Most of the internal students found workshops to be useful while only 14 per cent of external students thought the online workshop was not useful to assist them in their summative test.
7. How did the students perceive the usefulness of the online discussion forum in assisting them in the summative test? There was a statistically significant difference between internal and external students which the majority of the external students found the online forum to be useful while only 27 per cent of the internal students thought so. This was because the in-class workshop provided internal students with greater support with the interaction with their tutor and peers.

The limitation of this study was the use of student perception survey which can be biased as students might be reluctant to say something negative about the teaching. To arrest this concern all survey was anonymous so that students felt free to voice their opinion. Data from the student survey was important for informing how useful the formative assessments were and how improvement can be made for further engagement.

Although formative assessment in this course had been well received and beneficial to improving student performance, it was useful to find out that there was a group of external students who felt that they had been left out and did not know how to participate in the online environment. To further engage these groups of external students, a virtual workshop (using a virtual classroom) may be a solution where they can communicate with the tutor and other students directly in real time in a similar manner to a face-to-face classroom.

Research findings show that the traditional face-to-face discussion in the workshop was an effective form of informal formative assessment where students found it useful for their summative weekly test, and the class attendance was significantly related to student performance. For internal students, clearly the traditional workshop in this case was superior to the online workshop. This could be because the learning style of internal students were more attuned to traditional setting which they gained more from the face-to-face interaction.

Inevitably, formative assessment is useful in engaging students and student performance, however there were challenges in implementing this in property courses. The main challenge was the amount of workload involved in designing formal formative assessment and feedback mechanism, for example even though the online practice quiz was vital for student performance, the concern lies with how many hours were actually allocated for academics to create a robust formative assessment framework.

In order to investigate how formative assessment can be further developed in property education, it may be worthwhile for future research to examine how other components of formative assessment can contribute to student performance and learning outcomes.

REFERENCES

- Anderson, R. I., Loviscek, A. L. & Webb, J. R. (2000). 'Problem-based learning in real estate education,' *Journal of Real Estate Practice and Education*, 3(1), pp. 35-41.
- Arbaugh, J.B. (2005). 'Is there an optimal design for on-line MBA courses?', *Academy of Management Learning and Education*, 4(2), pp. 135-149.
- Asan, A. (2003). 'School experience course with multimedia in teacher education', *Journal of Computer Assisted Learning*, 19, pp. 21-34.
- Bangert-Drowns, R. L., Kulik, J. A. & Kulik, C. L. C. (1991). 'Effect of frequent classroom testing', *Journal of Educational Research*, 85, pp. 89-99.
- Biggs, J. (2003). 'Aligning teaching and assessing to course objectives', *Teaching and Learning in Higher Education: New Trends and Innovations Conference*, Univeristy of Aveiro, 13-17 April.
- Biggs, J. & Tang, C. (2007). *Teaching for quality learning at university: what the student does*, 3rd edn, Society for Research into Higher Education & Open University Press, Maidenhead.
- Black, P. & William, D. (1998). 'Assessment and classroom learning', *Assessment and Education*, 5(1), pp. 7-74.
- Bodzin, A. M. & Cates, W. (2003). 'Enhancing preservice teachers' understanding of web-based scientific inquiry', *Journal of Science Teacher Education*, 14(4), pp. 237-257.
- Born, W.L. (2003). 'A real estate fundamentals project to enhance learning', *Journal of Real Estate Practice and Education*, 6(2), pp. 239-254.
- Boyd, T. (2010). 'Are we exemplars for the property profession?', *Pacific Rim Property Research Journal*, 16(2), pp. 126-140.
- Boyle, J. T. & Nicol, D. J. (2003). 'Using classroom communication systems to support interaction and discussion in large class settings', *Association for Learning Technology Journal*, 11(3), pp. 43-57.
- Buchanan, T. (2000). 'The efficacy of a world-wide web mediated formative assessment', *Journal of Computer Assisted Learning*, 16, pp. 193-200.
- Burrow, M., Evdorides, H., Hallam, B. & Freer-Hewish, R. (2005). 'Developing formative assessments for postgraduate students in engineering', *European Journal of Engineering Education*, 30(2), pp. 255-263.
- Centre for Technology in Learning. (2009). 'Evaluation of evidence-based practices in online learning: a meta-analysis and review of online learning studies', Washington, DC, US Dept of Education.
- Cole, J. M. & Hilliard, V. R. (2006). 'The effect of web-based reading curriculum on children's reading performance and motivation', *Journal of Educational Computing Research*, 34, pp. 353-380.
- Cornish, S., Reed, R. & Wilkinson, S. (2009). 'Incorporating new technology into the delivery of property education', *Pacific Rim Property Research Journal*, 15(3), pp. 303-320.
- deLeon, L. & Killian, J. (2000). 'Comparing modes of delivery: Classroom and on-line (and other) learning', *Journal of Public Affairs Education*, 6, pp. 5-18.
- Freeman, R. & Lewis, R. (1998). *Planning and implementing assessment*, London, Kogan Page.
- Gardner, L., Sheridan, D. & White, D. (2002). 'A web-based learning and assessment system to support flexible education', *Journal of Computer Assisted Learning*, 18, pp. 125-136.
- Garrison, D. R. & Kanuka, H. (2004). 'Blended learning: uncovering its transformative potential in higher education', *Internet and Higher Education*, 7(2), pp. 95-105.
- Goldfinch, J. & Hughes, M. (2007). 'Skills, learning styles and success of first-year undergraduates', *Active Learning in Higher Education*, 8(3), pp. 259-273.
- Hargreaves, E. (2005). 'Assessment for learning? Thinking outside the (black) box', *Cambridge Journal of Education*, 35(2), pp. 213-224.

- Hefferan, M. & Ross, S. (2010). 'Forces for change in property education and research in Australia', *Property Management*, 28(5), pp. 370-381.
- Henly, D. C. (2003). 'Use of web-based formative assessment to support student learning in a metabolism/nutrition unit', *European Journal of Dental Education*, 7, pp. 116-122.
- Higgins, C. & Bligh, B. (2006). 'Formative computer-based assessment in diagram based domains', The 11th Annual SIGCSE Conference on Innovation and Technology in Computer Science Education, pp. 98-102 Bologna, Italy, 26-28 June. http://delivery.acm.org/10.1145/1150000/1140152/p98-higgins.pdf?ip=130.220.71.19&acc=ACTIVE%20SERVICE&CFID=152535661&CFTOKEN=17907485&acm_=1346895133_20cb24bd8bf66792c1c92a12fc10009d, accessed 6 September 2012.
- Higgins, R., Hartley, P. & Skelton, A. (2001). 'Getting the message across: The problem of communicating assessment feedback', *Teaching in Higher Education*, 6(2), pp. 269-274.
- Ivanic, R., Clark, R. & Rimmershaw, R. (2000). 'What am I supposed to make of this? The messages conveyed to students by tutors' written comments, in: MR Lea & B Stierer (Eds) *Student writing in higher education: new contexts*, Open University Press, Buckingham, pp. 47-65.
- Iverson, A. M., Iverson, G. L. & Lukin, L. E. (1994). 'Frequent, ungraded testing as an instructional strategy', *Journal of Experimental Education*, 62, pp. 93-101.
- Jones, B. D. (2003). 'Students as web site authors: Effects on motivation and achievement', *Journal of Educational Technology Systems*, 31, pp. 441-461.
- Kift, S. (2002). 'Assuring quality in the casualisation of teaching, learning and assessment: towards best practice for the first year experience', *The 6th Pacific Rim First Year in Higher Education Conference*, Christchurch, New Zealand, 8-10 July.
- Kift, S. (2004). 'Organising first year engagement around learning: formal and informal curriculum intervention', *The 8th Pacific Rim First Year in Higher Education Conference*, Melbourne, Victoria, 14 - 16 July.
- Koulizos, P. (2006). 'Property education: How should it be taught?', *The 12th Pacific Rim Real Estate Society Conference*, Auckland, New Zealand, 22-25 January.
- Krause, K. & Coates, H. (2008). 'Students' engagement in first-year university', *Assessment & Evaluation in Higher Education*, 33(5), pp. 493-505.
- Krause, K., Hartley, R., James, R. & McInnis, C. (2005). *The first year experience in Australian universities: findings from a decade of national studies*, DEST, Canberra.
- Laurillard, D. (2002). *Rethinking university teaching: A conversational framework for the effective use of learning technologies*, 2nd edition, London, RoutledgeFalmer.
- Lea, S.J., Stephenson, D. & Troy, J. (2003). 'Higher education students' attitudes to student-centred learning: Beyond 'educational bulimia'?', *Studies in Higher Education*, 28(3), pp. 321-334.
- Lowes, S., Lin, P. & Wang, Y. (2007). 'Studying the effectiveness of the discussion forum in online professional development courses', *Journal of Interactive Online Learning*, 6(3), pp. 181-210.
- Mak, M. Y., Sher, W. D. & Williams, A.P. (2010). 'Students' evaluation of an online postgraduate property program', *The 16th Pacific Rim Real Estate Society Conference*, Wellington, New Zealand, 24-27 January.
- Martinez, J. G. R. & Martinez, N. C. (1992). 'Re-examining repeated testing and teacher effects in a remedial mathematics course', *British Journal of Educational Psychology*, 62, pp. 356-363.
- Nicol, D. J. & Macfarlane-Dick, D. (2006). 'Formative assessment and self-regulated learning: A model and seven principles of good feedback practice', *Studies in Higher Education*, 31(2), pp. 199-218.
- Nuthall, G. & Alton-Lee, A. (1995). 'Assessing classroom learning: How students use their knowledge and experience to answer classroom achievement test questions in science and social studies', *American Educational Research Journal*, 32, pp. 185-223.
- Peat, M. & Franklin, S. (2002). 'Supporting student learning: The use of computer-based formative assessment modules', *British Journal of Educational Technology*, 33(5), pp. 515-523.
- Pintrich, P.R. (1995). *Understanding self-regulated learning*, San Francisco, CA, Jossey-Bass.
- Pintrich, P. R. & Zusho, A. (2002). Student motivation and self-regulated learning in the college classroom, in J. C. Smart & W. G. Tierney (eds) *Higher Education: Handbook of theory and research*, vol. XVII, New York, Agathon Press.
- Ramaprasad, A. (1983). 'On the definition of feedback', *Behavioral Science*, 2, pp. 4-13.
- Ramsden, P. (2003). *Learning to teach in higher education*, Routledge, London.
- Sadler, D. R. (1989). 'Formative assessment and the design of instructional systems', *Instructional Science*, 18(2), pp. 119-144.
- Sadler, D. R. (1998). 'Formative assessment: Revisiting the territory', *Assessment in Education*, 5(1), pp. 77-84.
- Sander, P., Stevenson, K., King, M. and Coates, D. (2000). 'University students expectations of teaching', *Studies in Higher Education*, 25(3), pp. 309-323.

- Santally, M. & Raverdy, J. (2006). 'The master's program in computer-mediated computer communications: A comparative study of two cohorts of students', *Educational Technology Research & Development*, 54, pp. 312-326.
- Schloss, P. J., Smith, M. A. & Posluzsny, M. (1990). 'The impact of formative and summative assessment upon test performance of science education majors', *Teacher Education and Special Education Majors*, 13, pp. 3-8.
- Shepard, L. A. (2005). 'Linking formative assessment to scaffolding', *Educational Leadership*, November, pp. 66-70.
- Shen, Q., Chung, J. K. H., Challis, D. & Cheung, R. C. T. (2007). 'A comparative study of student performance in traditional mode and online mode of learning', *Computer Applications in Engineering Education*, 15, pp. 30-40.
- Sly, L. (1999). 'Practice test as formative assessment improve student performance on computer-managed learning assessment', *Assessment and Evaluation in Higher Education*, 24(3), pp. 339-343.
- Spiro, R.J. & Jehng, J. (1990). 'Cognitive flexibility and hypertext: Theory and technology for the nonlinear and multidimensional traversal of complex subject matter', In D. Nix & R. Spiro (Eds.), *Cognition, education, and multimedia: Exploring ideas in high technology*, pp. 163-205. Hillsdale, NJ: Erlbaum.
- Strawitz, B. M. (1989). 'The effect of testing on science process skill achievement', *Journal of Research in Science Teaching*, 26, pp. 659-664.
- Susilawati, C. & Peach, D. (2012). 'Challenges of measuring learning outcomes for property students engaged in work integrated learning', *The 18th Pacific Rim Real Estate Society Conference*, Adelaide, 15-18 January.
- University of South Australia. (2010). About moodle. Retrieved from http://www.unisa.edu.au/learnonline/staff/about_moodle.asp
- Velan, G. M., Kumar, R. K., Dziegielewski, M. & Wakefield, D. (2002). 'Web-based self-assessment in pathology with questionmark perception', *Pathology*, 34, pp. 282-284.
- Wang, T. H. (2008). 'Web-based quiz-game-like formative assessment: Development and evaluation', *Computers & Education*, 51, pp. 1247-1263.
- Wolverton, M. L. & Wolverton, M. (2003). 'An asynchronous augmentation to traditional course delivery', *Journal of Real Estate Practice and Education*, 6(2), pp. 225-238.
- Yam, S. & Rossini, P. (2010). 'Effectiveness of project-based learning as a strategy for property education', *Pacific Rim Property Research Journal*, 16(3), pp. 291-313.
- Yam, S. & Rossini, P. (2012). 'Online learning and blended learning: Experience from a first-year undergraduate property valuation course', *Pacific Rim Property Research Journal*, 18(2), pp. 129-148.
- Yorke, M. (2001). 'Formative assessment and its relevance to retention', *Higher Education Research & Development*, 20(2), pp. 115-126.
- Yorke, M. (2003). 'Formative assessment in higher education: Moves towards theory and the enhancement of pedagogic practice', *Higher Education*, 45, pp. 477-501.
- Zimmerman, B. J. & Schunk, D. H. (2001). *Self-regulated learning and academic achievement: Theoretical perspective*, Mahwah, NJ, Lawrence Erlbaum Associate.

Email contact: Sharon.yam@unisa.edu.au