

from peers. Again, the empowering presence of specific communities of practice supports this notion, in which a shared language and shared values may be discussed to enhance students' learning. It is also recognised that spoken, immediate feedback is valued by both tutors and students as an ongoing source of useful formative feedback. Perhaps the flow of this is so beneficial and successful that it is not later analysed and recognised as formative assessment and feedback. Do tutors need to be more explicit when using formative assessment? Do students really know what it is and can they recognise it? Is there a significant difference between communities of academic practice and communities of disciplinary practice which need to be addressed in their variable approaches to formative assessment?

6. Conclusion

The understanding of and the approaches to formative assessment have been found to vary across the institution, in keeping with 'signature pedagogies' [15]. There are interesting comparisons to be made with the work of other researchers in this field [10]. Critical reflection on this piece of work raises debate on how to meet the challenges posed for the future development of formative assessment in relation to theoretical frameworks, research investigations and communities of academic practice.

7. References

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