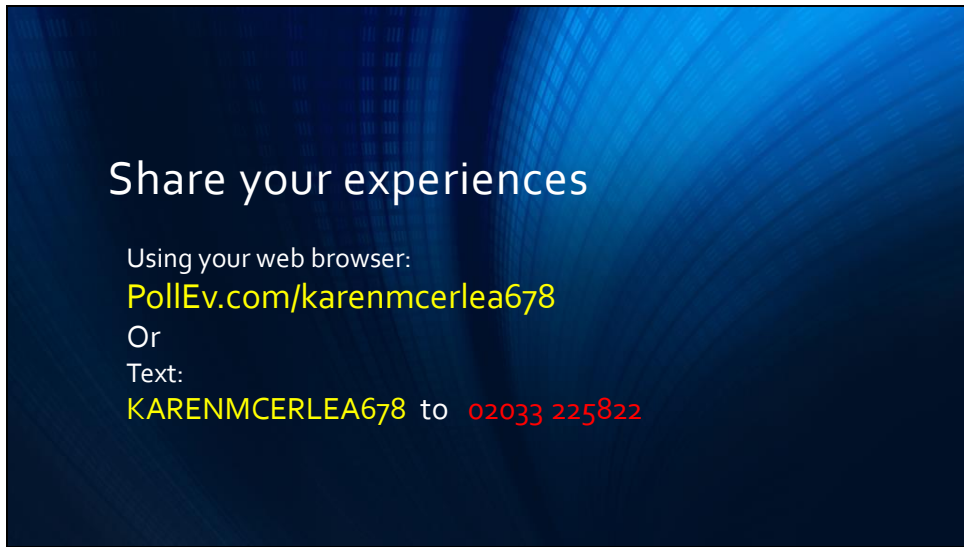


Together we will consider:
Assessment using Technology
This session will cover the:

- Potential
- Challenges
- Risks

Of Technology Enhanced Assessment (TEA)



Share your experiences



Using your web browser:
PolleEv.com/karenmcerlea678

Or
Text:
[KARENMCKERLEA678](tel:02033225822) to [02033 225822](tel:02033225822)

Slide 5

Give an example of a time you have experienced TEA

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CURRICULUM ASPIRATIONS

According to Timmis et al (2016) curriculum design needs to foster:

Creativity

Problem solving

Adaptability

Resilience

Resourcefulness

As the above are competencies 'essential for success in future society' (p457)

ASSESSMENT

In highly competitive situations, assessment is often lacking in imagination in its approach.

An example:



Increased participation in:

- Online environments
- Social networking

Offer new opportunities for:

- Communicating
- Experiential learning
- Assessment

Potentials



Potentials continued...

Digitally mediated cultures are now taking part in learning outside the classroom.

Formal education should be keen to incorporate these participatory and collaborative roles that young learners engage in (Facer, 2012)

Informally, learners will choose to share creations. This leads to increased levels of authorship, autonomy, collaboration and **choice**.



Could assessment methods encourage and utilise the new practices learners are engaged in using technology?

Potential or Challenge?

The rapid expansion of media available to use in recent years includes

Video

Audio

Haptics (touch)

Allows for assessment to document students achievements in various ways:

E portfolios – individual creations using multi-modal artefacts

Virtual worlds – using gaming to solve problems

Simulations – learning through undertaking specific tasks

Potentials
Crowd sourcing and decision making opportunities in assessment

Social affordances of digital technology
Social media
Blogs
Wikis

Electronic voting systems
Widely adopted in Higher Education as it provides immediate visual feedback.

Crowd sourcing of grades
This offers the potential for increased control over what is assessed for learners.

Potentials

Personalised assessment. The time, location and length can be altered to suit particular groups of learners. For example:

- Work based learners
- Part time students

Flexibility. Mobile devices can allow for assessment to take place in multiple locations.


TEA can allow a link between formative and summative assessment. This makes the assessment process more '*adaptive, incremental and sustained*' (Timmis et al, p461), linking assessment to the teaching and learning.

Constructive Alignment (Biggs, ??)

Potential

Collaborative assessment practices can be supported by the use of digital technology. For example:

- Co-evaluation
- Peer to peer assessment
- Peer to peer sharing of data



This collaborative construction of knowledge can take place through social interactions. Using digital technology facilitates collaboration across different contexts. Problem solving can be enhanced and is more in line with what takes place in real life problem solving.

Role playing **Examples of TEA**

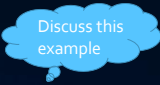
Simulation for problem solving – assess complex problem types

Game based immersive learning environments

The above use technology to create situations that may be dangerous and recreate hypothetical scenarios are almost impossible to create in the classroom. Moreover, evidence suggests that using the medium of a game for assessment purposes increases both student achievement and engagement.

According to Timmis et al (2016) In reality these assessment techniques are rare and too often much simpler formats are used to assess factual retrieval. Could TEA be more powerful than this?

<https://www.google.co.uk/edu/expeditions/#how-it-works>





Time to be assessed again...

In your groups or individually, answer the following question....

What does TEA stand for is it

Technology Enhanced Assessment	
Technology Enhanced Alignment	
Technology Encouraged Assessment	

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Risks with TEA

- **Ethical Issues** – Data protection, who owns the data and controls the information.
- How should the data be used, collected and stored?
- Making and producing media online.
- **Social Issues** – 'the participation gap'.

Discuss The Participation Gap in small groups (see Timmis et al, page 466)

To Conclude

In the future universities will need to be less concerned about content delivery as a result of students ubiquitous access to diverse information (Brown, 2011).

Higher Education will be forced to focus closely on recognising and valuing the learning that now takes place in a variety of spaces (Brown, 2011).

Higher Education can support students to engage with learning through improving assessment methods.

Perhaps one way to enhance assessment would be to link pedagogy to reflect the various ways students incorporate digital technology into learning practices and offering a variety of assessment tasks that allow students to express their own strengths in various ways.

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