17 Jul 2019: 07:00AM UTC/GMT

Making technology enhancement effective: what works?

Assessment in Higher Education
Post conference panel session

Webinar Hosts

Professor Geoff Crisp,
Deputy Vice-Chancellor & Vice-President Academic
University of Canberra
g.crisp[at]canberra.edu.au

Dr Mathew Hillier,
Office of PVC Education,
University of New South Wales
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e-Assessment SIG
ascilite
SHAPING THE FUTURE OF TERTIARY EDUCATION

AHE

Assessment in Higher Education

7th International Assessment in Higher Education Conference, 26th-27th June 2019, Manchester, UK

Maria

https://aheconference.com/ #AssessmentHEConf

Conference summary

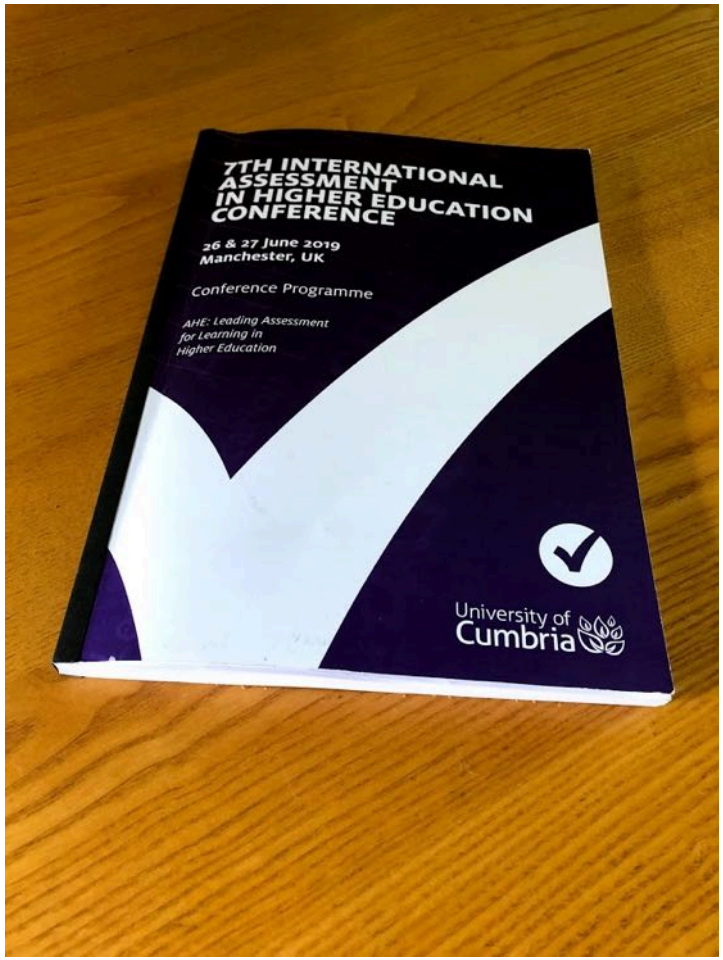
2 keynote presentations

6 master classes

More than 100 other presentations including:

- Research presentations
- Round Table presentations
- “Poster and pitch” presentations
- Micro presentations

~220 delegates from all other the world



Bruce Macfarlane keynote

Assessment, student performativity and the freedom to learn

"Student rights at University are being undermined by practices that reward social and behavioural performativity and punish non-compliance…this damages student freedom"

- Bodily performativity
- Participative performativity
- Emotional performativity

Phill Dawson keynote

Why you should cheat: Building an evidence base to resist "assessment conservatism"

- Dark ages are coming for assessment if assessment for learning doesn't own the academic integrity conversation
- There are things we can do to improve assessment security that aren't bad for learning
- We need more evidence – and we'll need to cheat to get it

Conference themes

- Assessment for learning and the meaning and role of authentic assessment
- Leading change in assessment and feedback at programme and institutional level
- Addressing challenges of assessment in mass higher education
- Integrating digital tools and technologies for assessment
- Developing academic integrity and academic literacies through assessment
- Assessment: learning communities, social justice, diversity and well-being

A question for today's webinar:

"Making technology enhancement effective: What works?"

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"Making technology enhancement effective: What works?"

Let's start by thinking what we might include as "technology-enhanced assessment" using the lens of two contrasting presentations from the conference

Today’s speakers

Mira Vogel, King's College London
"Students and assessors in conversation about authentic multimodal assessment“

Maria Rosaria Marsico, University of Exeter
"Online tools to enhance students experience: assessment"

Students and assessors in conversation about authentic multimodal assessment

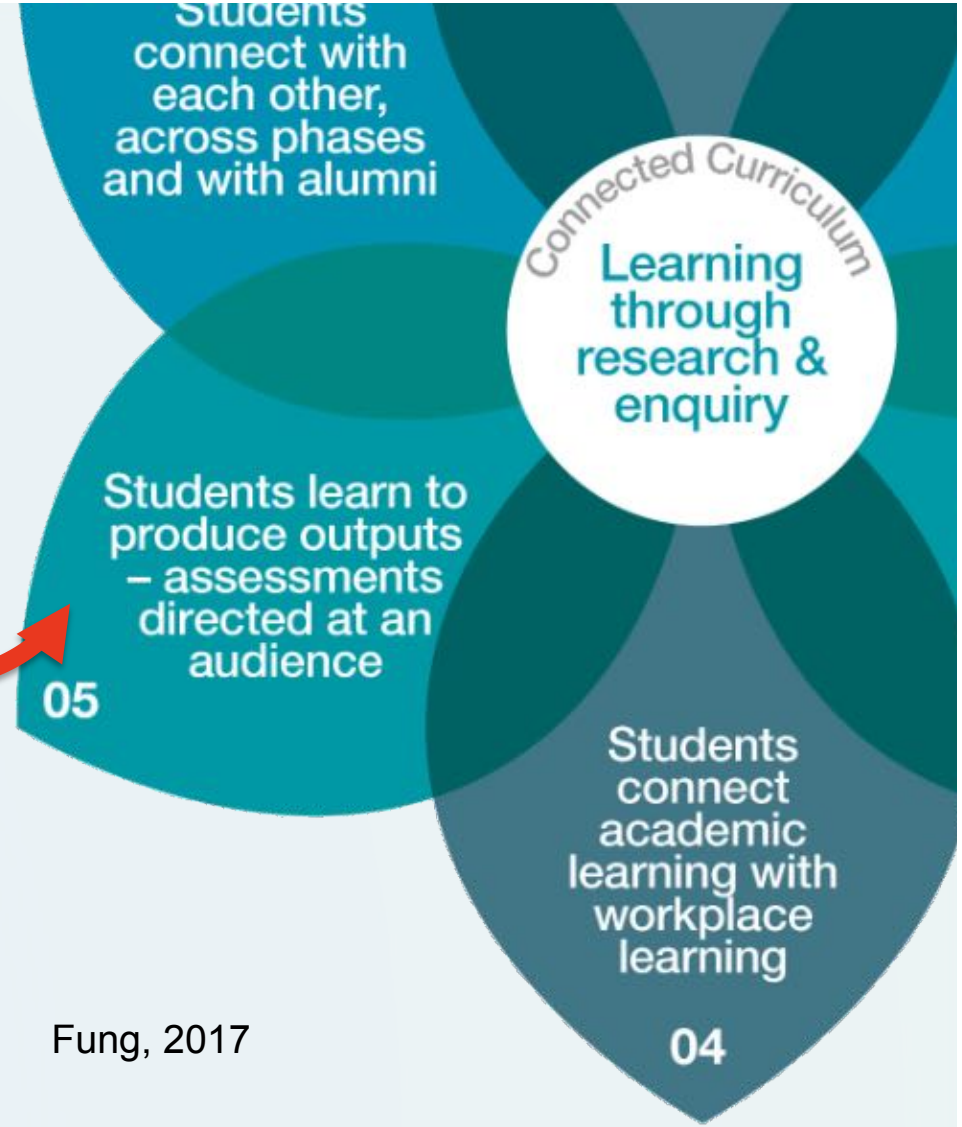
Dr Mira Vogel

KING'S ACADEMY

Overview and background

Focused on one dimension of the research-based Connected Curriculum at UCL

"Students learn to produce outputs – assessments directed at an audience"



Fung, 2017

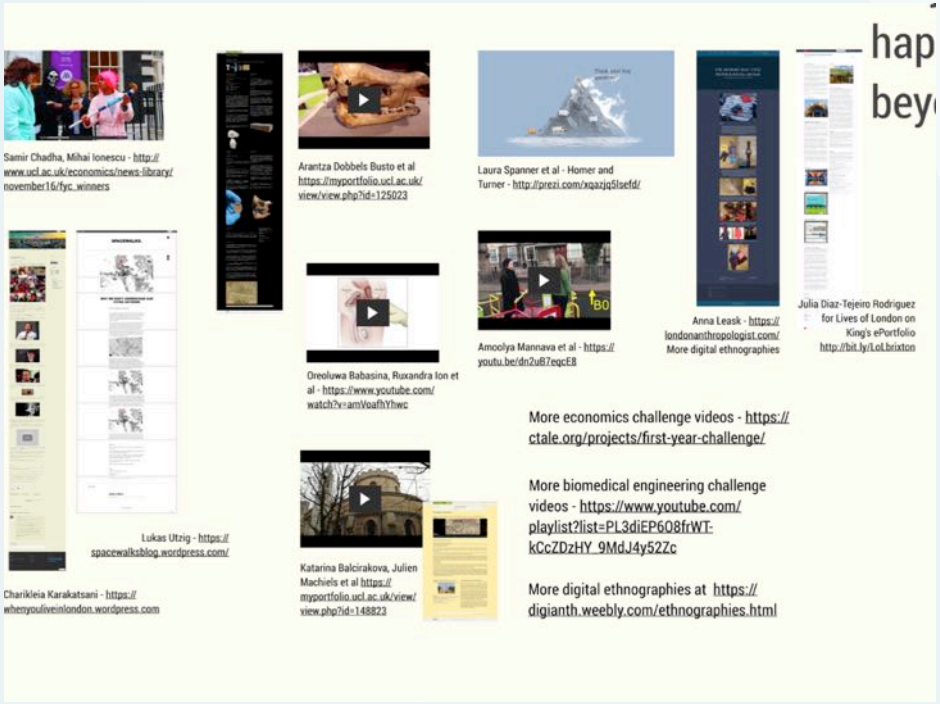
Overview - a UCL Connected Curriculum Fellowship Project

- What kinds of authentic assessed work are students producing at UCL, and using which digital media?
- How are students supported to conceptualise their audiences?
- What approaches are taken to assessing multimodal work?
- Thanks to Dilly Fung and Brent Carnell.

https://blogs.ucl.ac.uk/ccfellows/2016/10/07/authentic-multimodal-assessments/

What do we mean by authentic and multimodal?

- Engage with course material deeply and preferably, personally.
- Think like researchers and professionals in the discipline.
- Produce work with value beyond the end of the course.



https://prezi.com/view/aGHYQjBLIBtseX9xNKUe/

Meyer and Land, 2003; Boud, 2016; Sambell et al, 2013.

Why make room for digital multimodal assessment?

Turning outward:

- Social participation.
- Effort, attention, pride.
- Multiliteracies.
- Non-disposable.
- Authentic.
- Civic academia.

"As soon as our sights are set on the objective of creating the learning condition for full social participation, the issue of differences becomes critically important." New London Group, 1996

Why make room?

Turning outward:

- Social participation.
- Effort, attention, pride.
- Multiliteracies.
- Non-disposable.
- Authentic.
- Civic academia.

"… understanding and competent control of representational forms that are becoming increasingly significant in the overall communications environment, such as visual images and their relationship to the written word."

New London Group, 1996

Why make room?

Turning outward:

- Social participation.
- Effort, attention, pride.
- Multiliteracies.
- Non-disposable.
- Authentic.
- Civic academia.

"…assignments that students complain about doing and faculty complain about grading." Wiley, 2013

"…theoretically backed and anecdotally supported…

Seraphin et al, 2019

Why make room?

Turning outward:

- Social participation.
- Effort, attention, pride.
- Multiliteracies.
- Non-disposable.
- Authentic.
- Civic academia.

"…students have stayed, but popular sentiment is not running our way. … We need practical demonstrations of how teaching and research bring prosperity to community, opportunities for the young, a richer and more engaged life for all."

Davis, 2017

Methods

Decisions about methods

- Everyone so busy – how can participation be worthwhile?
- Assessment is emotional.
- But anonymity would be practically impossible.

Decisions about methods

- Everyone is very busy – need to make participation worthwhile.
- Assessment is emotional.
- But anonymity would be practically impossible.

1. Recruit pairs / threes of students and assessors for relaxed dialogue over the students' work.
2. Generate interview prompts from literature.
3. Video, transcribe, analyse thematically (Nvivo).
4. Report as video.


Jacky
Katarina
Julien
Making History

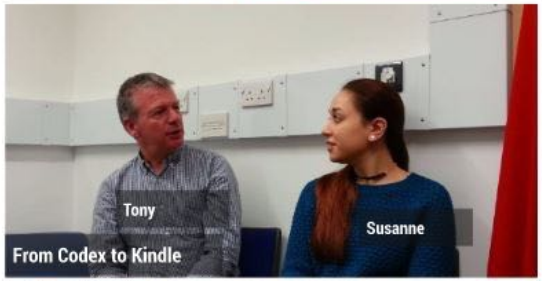

Oreoluwa
Ruxandra
Terence
Engineering First Year Challenge

NVIVO


Hannah
Anna
Digital Anthropology


Carl
Alice
Approaches to Knowledge


Caroline
John
Internet Cultures


Tony
Susanne
From Codex to Kindle


Arantza
Thomas
Object Lessons


Laura
Antony
Ancient Ideas in the Modern World


Adam
Amoolya
Advanced Neuroimaging


Kerstin
Lukas
Buildings, organisations and networks

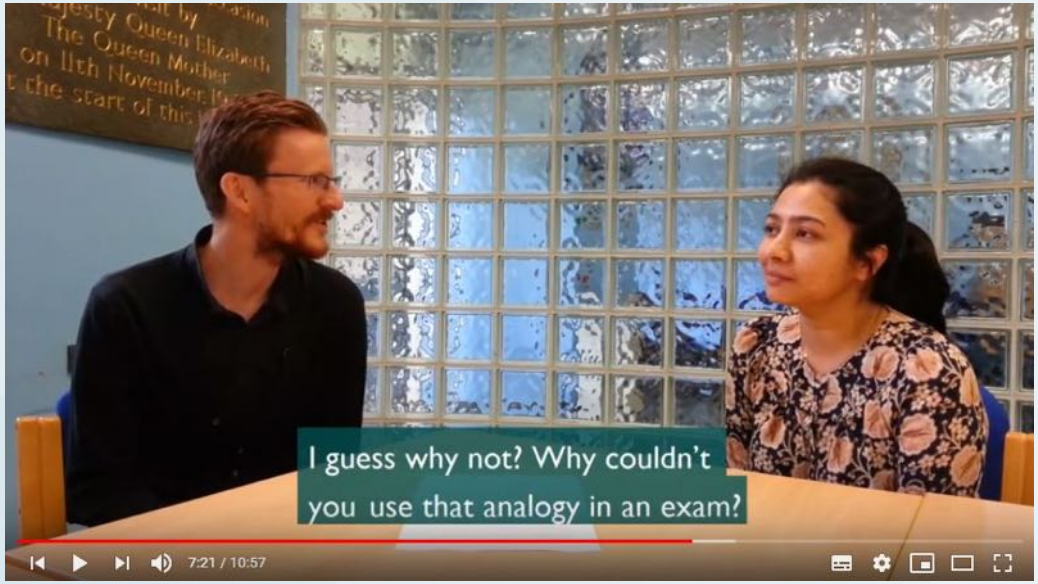

Samir
Mihai
Parama
Economics First Year Challenge

Questions for students	Questions for staff assessors
Why do you think you were asked to make this [video / blog / podcast]?	
What was your first impression of the assignment – did it seem academic?	
What was your understanding of how to succeed?	
Who were your audience and how did the idea of them influence your work?	
Which parts were most straightforward to produce?	
Most challenging to produce?	
What has been most valuable about doing this assessment?	

Questions for students	Questions for staff assessors
Why do you think you were asked to make this [video / blog / podcast]?	Anything to add?
What was your first impression of the assignment – did it seem academic?	Anything to add?
What was your understanding of how to succeed?	Same question.
Who were your audience and how did the idea of them influence your work?	Anything to add?
Which parts were most straightforward to produce?	And to assess?
Most challenging to produce?	And to assess?
What has been most valuable about doing this assessment?	Same question.

Themes from the dialogues

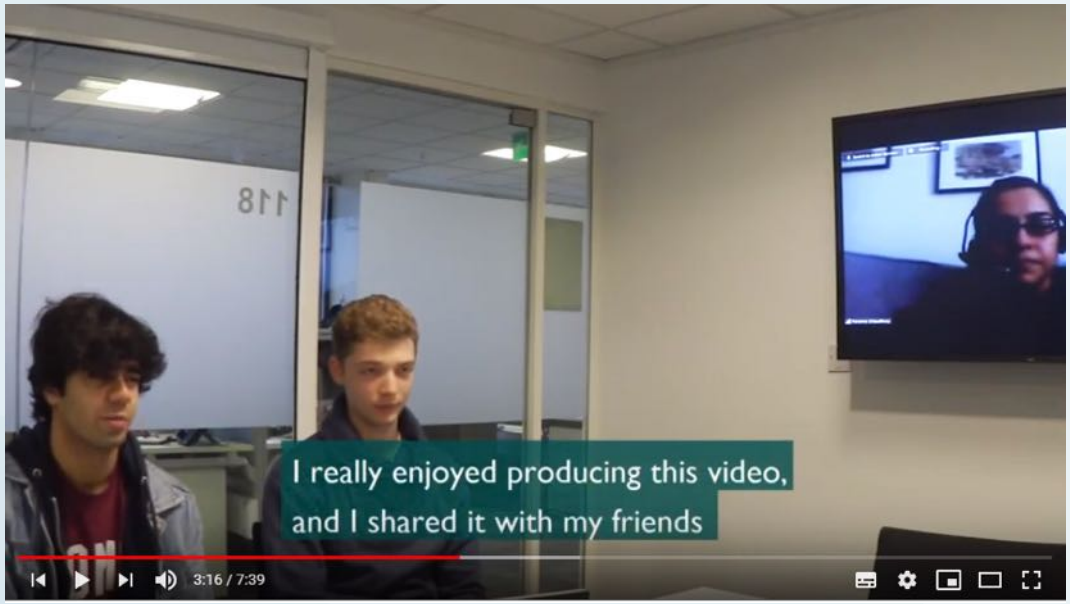
Both academic and multimodal



https://youtu.be/cyTZyWVUoiE?t=427
Adam and Amoolya, Advanced Neuroimaging

- Students need to know why they are asked to produce new kinds of work.
- Students need reminding to bring academic standards to informal modes of communication.
- Multimodal work can stimulate fresh academic perspectives.
- New perspectives can liberate students; assessors are often exhilarated by this.
- Students can work with academic ideas in ways which feel authentic.

Audience brings pride and attention



- Students make an effort to be engaging.
- Making a good first impression becomes important.
- Student networks bring wider attention.
- There's a virtuous circle of effort, attention and pride.

https://youtu.be/DIy4e9hf90A?t=121
Anna, studying Digital Anthropology.
Julien, studying History.
Samir, studying Economics.

Currently, audiences are mostly notional, rarely defined in detail.

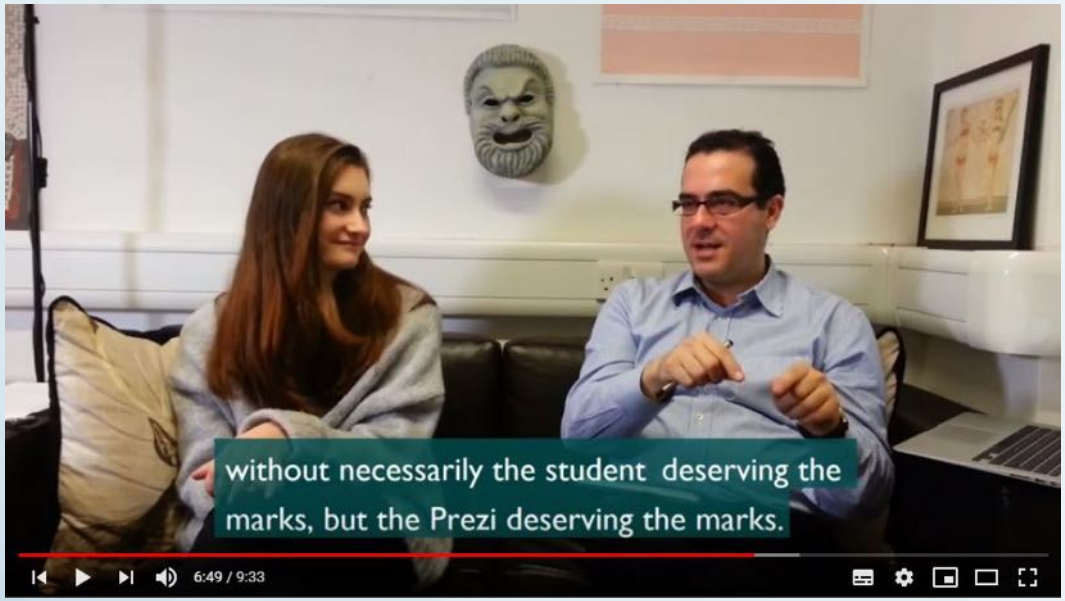
Assessing diverse work

https://youtu.be/RXEC_8Eki6A?t=376
Hannah, assessing Digital Anthropology.
Jacky, assessing History.
Thomas, assessing interdisciplinary object-based learning.
https://youtu.be/RXEC_8Eki6A?t=376
Antony and Laura, ancient ideas in the modern world

- Diversity can be challenging for assessors.
- It can also be very enjoyable.
- Sometimes the work falls short of students' vision or effort.
- Success is more about communication than tech skills.
- Assessors discern effort, purpose and achievement.

Dilemmas and purposes - watch for 1 min 11 sec

6 min 19 sec to 7 min 30 sec.
https://youtu.be/RXEC_8Eki6A?t=3769



The power of peers

https://youtu.be/Uy7wzKf6MtE?t=42
Kerstin, assessing the built environments.
Oreoluwa, studying engineering.

- Peers take an interest and spread ideas.
- Groups sustain each other in ambitious interpretations of a task.
- Groups attempt more technically demanding work.
- Students in groups learn the balance between control and workload.
- Groups bring warmth and companionship to learning.

More themes and further information

Further information

Project page: https://wiki.ucl.ac.uk/x/LUq_Aw including link to these videos, thanks and credits to participants.

Videos: https://mediacentral.ucl.ac.uk/Browse/Tag/authentic%20assessment
Or:
https://www.youtube.com/playlist?list=PLJBjo34xOdTOybJGpAo_9-_S2Ui6ZwsCx

Resources including gallery, guidance and tools:
https://prezi.com/view/aGHYQjBLIBtseX9xNKUe/

Gaining consent to show, public or open students' work:
https://wiki.ucl.ac.uk/x/BQYzAw

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Seraphin, S. B., Grizzell, J. A., Kerr-German, A., Perkins, M. A., Grzanka, P. R., & Hardin, E. E. (2019). A Conceptual Framework for Non-Disposable Assignments: Inspiring Implementation, Innovation, and Research. *Psychology Learning & Teaching*, *18*(1), 84–97. https://doi.org/10.1177/1475725718811711

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Wiley, D., 2013. What is open pedagogy? https://opencontent.org/blog/archives/2975

Yancey, K.B., 2004. 'Looking for Sources of Coherence in a Fragmented World: Notes toward a New Assessment Design'. Computers and Composition 21(1): 89–102. https://doi.org/10.1016/j.compcom.2003.08.024

Thank you ☺ - keep in touch

mira.vogel@kcl.ac.uk

Online tools to enhance students experience: assessment and feedback

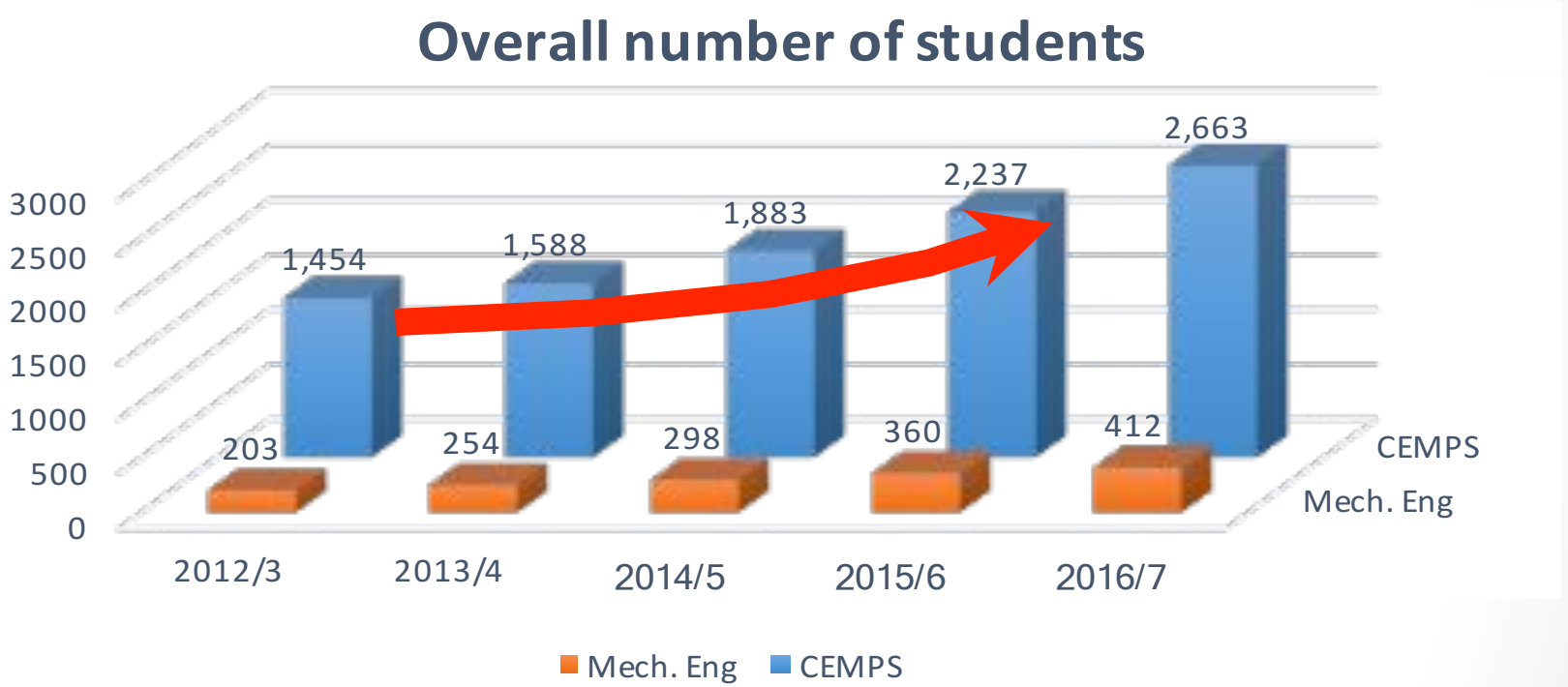
Assessment in Higher Education Conference 2019

Manchester, 26 & 27 June 2019

Dr Maria Rosaria Marsico,
Senior Lecturer in Structural Engineering
Director of Education, Engineering
University of Exeter
m.r.marsico@exeter.ac.uk

Background

College of Engineering, Mathematics and Physical Sciences (CEMPS) in number



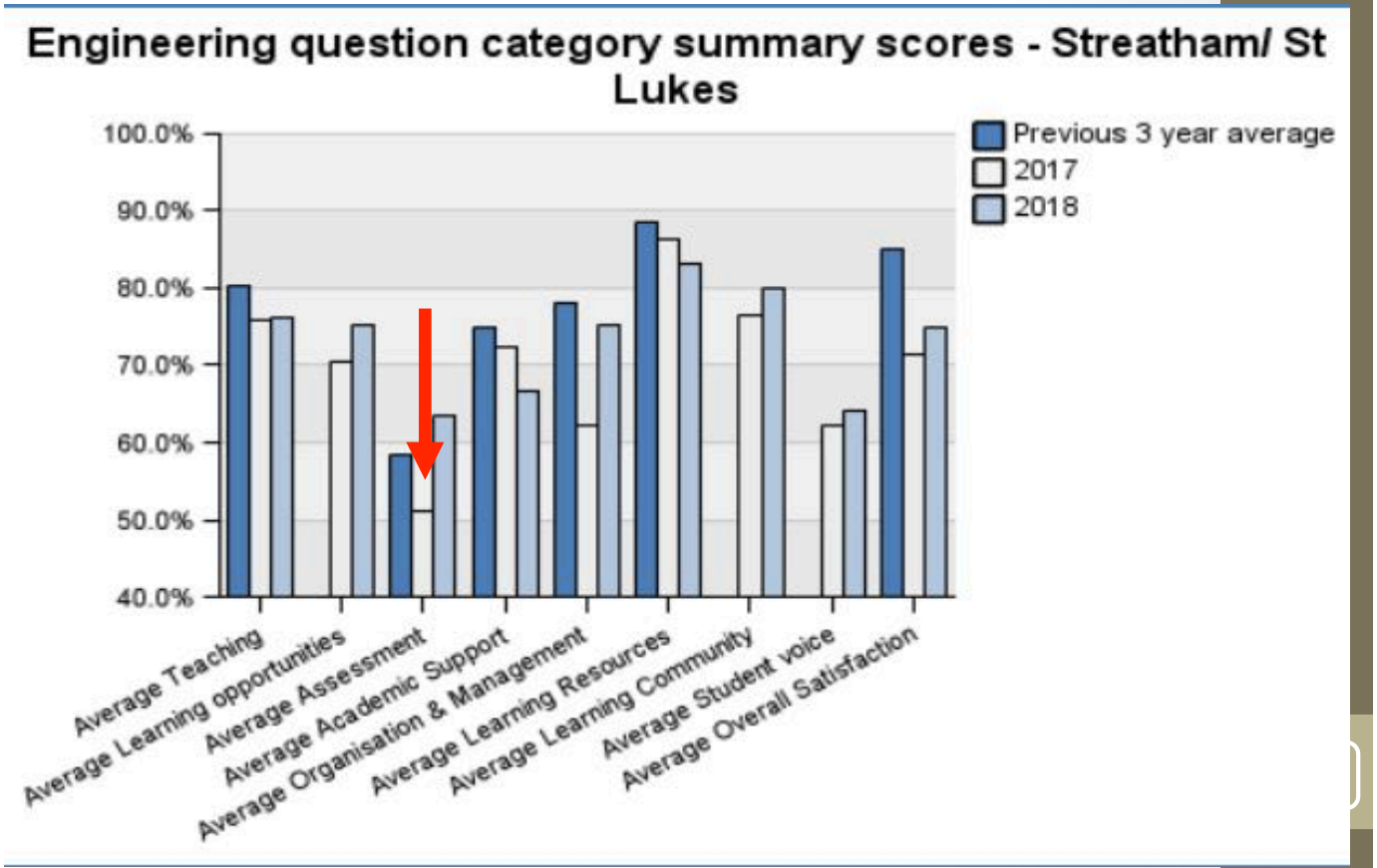
103% increment over five years for Mech. Eng.

83% increment over five years for CEMPS.

Engineering discipline and the National Student Survey

Results in 2017 showed student satisfaction regarding “Assessment and Feedback” just above 50%.

- Students not engaged with NSS.
- Students were not satisfied with quality of feedback they received.



Providing feedback

The importance of feedback for learning has been highlighted by a number of authors, emphasising

- its role in fostering meaningful interaction between student and instructional materials (Buchanan, 2000: 199),
- its contribution to student development and retention (Yorke, 2001),
- but also its time-consuming nature for many academic staff (Gibbs, 2006)

Buchanan, T. (2000) The efficacy of a World-Wide Web mediated formative assessment, *Journal of Computer Assisted Learning*, 16, 193–200.

Yorke, M. (2001) Formative assessment and its relevance to retention, *Higher Education Research and Development*, 20(2), 115–26.

Gibbs, G. (2006) Why assessment is changing in Innovative Assessment in Higher Education by Bryan C and Clegg K, Routledge.

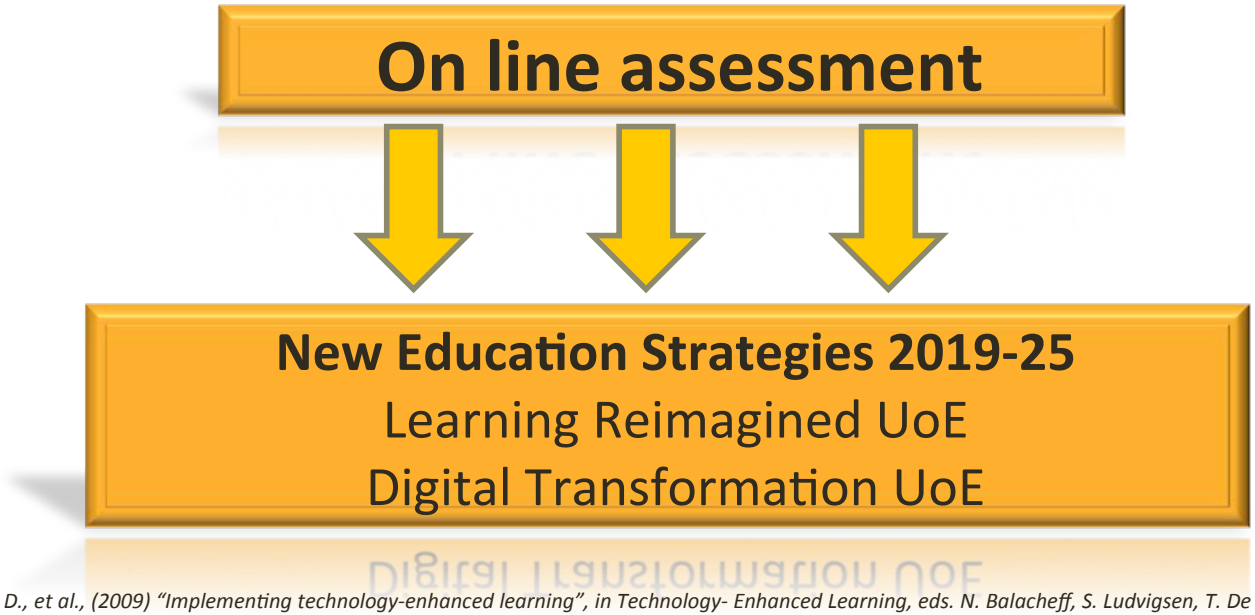
Assessment supports student learning

Four of Gibbs's 'eleven conditions' under which assessment supports student learning (Gibbs and Simpson, 2004) are particularly worthy of examination in this education context:

- the provision of **sufficient feedback** (in terms of both frequency and detail);
- the provision of **timely feedback**;
- the delivery of feedback in such a way that students have to **engage with** it;
- the provision of feedback that can be acted upon by the student in **future learning** tasks.

Gibbs, G. and Simpson, C. (2004) Conditions under which Assessment supports Student Learning. Learning and teaching in higher education. 1, 3-31

Using technology



Laurillard, D., et al., (2009) "Implementing technology-enhanced learning", in Technology- Enhanced Learning, eds. N. Balacheff, S. Ludvigsen, T. De Jong, A. Lazonder & S. Barnes, Springer, Dordrect, The Netherlands, pp. 289-306.
Wolsey, T. (2008). Efficacy of instructor feedback on written work in an online program. International Journal on ELearning, 7(2), 311–329.
Van der Pol, J., Van den Berg, B. A. M., Admiraal, W. F., & Simons, P. R. J. (2008). The nature, reception, and use of online peer feedback in higher education. Computers &Education, 51(4), 1804–1817.

Alternative Solutions

- Virtual Learning Environment quiz
  - limited question styles
  - require programming skills for setting advanced engineering questions/feedback
- QuestionMark Perception
  - not user friendly
  - limited question styles
  - require VPN for advanced setting

https://www.questionmark.com/content/create-questions-and-assessments-questionmark-live

Case Study
A third year engineering module

A web-based assessment

On line assessment features:

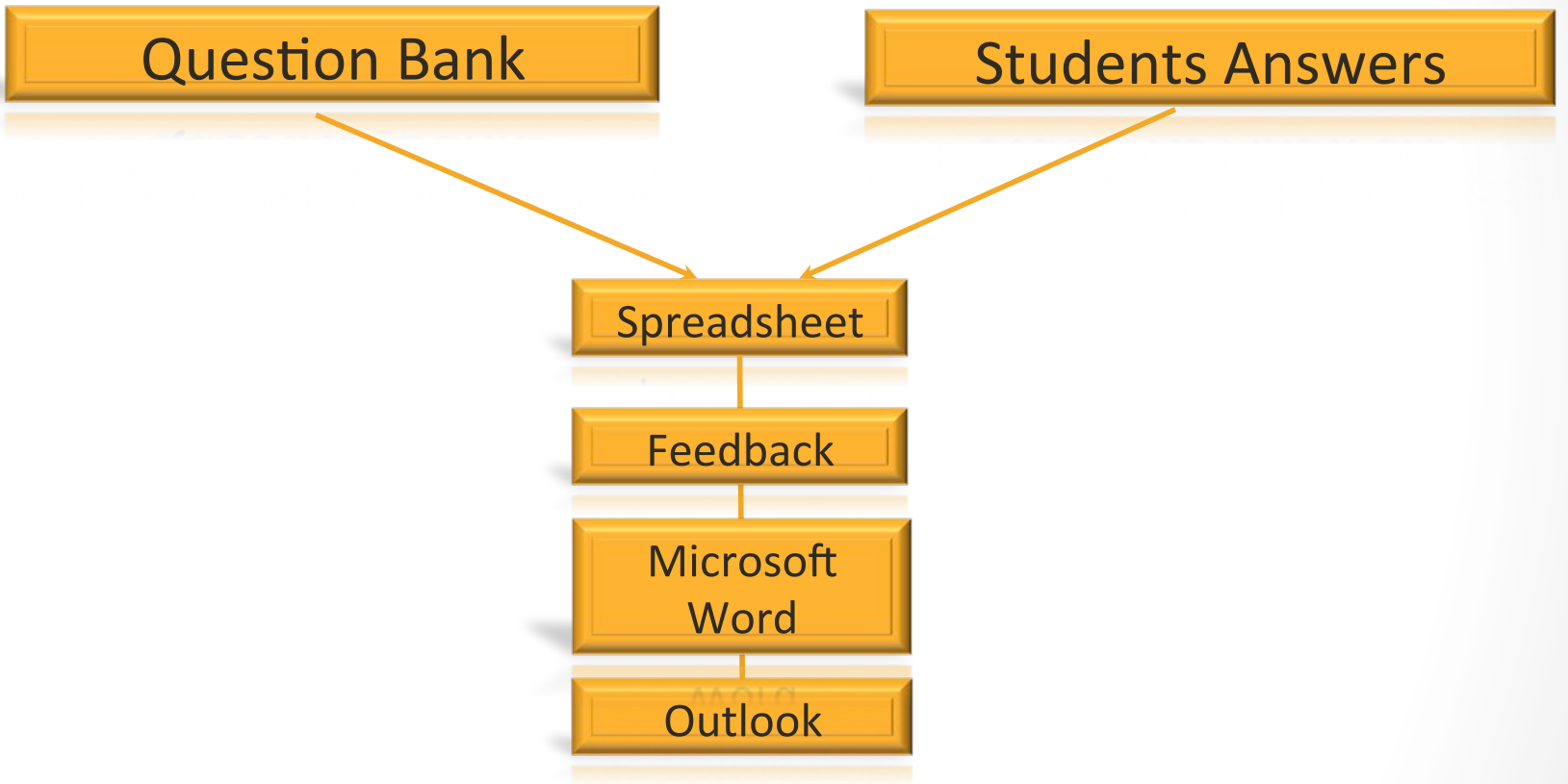
- Providing individualised, targeted feedback
- A comprehensive feedback (e.g., adding learning resources, images, examples, videos, link, reflection on tutorials)
- Giving a reference to the relevant section of the course material

Create a practice assessment (PA) to reduce anxiety by allowing the students to become familiar with the computer system (Sly, 1999)

- Verify that students engage with the practice assessment
- E.g. simple questions with immediate feedback after submission

Sly, L. (1999) Practice tests as formative assessment improve student performance on computer-managed learning assessments, *Assessment and Evaluation in Higher Education*, 24(3), 339–43.

The structure of the assessment



Part B. AutoCAD TOOLS on line assessment 12%

This assessment consists of 41 questions. Please complete the on line assessment being worth 12% of your module mark.

You should have with you your UNIVERSITY of Exeter EMAIL address and your candidate number (6 digits). You will use AutoCAD to answer some questions. Open AutoCAD before starting.

You are allowed to submit ONE attempt only. Review your answers before pressing 'SUBMIT'. You will NOT be able to submit your answers after the deadline. Good luck!

AutoCAD TOOLS online assessment CLOSES at

3pm Wednesday week 5 (25th October 2017).

This is an online assessment for ECM3171 students. If you are experiencing technical issues, please ask Dr. Maria Rosaria Marsico from 9:30am to 5pm at m.r.marsico@exeter.ac.uk (Monday-Friday).

IMPORTANT 'Enter you UNIVERSITY of Exeter EMAIL address'

*Required

Email address *

Your email address

Enter your candidate number (6 digits). *

Your answer

NEXT

UNIVERSITY OF EXETER

Exercise 4: Phone.

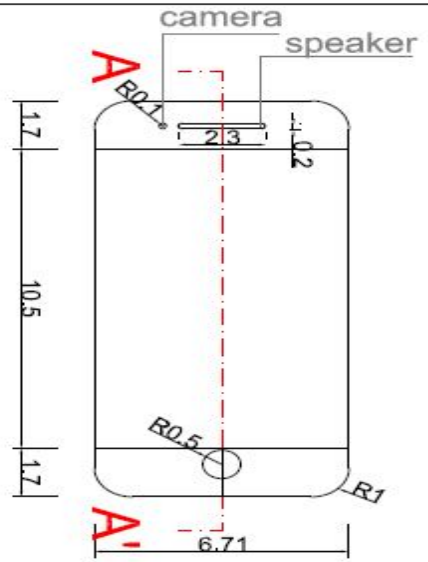
(10 marks)

In a 3D workspace draw a mobile phone following the instructions given in the picture on ELE. Give the volume of the mobile phone assuming that it is solid. Give your answer in cm ^3 rounded to two decimal places, using a '.' as a decimal separator. Do not use spaces.

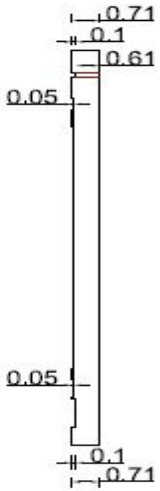
Short-answer text

Exercise 4. EVEN/ODD.

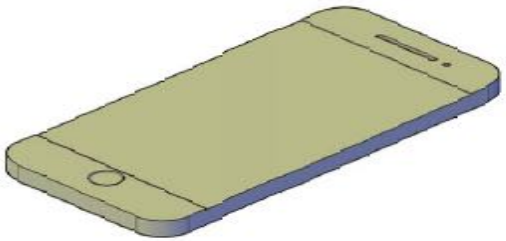
PHONE. AutoCAD essential commands: Line, Polyline, Rectangular, Circle, 2D/3D Fillet, 3D Subtract, Union, Edit Polyline, Extrude.



Top Vlew

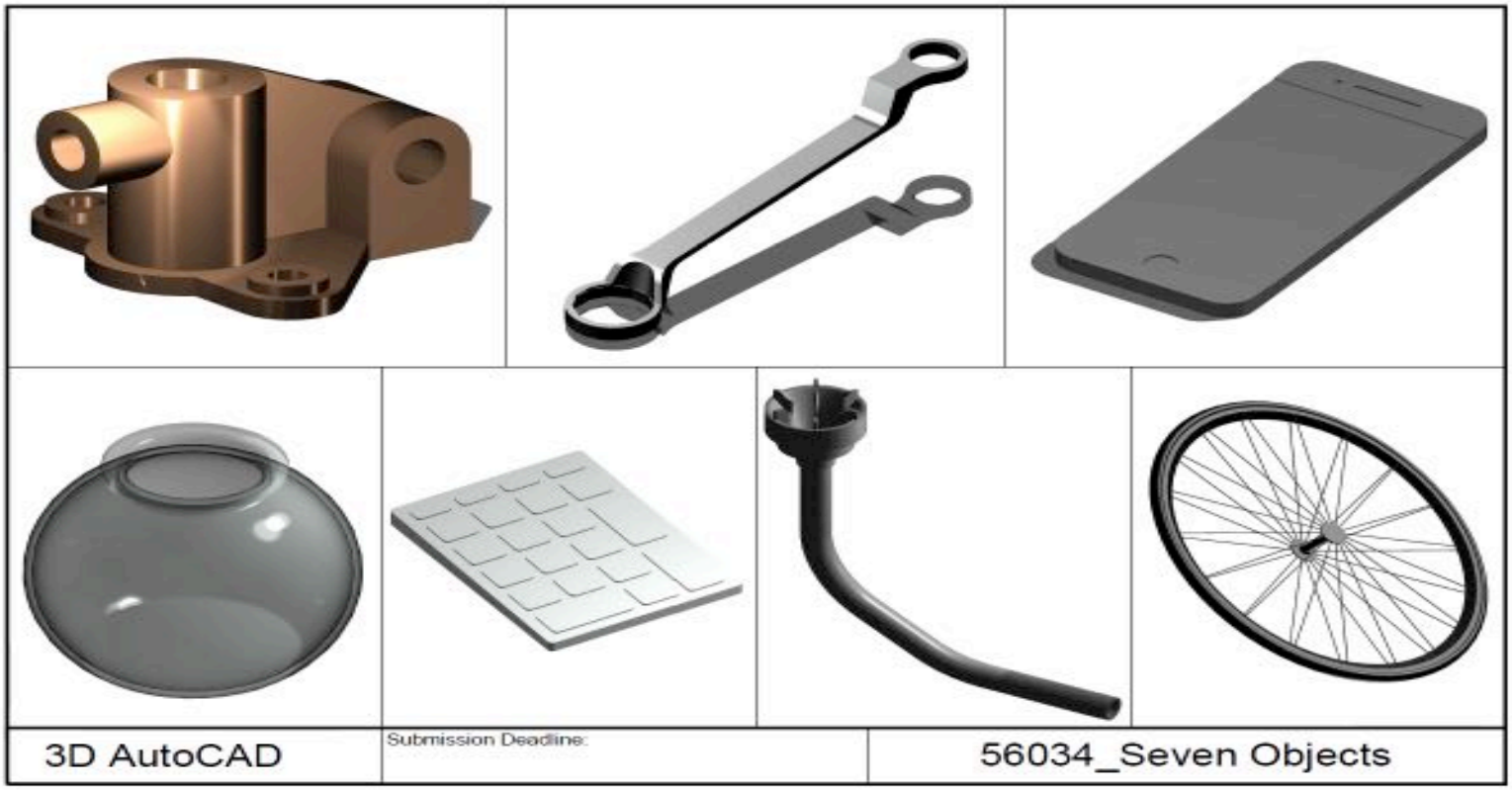


Cross section AA'



COMMENTS

The circle with radius R = 0,1 cm shown in the top view (top left) is the camera; the hole for the camera goes through the phone thickness. The hole for the speaker does not go through the phone thickness (see cross section AA'). Dimensions are given in cm.


3D AutoCAD
Submission Deadline:
56034_Seven Objects

Wed 06/06/2018 17:19

Marsico, Maria Rosaria

Feedback ECMM103 Part C. AutoCAD 3D online assessment (26%)

To [redacted]

Feedback ECMM103 Part C. AutoCAD 3D online assessment (26%)

by Dr Maria Rosaria Marsico

Dear ECMM103 student (candidate number 95841),

Congratulations, you have completed Part C. AutoCAD 3D online assessment being worth 26% of the module mark.

Your final score is 65 out of 100 (65 **%**).

General feedback.

You have demonstrated good AutoCAD drawing skills. Some exercises are not quite correct. Possible inaccuracies in your drawing are: fillet radius is not correct, parts are not perfectly aligned, object profile is not quite correct, object size is not quite correct. You might want to review Lectures and Tutorials available on ELE. In the 'Learn and Explore' section on https://knowledge.autodesk.com/ you will find very useful learning resources on AutoCAD. Ask lecturer and teaching assistants for help. They are willing to assist you.

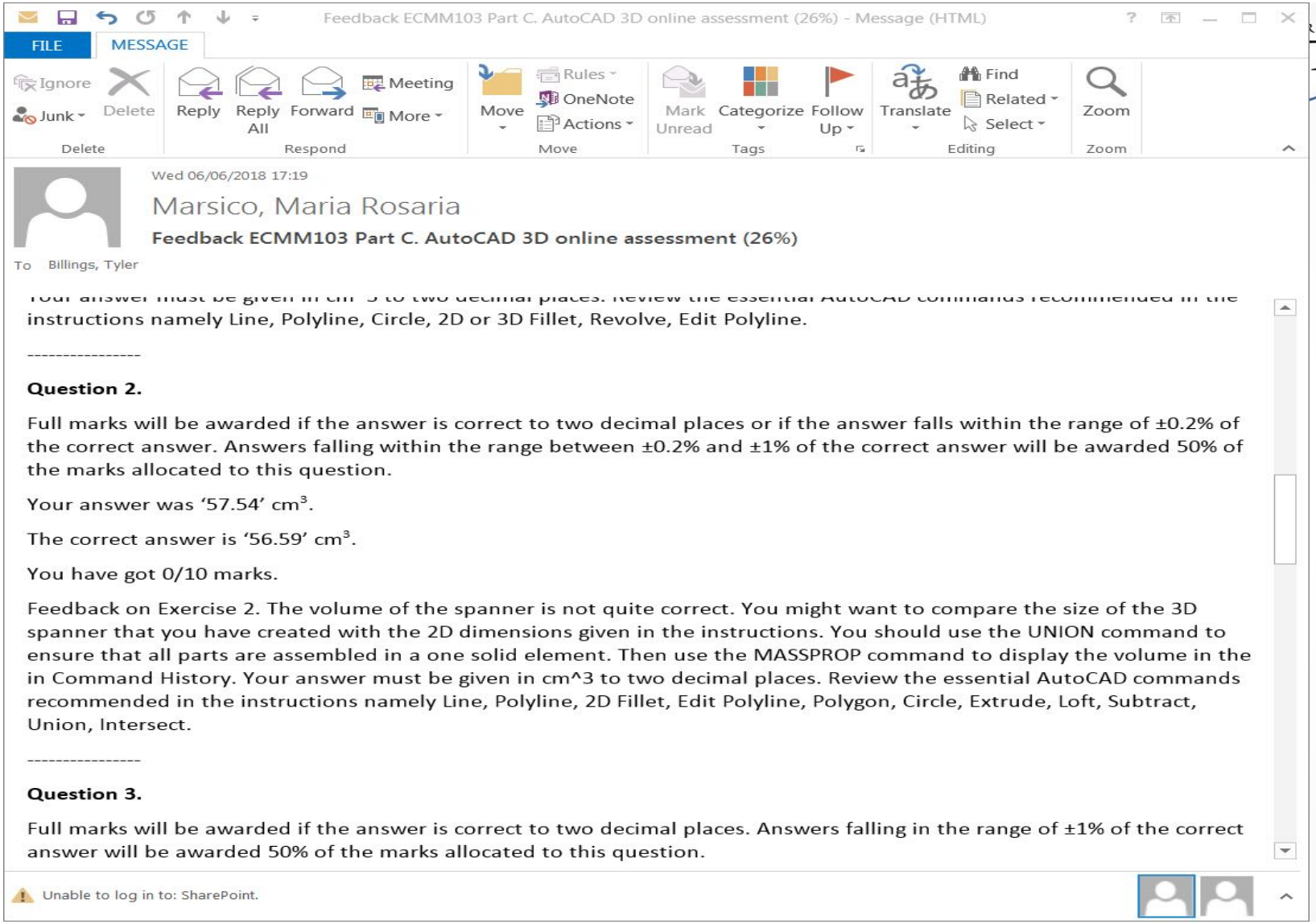
In particular.

The tank object is a surface and the inner volume of the water in the tank is not presented in the drawing (*dwg). In the spanner, the lower hole should not be completely circular (there is an inner polygonal part). In the mechanical part, the dimensions are slightly different. Volume of wheel should be calculated after unifying the different metallic parts.

Marks have been awarded as follows.

Best wishes

Maria Rosaria



Feedback ECMM103 Part C. AutoCAD 3D online assessment (26%) - Message (HTML)

FILE MESSAGE

Ignore Junk Delete | Reply Reply All Forward Meeting More | Move Rules OneNote Actions | Mark Unread Categorize Follow Up | Translate Find Related Select | Zoom

Delete Respond Move Tags Editing Zoom

Wed 06/06/2018 17:19

Marsico, Maria Rosaria

Feedback ECMM103 Part C. AutoCAD 3D online assessment (26%)

To Billings, Tyler

instructions namely Line, Polyline, Circle, 2D or 3D Fillet, Revolve, Edit Polyline.

Question 2.

Full marks will be awarded if the answer is correct to two decimal places or if the answer falls within the range of ±0.2% of the correct answer. Answers falling within the range between ±0.2% and ±1% of the correct answer will be awarded 50% of the marks allocated to this question.

Your answer was '57.54' cm^3.

The correct answer is '56.59' cm^3.

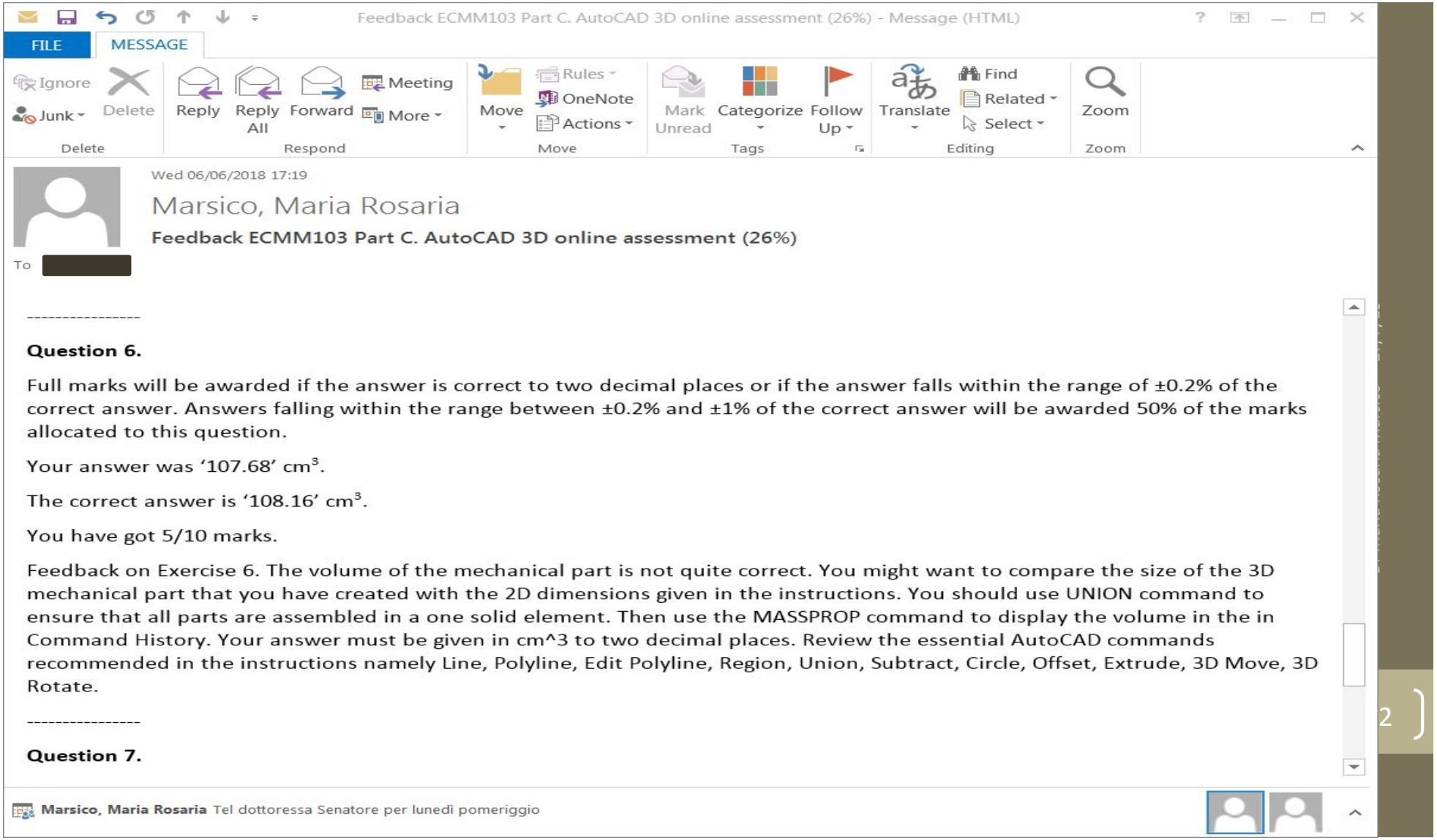
You have got 0/10 marks.

Feedback on Exercise 2. The volume of the spanner is not quite correct. You might want to compare the size of the 3D spanner that you have created with the 2D dimensions given in the instructions. You should use the UNION command to ensure that all parts are assembled in a one solid element. Then use the MASSPROP command to display the volume in the in Command History. Your answer must be given in cm^3 to two decimal places. Review the essential AutoCAD commands recommended in the instructions namely Line, Polyline, 2D Fillet, Edit Polyline, Polygon, Circle, Extrude, Loft, Subtract, Union, Intersect.

Question 3.

Full marks will be awarded if the answer is correct to two decimal places. Answers falling in the range of ±1% of the correct answer will be awarded 50% of the marks allocated to this question.

Unable to log in to: SharePoint.


Feedback ECMM103 Part C. AutoCAD 3D online assessment (26%) - Message (HTML)
FILE
MESSAGE
Ignore
Junk
Delete
Reply
Reply All
Forward
Meeting
More
Move
Rules
OneNote
Actions
Mark Unread
Categorize
Follow Up
Translate
Find
Related
Select
Zoom
Delete
Respond
Move
Tags
Editing
Zoom
Wed 06/06/2018 17:19
Marsico, Maria Rosaria
Feedback ECMM103 Part C. AutoCAD 3D online assessment (26%)
To
[redacted]

Question 6.
Full marks will be awarded if the answer is correct to two decimal places or if the answer falls within the range of ±0.2% of the correct answer. Answers falling within the range between ±0.2% and ±1% of the correct answer will be awarded 50% of the marks allocated to this question.
Your answer was '107.68' cm3.
The correct answer is '108.16' cm3.
You have got 5/10 marks.
Feedback on Exercise 6. The volume of the mechanical part is not quite correct. You might want to compare the size of the 3D mechanical part that you have created with the 2D dimensions given in the instructions. You should use UNION command to ensure that all parts are assembled in a one solid element. Then use the MASSPROP command to display the volume in the in Command History. Your answer must be given in cm^3 to two decimal places. Review the essential AutoCAD commands recommended in the instructions namely Line, Polyline, Edit Polyline, Region, Union, Subtract, Circle, Offset, Extrude, 3D Move, 3D Rotate.

Question 7.
Marsico, Maria Rosaria Tel dottoressa Senatore per lunedì pomeriggio

The use of learning material

Question 3.

Your answer was 'false.'.

The correct answer is 'true.'.

You have got 0/0.5 mark.

Feedback on Question 3.

The statement in the question is correct. Colours are all available in the 'Select Color' palette as shown in the figure below. Before you can use different linetypes, you must load them in the drawing. In a Drafting and Annotation Workspace go to the Properties panel of the Home tab to see linetypes. The linetype that is loaded by default in AutoCAD is 'Continuous'. Other linetypes can be loaded from the Linetype Manager.

NSS 2018

Engineering KPI score	Exeter-wide KPI score	Sector rank	RG rank	CG rank
74.2%	80.7%	65	16	11

View data for all institutions

Number of institutions	92
Number of respondents	137
Sample size	228
Response rate	60.1%

		2018 score			Improved	Worsened
		% agree	% neutral	% disagree	change in % agree since 2017	change in % agree since 2014 - 2016 average
The teaching on my course	Q1	80.3%	11.7%	8.0%	-3.7%	-5.0%
	Q2	71.5%	13.9%	14.6%	3.3%	-0.1%
	Q3	85.4%	9.5%	5.1%	-2.3%	2.6%
	Q4	76.6%	9.5%	13.9%	4.0%	New for 2017
	Category average	**78.5%**	**11.1%**	**10.4%**	**0.3%**	**-1.7%**
Learning opportunities	Q5	77.4%	13.1%	9.5%	6.3%	New for 2017
	Q6	78.1%	10.9%	10.9%	4.5%	New for 2017
	Q7	75.9%	9.5%	14.6%	4.9%	New for 2017
	Category average	**77.1%**	**11.2%**	**11.7%**	**5.2%**	**New for 2017**
Assessment and feedback	Q8	60.6%	16.8%	22.6%	10.6%	-4.5%
	Q9	70.1%	18.2%	11.7%	7.8%	-3.3%
	Q10	73.7%	15.3%			19.2%
	Q11	56.2%	16.1%			7.3%
	Category average	**65.1%**	**16.6%**			**7.2%**
	Q12	80.1%	9.6%			-6.4%

Assessment and Feedback +11.4%

Data from
[NSS Management Information Hub, University of Exeter http://www.exeter.ac.uk/staff/mi/studentsurveys/nss/

Conclusions

- Online assessments help teachers to overcome challenges in the Higher Education (e.g. increase students number, academic support for all, high quality of feedback)
- Tailor-made feedback is designed on the base of student's academic performance, addressing specific needs and supporting their learning and progression.
- Assist and support students during their learning journey
- Effective approach towards improving the NSS score
- Fit within the new University Education Strategies 2019-25

- The tool that I have developed has been tested by other academics in their engineering modules (2nd year). Students appreciated it.
- Colleagues from medicine and mathematics are *implementing and "gamifying"* the automated feedback software.

Thank you for your kind attention!

Assessment in Higher Education Conference 2019

Manchester, 26 & 27 June 2019

Dr Maria Rosaria Marsico, Senior Lecturer in Structural Engineering

Director of Education – students experience

m.r.marsico@exeter.ac.uk

A question for today's webinar:

"Making technology enhancement effective: What works?"

Let's start by thinking what we might include as "technology-enhanced assessment"…

Starting from a personal reflection

If the distance between two electrically charged particles is doubled, what happens to the electric force between them? Be as specific as possible.

*Please give your answer as a **short** phrase or sentence.*

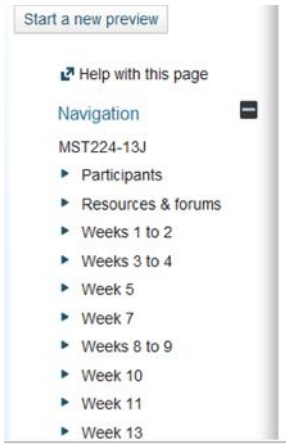
The force will halve.

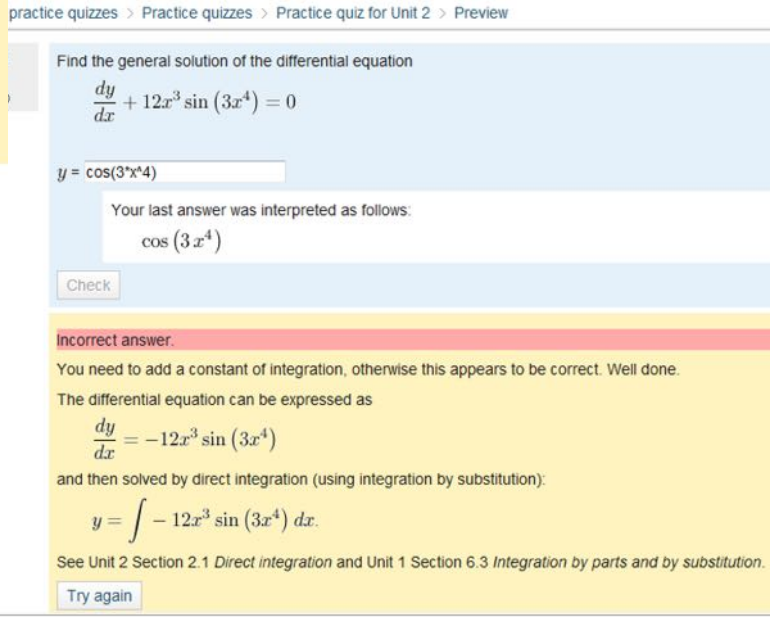
Enter answer

Your answer still appears to be incorrect or incomplete in some way.

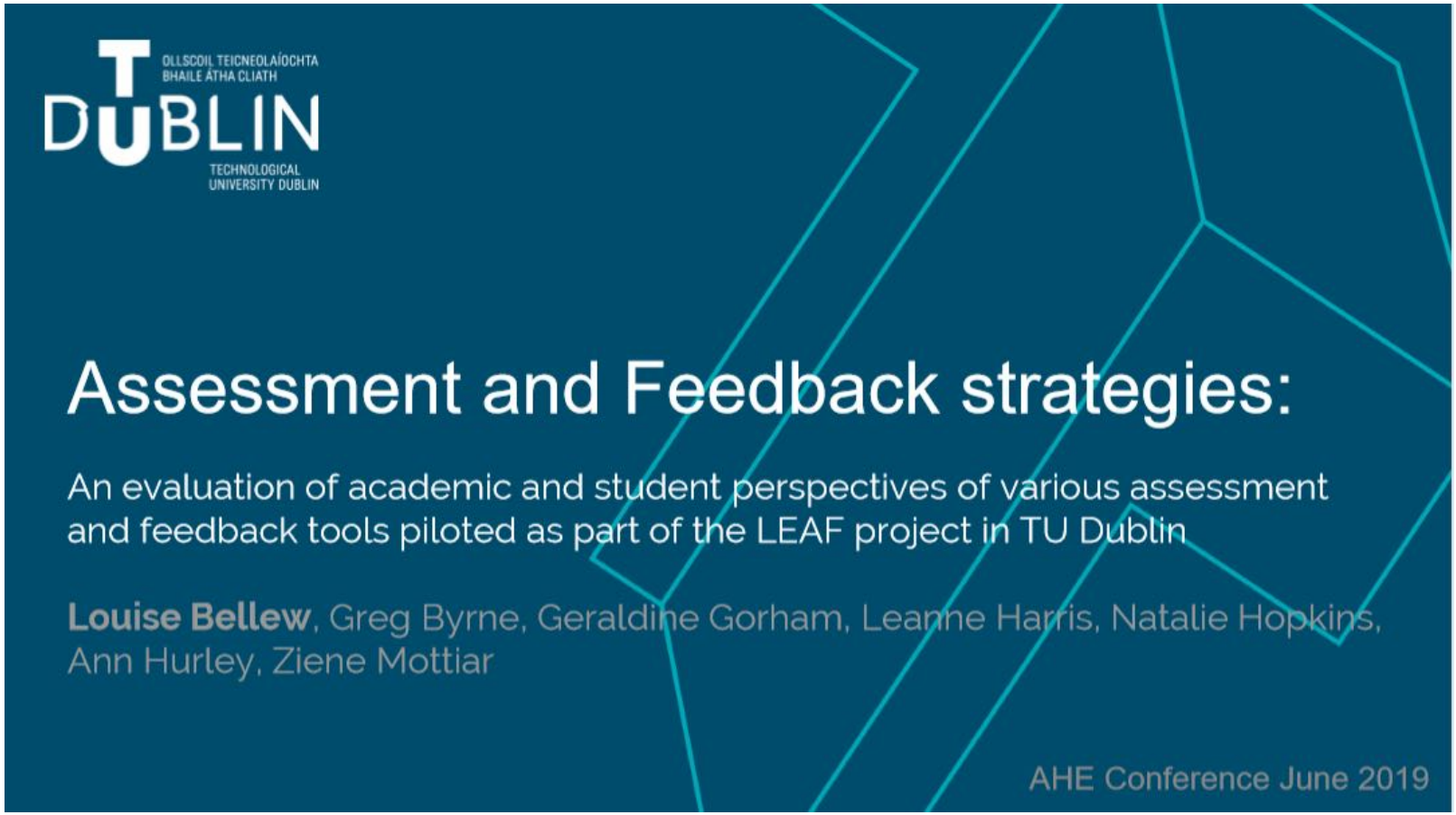
You are correct to say that the strength of the force decreases, but not to say that it halves. Coulomb's Law states that the electric force between two charged particles is inversely proportional to the square of their separation (see Book 7 Section 10.1). So when the distance between the particles is doubled, what happens to the electric force between them?

Try again





Other ideas from this year's conference:



The Leaf

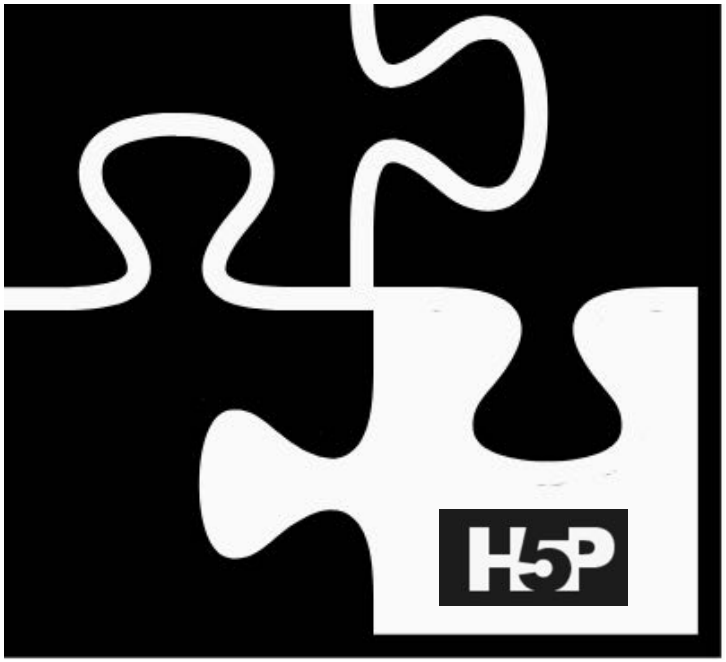
(Learning from and Engaging with Assessment and Feedback) Project

Feedback by audio or video

Advantages:

- "More of this please."
- "Answers are better explained verbally, visually aided and can be referred back to if you want to see it again."
- "Effective way of providing feedback that is easily understood."
- "...Feels personal to each student."
- "Should be used in other modules as well."
- "...really useful and makes the feedback more easy to understand."

•Integrating digital tools and technologies for assessment



Retaining Students and Designing for Success with Interactive Technologies

Melissa Roughley, Educational Developer & **Victoria Quilter,** Sessional Lecturer

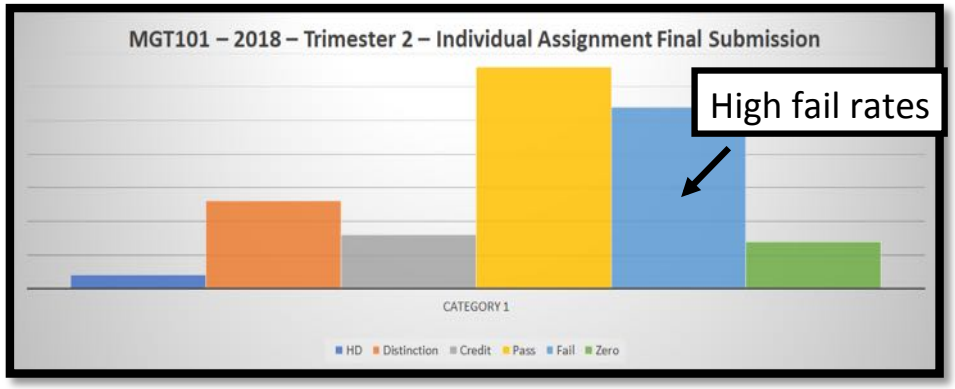
Puzzle Missing Piece by Andrew Doane from the Noun Project

Identifying high fail subjects and developing interventions

MGT101 | MKT100 | ACC100 | ECO600 | ACC600

Quantitative Data

- Student pass rates over 3 years
- Average grade over 6 terms
- Grade distributions over 6 terms (per task)



Qualitative Data

- SETU over 6 terms
- Assessment task descriptions and rubrics
- Classroom observation

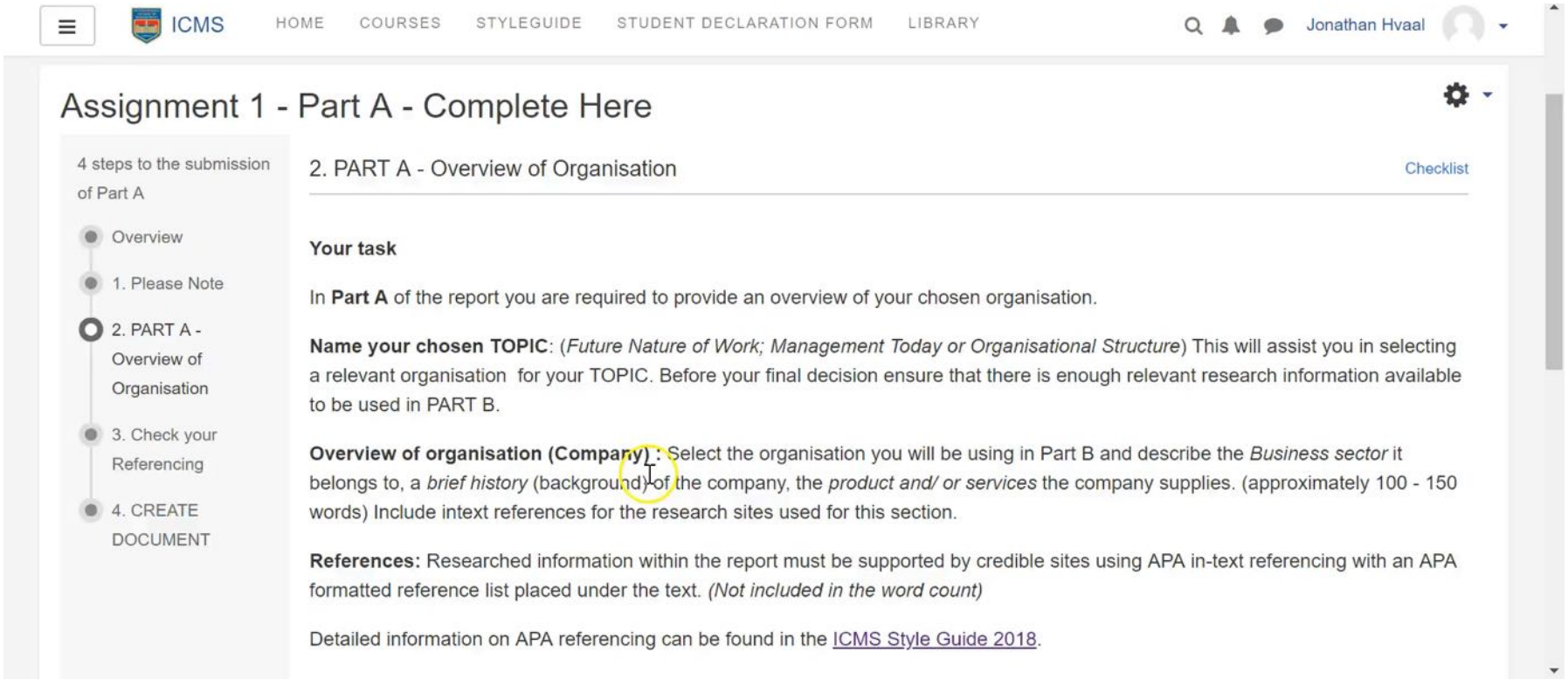
The critical issue =

- Build a set of interventions for each subject

Image Hotspots

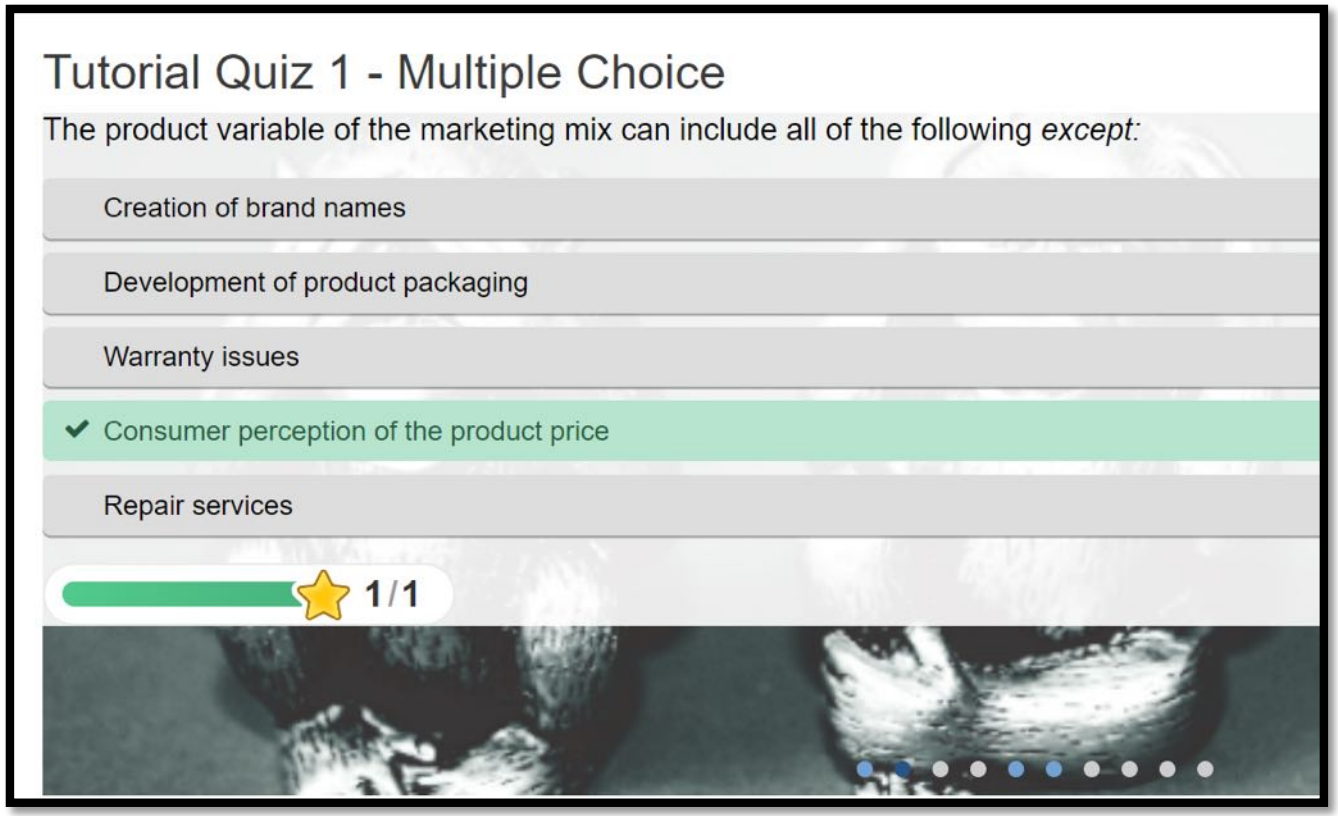
Created exemplars

- Engages learners to find out more
- Linked to rubric criteria



Multiple Choice

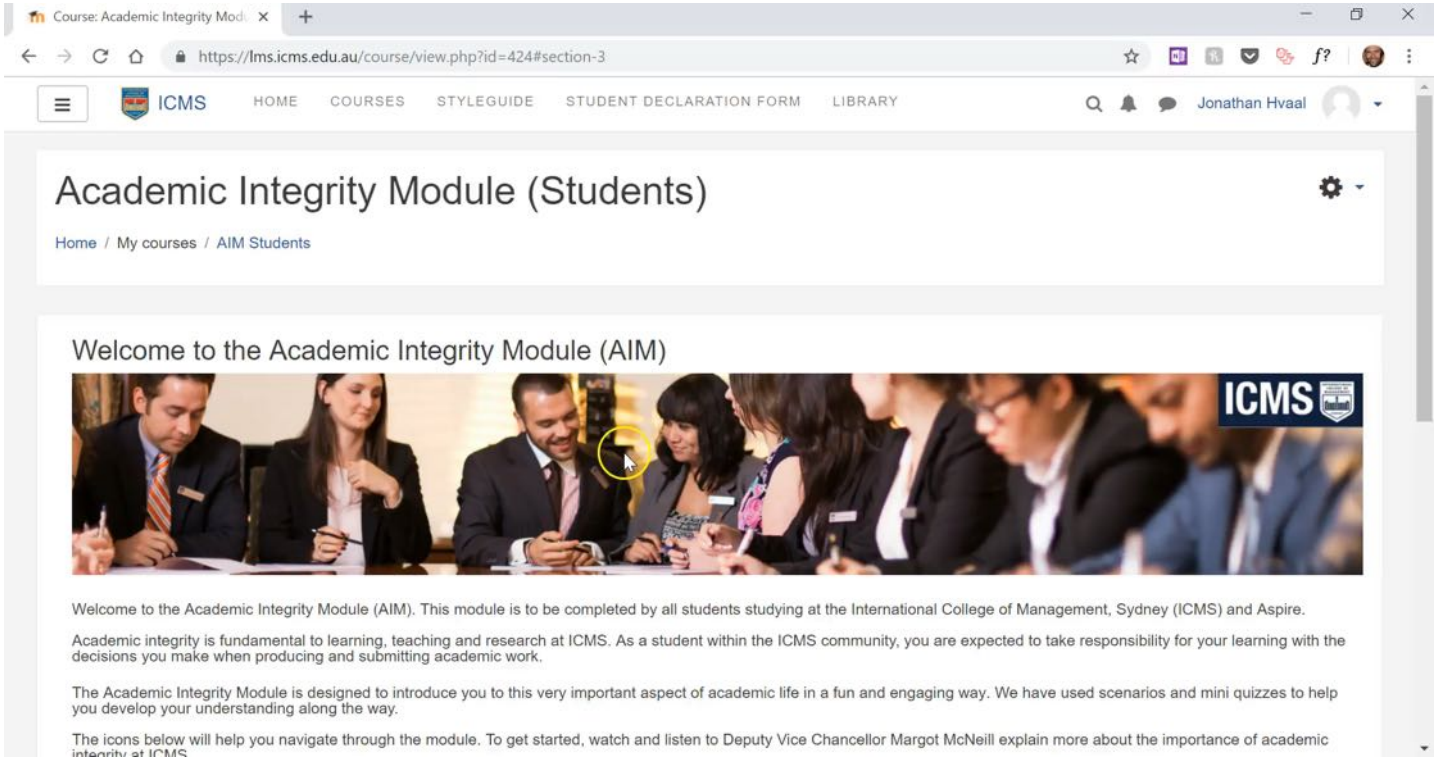
Built opportunities for immediate feedback



- Engaging and interactive
- Immediate feedback
- Checkpoints to consolidate knowledge

Course Presentation

Reduced academic misconduct



- Academic Integrity Module (AIM) for students
- Slick integration of H5P interactives
- Badge on completion

Other presentations from the Conference

- Using technology to provide feedback to large classes
- Goals, benefits and challenges: implementing digital assessment at Brunel University, London
- Using digital tools to facilitate peer review and enhance feedback and assessment
- A flexible and fair web-based Group Marking Tool that combines both staff and student (peer-review) scores
- The efficacy of audio feedback: An inter-institutional investigation
- Supporting asynchronous, multi-institution, student learning, through peer-assessment and feedback, using Peerwise in third-level chemistry
- Academic integrity through e-authentication and authorship verification for e-assessment: impact study
- Changes in technology-assisted assessment and feedback in UK universities

What should be include as “technology-enhanced assessment”?

Questions for discussion:

“Making technology enhancement effective: What works?”

- What can we do to make technology-enhanced assessment more effective?
- Are there things we shouldn’t be doing..
- How far is it appropriate to do?

- Is it appropriate for the Assessment in Higher Education Conference to have a separate theme on “Integrating digital tools and technologies for assessment”?

Webinar Session feedback

With thanks from your hosts

Webinar Hosts

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Recording available
http://transformingassessment.com

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