17 Jul 2019: 07:00AM UTC/GMT
Making technology enhancement effective: what works?
Assessment in Higher Education
Post conference panel session

Webinar Hosts
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The session may be recorded, including voice and text chat communications (a recording indicator is shown inside the webinar room when this is the case).
We may release recordings freely to the public which become part of the public record.
We may use session recordings for quality improvement, or as part of further research and publications.
7th International Assessment in Higher Education Conference, 26th-27th June 2019, Manchester, UK

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?”
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” 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
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/
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.”

“…theoretically backed and anecdotally supported…

Wiley, 2013

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

- 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.

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

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

Anna, studying Digital Anthropology.
Julien, studying History.
Samir, studying Economics.

https://youtu.be/Dly4e9hf90A?t=121
Assessing diverse work

- 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.

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
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

- 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.

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


https://doi.org/10.1080/02602938.2015.1018133.

Davis, G., 2017. An irredeemable time? The rising tide of hostility toward universities. Speech to the Civic University Commission, 19th October 2017. Available from: 


https://doi.org/10.1177/1475725718811711


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

Overall number of students

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)


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.

Using technology

Online assessment

New Education Strategies 2019-25
Learning Reimagined UoE
Digital Transformation UoE


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

The structure of the assessment

- Question Bank
  - Spreadsheet
  - Feedback
  - Microsoft Word
  - Outlook
- Students Answers
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
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.

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.
<table>
<thead>
<tr>
<th>3D AutoCAD</th>
<th>Submission Deadline:</th>
<th>56034_Seven Objects</th>
</tr>
</thead>
</table>

Dr. Maria Rosaria Marsico  17/7/19
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
Your answer must be given in cm^3 to two decimal places. Review the essential AutoCAD commands recommended in the 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 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.
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 \( \pm 0.2\% \) of the correct answer. Answers falling within the range between \( \pm 0.2\% \) and \( \pm 1\% \) of the correct answer will be awarded 50\% of the marks allocated to this question.

Your answer was '107.68' cm\(^3\).

The correct answer is '108.16' cm\(^3\).

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 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.
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

<table>
<thead>
<tr>
<th>Engineering KPI score</th>
<th>Exeter-wide KPI score</th>
<th>Sector rank</th>
<th>RG rank</th>
<th>CG rank</th>
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</thead>
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<tr>
<td>74.2%</td>
<td>80.7%</td>
<td>65</td>
<td>16</td>
<td>11</td>
</tr>
</tbody>
</table>

#### Data from

[NSM Management Information Hub, University of Exeter](http://www.exeter.ac.uk/staff/mi/studentsurveys/nss/)

#### Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>2018 score</th>
<th>% agree</th>
<th>% neutral</th>
<th>% disagree</th>
<th>change in % agree since 2017/18</th>
<th>change in % agree since 2014 - 2016 average</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teaching on my course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q1</td>
<td></td>
<td>86.3%</td>
<td>11.7%</td>
<td>0.0%</td>
<td>-3.7%</td>
<td>-5.0%</td>
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<tr>
<td>Q2</td>
<td></td>
<td>71.5%</td>
<td>13.9%</td>
<td>14.9%</td>
<td>3.3%</td>
<td>-0.1%</td>
</tr>
<tr>
<td>Q3</td>
<td></td>
<td>85.4%</td>
<td>9.5%</td>
<td>5.1%</td>
<td>-2.3%</td>
<td>-2.6%</td>
</tr>
<tr>
<td>Q4</td>
<td></td>
<td>76.0%</td>
<td>9.5%</td>
<td>12.0%</td>
<td>1.0%</td>
<td>New for 2017</td>
</tr>
<tr>
<td>Category average</td>
<td></td>
<td>78.5%</td>
<td>11.1%</td>
<td>10.4%</td>
<td>0.3%</td>
<td>-1.7%</td>
</tr>
</tbody>
</table>

| Learning opportunities          |            |         |           |            |                                 |                                             |
| Q5                              |            | 72.4%   | 13.1%     | 9.5%       | 8.3%                            | New for 2017                                |
| Q6                              |            | 73.1%   | 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                              |            | 66.0%   | 10.0%     | 22.0%      | 10.0%                           | -4.5%                                       |
| Q9                              |            | 76.1%   | 11.2%     | 11.7%      | 7.8%                            | -3.3%                                       |
| Q10                             |            | 73.7%   | 15.3%     |            |                                 | 10.2%                                       |
| Q11                             |            | 56.2%   | 18.1%     |            |                                 | 7.3%                                        |
| Category average                |            | 65.1%   | 16.6%     |            |                                 | 7.2%                                        |
| Q12                             |            | 86.1%   | 9.6%      |            |                                 | 6.4%                                        |

**Assessment and Feedback**

+11.4%
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”...
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.

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?

---

**Problem:**

Find the general solution of the differential equation

\[
\frac{dy}{dx} + 12x^3 \sin (3x^4) = 0
\]

**Solution:**

\[
y = \cos (3x^4)
\]

Your last answer was interpreted as follows:

\[
\cos (3x^4)
\]

**Incorrect answer:**

You need to add a constant of integration, otherwise this appears to be correct. Well done.

The differential equation can be expressed as

\[
\frac{dy}{dx} = -12x^3 \sin (3x^4)
\]

and then solved by direct integration (using integration by substitution):

\[
y = \int -12x^3 \sin (3x^4) \, dx
\]

See Unit 2 Section 2.1 Direct integration and Unit 1 Section 6.3 Integration by parts and by substitution.
Other ideas from this year’s conference:

Assessment and Feedback strategies:

An evaluation of academic and student perspectives of various assessment and feedback tools piloted as part of the LEAF project in TU Dublin

Louise Bellew, Greg Byrne, Geraldine Gorham, Leanne Harris, Natalie Hopkins, Ann Hurley, Ziene Mottiar

AHE Conference June 2019
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."
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

• Integrating digital tools and technologies for assessment
Identifying high fail subjects and developing interventions

**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
Created exemplars

- Engages learners to find out more
- Linked to rubric criteria
Built opportunities for immediate feedback

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

**Tutorial Quiz 1 - Multiple Choice**

The product variable of the marketing mix can include all of the following except:

- Creation of brand names
- Development of product packaging
- Warranty issues
- **Consumer perception of the product price**
- Repair services

1/1
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 included 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

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
m.hillier[at]unsw.edu.au

Recording available
http://transformingassessment.com