e-Assessments for Learning: Supporting learning as becoming
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Ako Aotearoa and NZQA funded project
- Rationale for project
Learning approaches framing the project
E-assessments – what are they?
  Sub-projects
- One sub-project
Guidelines
Tools
Assessments FOR learning

• processes to develop learner efficacy (i.e. so the learner knows where and how their learning is progressing and what they need to do to reach learning goals).

• **Formative**
  • Provision of *effective feedback* to learners
  • Active *involvement* of students with their own learning
  • Allows the *adjustment of teaching* to account for assessment results
  • Contributes to *motivation and engagement* of learners
  • Builds capabilities with learners to allow them to *assess themselves*

  Black & William, 1999

• Students need to know the ‘response genre’, criteria for quality and extend ‘tacit knowledge’. Sadler, 2010
What are e-assessments?

“What the use of information technology in the design, delivery and administration of assessment activities, including the reporting, storing and transferring of assessment data.” – Stowell & Lamshed, 2011

• Supportive of **Learning approaches**: learning as inquiry, problem solving, conversations, deliberate practice, reflection, ‘cognitive apprenticeship’, collaborative / team-based, learning as ‘becoming’

• Examples of **e-assessment for learning activities**: projects, practicals, portfolios, discussions, assignments, tests, quizzes, presentations, reflections

• **Tools supporting e-assessments**: apps, video annotation/note taking, AR / VR, learning analytics, social media
The project

Multiliteracies-based eassessments:
Guidelines for effective assessment for learning in level 2 – 5 programmes

• https://akoaotearoa.ac.nz/Multiliteracies-based-e-assessments
Assessments for learning and graduate profiles

LEARNING as BECOMING

Doing
Thinking
Feeling
Being

Formative Assessment (Assessment FOR learning)

Individuals’ construction of meaning
reflective learning

Contributions from others
Collaborative/Networked Learning

Learning with tools, machines, materials
Networked Learning

FEEDBACK

Summative Assessment

Meeting graduate profile

BECOMING
Potentials for e-assessments for learning

• Learning becomes **learner-centred**, individual and social – **Learning as a Network** (LaaN)

• Personalized and tailor-made learning opportunities – **adaptive learning**

• Development of **innovative pedagogical concepts** to address, for example, experiential and immersive learning and social and cognitive processes

• **Ubiquitous learning** – with some support from AI – artificial intelligence / smart agents

• Leveraging off **Learning analytics** data for both teaching and learning
Sub-projects (participative action research – PAR)

- Collating evidence during work-integrated learning (WIL) – learning through reflective practice
- Role play/simulations to improve problem solving – inquiry and problem based projects
- Using video to improve the learning of complex skills – learning as multimodal, making learning visible, deliberate practice, reflective learning
- Learning to ‘taste like a chef’ – learning as multimodal, making learning visible, learning the language of the trade
- Virtual welding teaching and learning platform – acclimating to requirements of multimodal learning, understanding learning analytics
- VR 3D modelling platform for construction trades – learning spatial awareness, attitudinal transformation to be safe at work
Overview of sub-project – reflecting on taste

Activities

Established assessment needs, tutor expectations and prior problems

Observed student behaviours, abilities, class participation, smart phone preferences and habits

Identified free apps available on both IOS and Android devices

Tutor discussions, review of previous portfolios, analysis of assessment instructions, teaching methods & learning activities

Questioned students about how they completed their assessment, how they used their devices for learning, observed how they participated in practicals

Apps needed to be fit for purpose, easy to use, customisable & dynamic, stable across platforms, provide benefits to learner, i.e. reduce time, simplify assessment collation, improve organisation of photos & tasting notes

Facilitate
Observe
Feedback
Review
APPs
### Challenge 3: Recording of tasting notes
- Typing tasting notes on a smart phone
  - Embarrassed to speak into phone in front of others
  - Preference to use Microsoft Word
- Recommend a device with a stylus such as a phablet or use voice recording function
  - Tutor modelling, team building exercises so students are not self conscious
  - Regular tutorials in a computer suite to allow students to work on portfolio in Google Docs, or investigate training students to save portfolio on OneDrive and share document with tutor
  - Implement process from Day 1 of programme!

### Challenge 2: Time
- Large portfolio
  - Individualisation of portfolio presentation
  - Packed practical sessions – not enough time to taste all dishes during lesson
  - Little computer time
- Amount of dishes required for portfolio reduced
  - Template created for students to use
  - Review key tasting vocabulary every practical lesson
  - Increased tutorial time in computer suite/tutors more confident with software apps

### Challenge 1: Instructions
- Confusion between a critique and a reflection
  - Tasting terminology
  - Expectation of writing ability at L4
- Students grade sample work based on rubric
  - Build mind map on Mindly app
  - Develop a repetitive, systematic approach to tasting food
  - Conclude each lesson with a comparison of dishes on a scale to establish benchmarks
  - Formative feedback needed – share portfolio with tutor
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GUIDELINES

Selection and Development of e-assessments for learning

- Align graduate profile and learning outcomes to assessments for learning
- Explore and identify the difficult to articulate, undescribed learning outcomes required by learners to ‘become’.
- Match e-tool to learning outcome/s, with emphasis on enabling the ‘hidden’ multiliteracies / modalities of learning

Deployment

- Ensure teaching team capability
- Prepare the learner
- Make learning overt
- Leverage off learning analytics, for teachers and learners

Implementation

- Review after each iteration
- Scaffold learner capability to use e-feedback so that it becomes personalised to their own learning

Evaluation

- Re-evaluate holistically – the learning goals, the e-tool/s and the resulting learning
- Keep up with the play on e-tools and their capabilities to support e-feedback
DIGITAL
Timeliness
Multimodalities and Multiliteracies
Access (knowledge, experts, peers, data)

LEARNERS
Access (knowledge, experts, peers, materials, data)
Deliberate practice
Reflective learning
Self-efficacy
Becoming
Learning analytics

LEARNING
Collaborative
Multimodal
Holistic
Heutological – learner directed
Authentic / Situated
Learning centred
Evidence-based

TEACHING
Teacher presence
Learner profile
Learning analytics
Administration
The tools

• Information sheets

• Templates for aligning learning outcome to learning activity

• Templates for matching feedback required to e-tools

Online assessment tool selector - [http://oats.net.nz/](http://oats.net.nz/)
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