

eAssessment Tools at UWS

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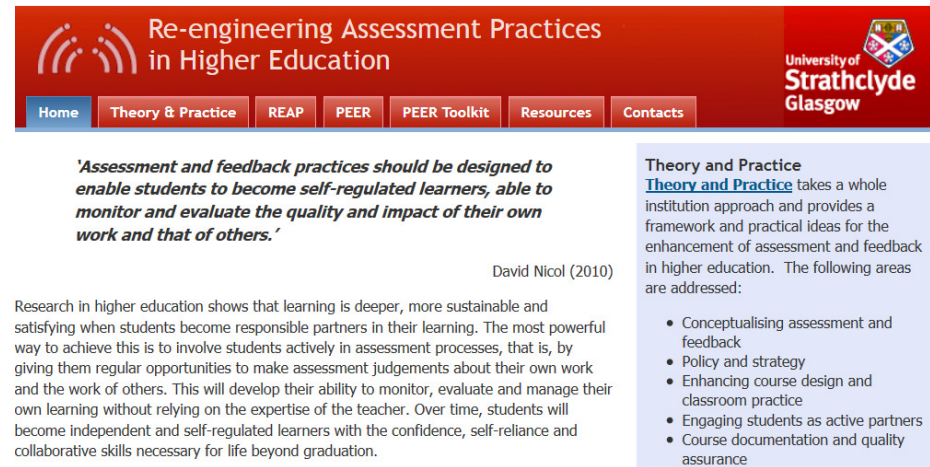
Assessment

- **Assessment lies at the heart of the learning experience: how learners are assessed shapes their understanding of the curriculum and determines their ability to progress. At the same time, assessment and feedback form a significant part of practitioners' workloads and, with increased numbers, reduced budgets and higher learner expectations, continue to be a matter of concern for many institutions.**
- **Effective assessment and feedback can be defined as practice that equips learners to study and perform to their best advantage in the complex disciplinary fields of their choice, and to progress with confidence and skill as lifelong learners, without adding to the assessment burden on academic staff.**

[From JISC, Effective Assessment in a Digital Age]



REAP



- The Re-Engineering Assessment Practices (REAP) principles of good assessment and feedback, developed as a result of the [REAP project](#) funded by the Scottish Funding Council during 2005–2007, provide a framework for discussing how assessment and feedback can have a beneficial impact on learning.

[From JISC, Effective Assessment in a Digital Age]

Principles

Assessment tasks should (engage)

1. Capture sufficient study time and effort in and out of class
2. Distribute students' effort evenly across topics and weeks
3. Engage students in deep not just shallow learning activity
4. Communicate clear and high expectations to students

Good feedback practice should(empower)

1. Clarify what good performance is (goals, criteria, standards)
2. Facilitate the development of reflection and self-assessment in learning
3. Deliver high quality feedback to students: that enables them to self-correct
4. Encourage dialogue around learning (peer and tutor-student)
5. Encourage positive motivational beliefs and self-esteem
6. Provide opportunities to act on feedback
7. Provide information that teachers can use to help shape their teaching

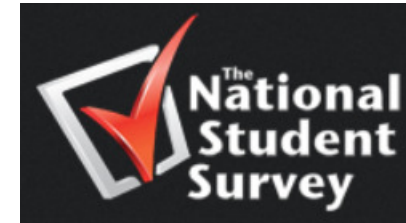
From Gibbs and Simpson (2004) and Nicol and Macfarlane-Dick (2006)

Peer and self Review

- it is now recognised that learning programmes that provide opportunities for learners to acquire skills of self-monitoring and self-regulation (for example by assessing their own work against defined criteria) prompt deeper and more effective learning

[From JISC, Effective Assessment in a Digital Age]

Student View

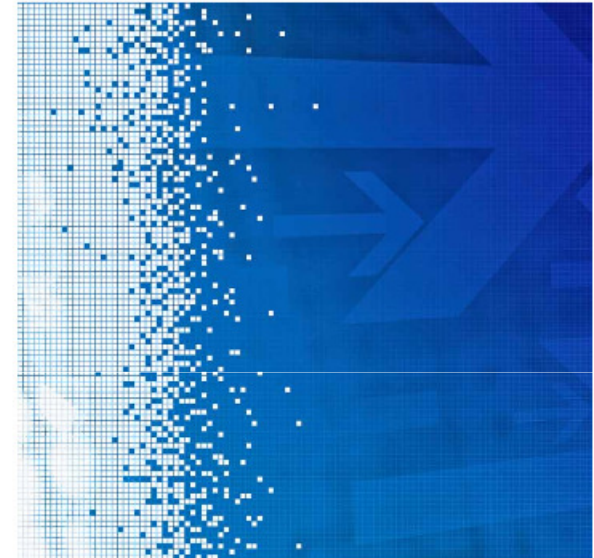


- the [National Student Survey](#) has reported consistently lower levels of satisfaction with assessment and feedback than with other aspects of the higher education experience.
- *'We would like to see all universities and colleges implement a systematic policy to enhance traditional teaching methods with new technologies [and] leverage technology to provide innovative methods of assessment and feedback.'*
[National Student Forum Annual Report 2009](#)

E-Assessment adoption

- 2009 JISC [Review of Advanced e-Assessment Techniques](#) (RAeAT) indicates that, despite potential benefits, adoption in higher education of the more complex opportunities made possible by technology is variable. Without departmental champions to support implementation, take-up of the more challenging aspects of e-assessment, especially in the context of summative assessment, has been slow.

Review of Advanced e-Assessment Techniques
(RAeAT) Final Report



Technology in Assessment

- Technology, if used appropriately, can add value to any of the activities associated with assessment: from establishing a culture of good practice to the processes involved in submission, marking and return of assessed assignments; from the delivery of assessment to the generation of feedback by practitioners or peers.

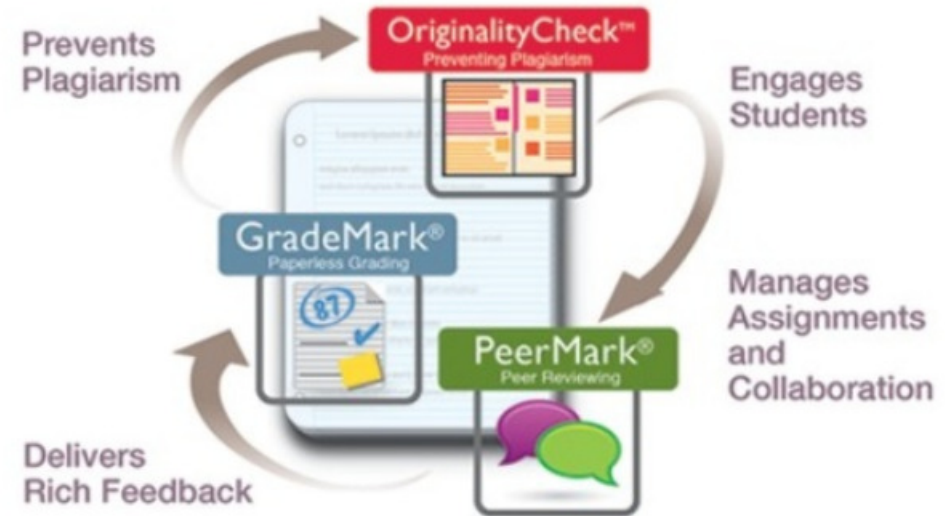
[From JISC, Effective Assessment in a Digital Age]

E-Assessment Benefits

- Enhances student learning
- reduces the workload of administrators and practitioners
- online assessments can be accessed at a greater range of locations than is possible with paper examinations
- enables learners to measure their understanding at times of their own choosing
- immediate expert feedback delivered online in response to answers selected by learners can rapidly correct misconceptions
- the time saved in marking can be used in more productive ways, for example in supporting learners experiencing difficulties
- outcomes of assessments can be more easily collated and evaluated for quality assurance and curriculum review processes
- management of peer and self review
- space saving for storage of papers
- reduced travel by externals and academic staff

Turnitin

- Peermark – allow student to peer review and embed assessment criteria – self assess
- Paper submission – Gradermark - Rubric – general feedback audio



GradeMark®

Provides five types of rich feedback

Rubric

LLL2				
NOT ATTACHED TO THIS ASSIGNMENT				
CRITERIA	SCALES			
	A+	A	B1	B2
Criterion 1 Demonstrate detailed knowledge and understanding of professionalism, professional regulation and developments pertinent to the given scenario.	Exceptional knowledge and understanding demonstrated of professionalism, professional regulation and developments pertinent to the given scenario.	Excellent knowledge and understanding demonstrated of professionalism, professional regulation and developments pertinent to the given scenario.	Very good knowledge and understanding demonstrated of professionalism, professional regulation and developments pertinent to the given scenario.	Good knowledge and understanding demonstrated of professionalism, professional regulation and developments pertinent to the given scenario.
Criterion 2 Debate ethical and legal issues pertinent to complex midwifery practice	Exceptional knowledge and understanding demonstrated of professionalism, professional regulation and developments pertinent to the given scenario.	Excellent knowledge and understanding demonstrated of professionalism, professional regulation and developments pertinent to the given scenario.	Very good debate on the ethical and legal issues involved in the given scenario.	Good debate on the ethical and legal issues involved in the given scenario.
Criterion 3 Evaluate relevant sources of information and evidence to inform care in complex midwifery scenarios	Exceptional debate on the ethical and legal issues involved in the given scenario.	Excellent debate on the ethical and legal issues involved in the given scenario.	Clearly identifies relevant sources of information and shows very good ability to utilise this evidence in the issues involved in the given scenario.	Goodly identifies relevant sources of information and shows good ability to utilise this evidence in the issues involved in the given scenario.
RUBRIC SCORING % 0 This rubric cannot be edited CLOSE				

Peer Review

“Students don't just learn from instructors they also learn from one another. PeerMark facilitates peer review so that students can evaluate each other's work and learn from their classmates.”

iParadigms

“..if we want students to develop critical thinking, judgement and autonomy in assignment production they should be provided with high-level evaluative experiences similar to those of experts. Peer review, students evaluating and commenting on each other's work, is one way to achieve this”

PEER

Setting up PeerMark?

turnitin UK

About this page
This is the first step in creating an assignment. Use the radio buttons to select an assignment type. Please note a paper assignment must exist before any other assignment type can be created.

Select your assignment type

- ☐ Paper Assignment
- ☒ PeerMark Assignment
- ☐ Revision Assignment

Next Step

PeerMark Assignment
The PeerMark assignment type allows students to review their peers' papers based on scale and free response questions selected by the instructor.
[View a PeerMark demo](#)

1: Identify document for peer-review

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assignment inbox edit assignment libraries class stats preferences

PeerMark Settings Step 1 Assignment Step 2 Distribution Step 3 Questions

Select an assignment to base this peer review on.
SAHNHAR Poster Presentation DIET 1 – 2010–11 DUE: 06-May-2011

Point value
 ☒ Award full points if review is written
[Show more options](#)

Assignment Dates

Start
22-Jun-2011 at 12:01 am

Due
06-Jul-2011 at 11:59 pm

Post
08-Jul-2011 at 12:01 am
[Show more options](#)

[Save & Continue](#) or [Cancel](#)

2: Identify timings & marks available – if any

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PeerMark Settings Step 1 Assignment Step 2 Distribution Step 3 Questions

Distribution of Papers
Select the number of papers each student will review.
[Learn more about how papers are distributed](#)

Each student will review

Paper(s) automatically distributed by PeerMark	2
Paper(s) selected by the student	0
Require self-review	YES

[Edit](#) 3 total reviews

[Show more distribution options](#)

[Save & Continue](#) or [Return to previous step](#)

3: Set no. of reviews (self & instructor reviews)

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assignment inbox edit assignment libraries class stats preferences

PeerMark Settings Step 1 Assignment Step 2 Distribution Step 3 Questions

[Click here to add instructions.](#)
Instructions entered here will appear to students above their peer review questions.

[Add Question](#) [Reorder questions](#)

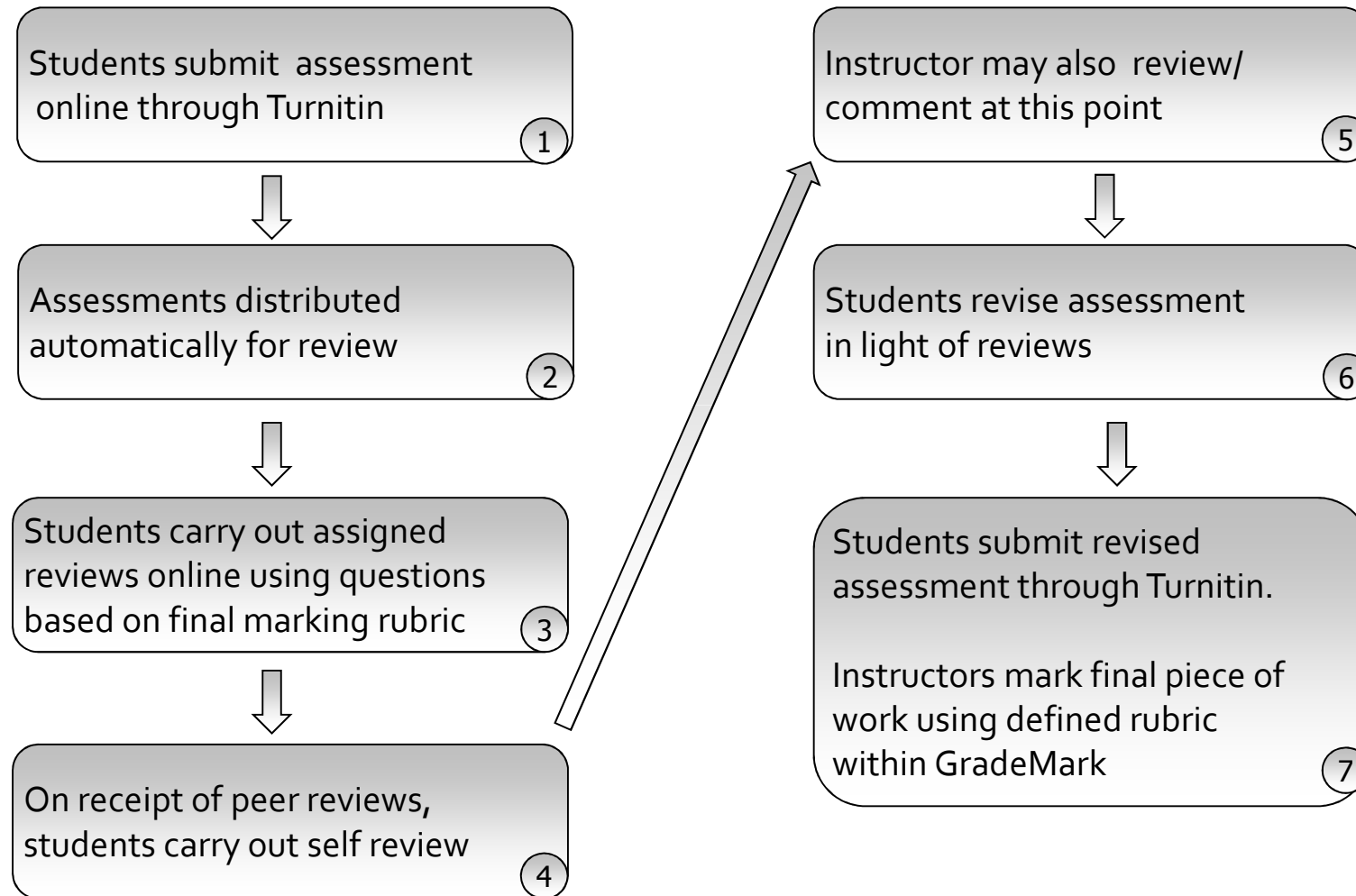
LIBRARY: SAHNHAR poster peermark

Scale, Strongly agree to Strongly disagree	Add this question
The author is clearly identified Scale, Yes to No	Add this question
The main points of the presentation are defined and clearly identifiable Scale, Strongly agree to Strongly disagree	Add this question
All content appears relevant Scale, Strongly agree to Strongly disagree	Add this question
The theoretical engagement is explicit Scale, Strongly agree to Strongly disagree	Add this question
What is the strongest aspect of this poster at present? Free Response, 1 minimum word answer	Add this question
Can you suggest ways in which the author might improve their presentation? Free Response, 50 minimum word answer	Add this question

[Add all questions](#) or [Finished adding questions from library](#)

4: Set questions for peer reviewers

The PeerMark workflow



Peerwise

- PeerWise is an online repository of multiple-choice questions that are created, answered, rated and discussed by students.

- Students create multiple choice questions
- Provide feedback to fellow students
- Create a bank of questions for further use
- Engage in the assessment process
- Improve exam results
- <http://peerwise.cs.auckland.ac.nz/docs/instructors/>
- <http://youtu.be/j1tN006KEWo>



50secs

Clickers

Why should institutional management be interested?

- EVS can be applied in almost all disciplines
- EVS applies to lectures (central to low cost mass teaching) and introduces interactivity.
- Introducing EVS is low risk: student attitude measures have been markedly positive in almost all cases both from the start and after years of use
- EVS is used to implement "Interactive Engagement" (Hake), and a specific variety of this "Peer instruction" (Mazur), which is **almost the only application of technology that has been demonstrated to raise exam results consistently by a substantial amount**
- EVS contributes significantly to both individual learning and community building in a class
- A wide variety of types of pedagogic application may be (and have been) implemented with the same equipment

<http://www.reap.ac.uk/reap/index.html>

http://www.reap.ac.uk/reap/public/Guides/BP5_InteractiveLecturesEVS.pdf



- Instant feedback
- Anonymity encourages engagement
- Maintains attention throughout class
- Improves memory retention – [Curve of Forgetfulness](#)
- Integrates a game approach
- Provides a skeleton revision prompt
- <http://www.turningtechnologies.co.uk/>

Voicethread

- Educators at over 500 of the world's leading Higher-Ed institutions have made VoiceThread a part of their 21st-Century learning platform, offering students in online courses, hybrid courses, and site-based courses the opportunity to collaborate and interact with instructional materials.



- Media is placed on Voicethread and participants include their comments as text, audio, video, phonecall
- The media could be a site plan, project outline, simulation, customer presentation etc
- How to use for assessment????

MyFeedback

- Combined aspects of clickers, voicethread and Peerwise. All on a mobile platform.
- Mobile Web 2.0 System for assessment and feedback
- engage students in discussions that are on-topic and engaging with peers and tutors
- access formative assessment material (quizzes) on the go
- read feedback before viewing their marks/grades
- rate their peers' presentations
- create quizzes for their peers from their mobile phones.

Tutors able to:

- anonymously comment (formative)
- mark /grade and comment (summative) on the quiz creation activity
- poll/survey students



http://146.191.60.16:8080/77770316/myFB_page/try-it-out.html

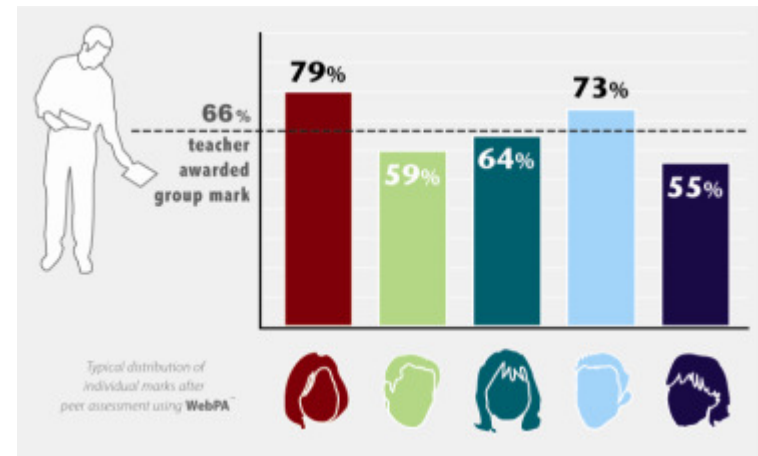
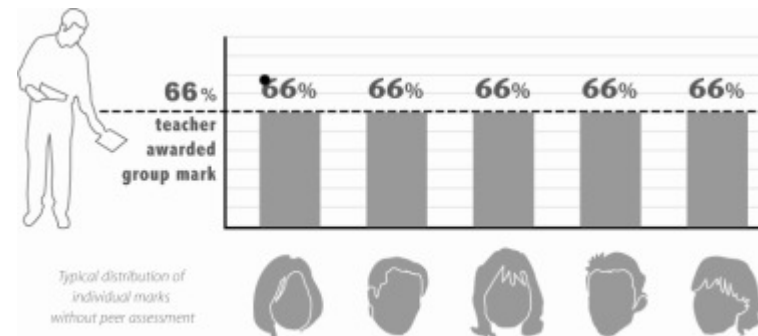
WebPA

WebPA is an open source online peer assessment tool that enables every team member to recognise individual contributions to group work.

A well known criticism of assessed group work is that each student receives the same team mark, regardless of individual performance.

By using WebPA to peer assess group work, each student received an adjusted mark.

Marked by students, the people that know!



Assess By Computer



- supporting long and constructed answers that include diagrams and mathematical formulae
- supports common multiple choice question
- tools for the setting, administration and most importantly marking of virtually any type of formative or summative assessment
- the machine does the time-consuming routine tasks while the human assessor makes the all important value judgments

Embedding eAssessment in Module Delivery: As Easy as ABC

A Case Study in the Use of Assessment21's Assess by Computer (ABC)

Dr Neil McPherson & Mr Alan Simpson



What is Assess by Computer (ABC)?

ABC is an electronic technology that "offers a set of easy to use yet sophisticated tools that handle the whole assessment process from exam and question setting to student feedback and results analysis."

– Assessment21

Aims

To harness potential of ABC to enhance and enrich student experience of teaching & assessment through:

- Location of student at centre of learning experience
- Increased potential for formative self assessment & evaluation
- Development of utility and efficiency in the delivery and marking of assessment

Putting ABC to work

Used as a just-in-time formative teaching tool in seminar setting – assessment used to gauge student understanding at start allowing focus to be placed on areas of uncertainty

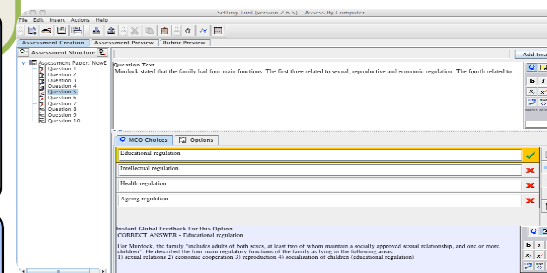
Made available online so that students could engage with formative outside seminar contact time. This allowed students to evaluate their knowledge & understanding

Used to deliver and electronically mark end of trimester high-stakes exam

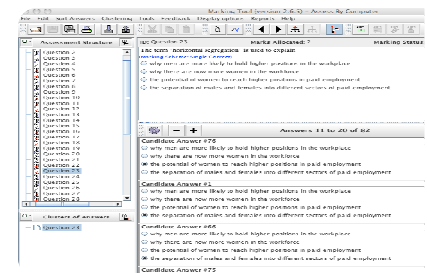
Outcome – on-going formative assessment

Production of an enhanced and enriched feedback matrix through student use in seminar setting and outside of institution – feedback capabilities mappable across the principles of good feedback produced by Nicol & MacFarlane-Dick (2006)

- Clarifies good performance through cycle of learning, assessment and re-assessment
- Facilitates self-assessment and self-evaluation producing reflection
- Encourages students to self-correct any confusion, misconception or misunderstanding
- Synchronous feedback delivery in seminar encourages dialogue with tutor and peers
- Fulfils motivational role through the mapping of progression within a safe environment
- Empowers students to continually extend knowledge and understanding of module content but also of the assessment feedback process → stimulates metacognition
- Produces rich feedback for educators – encourages reflective practice in lecturers and tutors



Question and feedback setting tool



Marking tool

Outcome – high-stakes summative exam

Harness synergies internal to ABC's integrated assessment system by using in formative and summative assessment. Multi-site delivery – includes powerful online invigilation. Accuracy and efficiency of marking – MCQs to extended Qs

"the machine does the time-consuming routine tasks so the human assessor makes the all important value judgment"

– Assessment21

Student feedback

"I liked how the ABC system gave me feedback when using practice questions during seminar classes."

"Sitting at a computer to carry out an exam did not feel quite

"It had a very "easy-to-use" interface which allowed for everyone computer literate or not, to complete the exam easily and efficiently."

References

- Assessment21. 'E-Assessment for the 21st Century'. Website. Available at: assessment21.com
- McPherson, N. & A. Simpson. 2011. 'Embedding eAssessment in module delivery using Assessment21's Assess By Computer: Considerations for ABC to enhance the student experience of learning and assessment'. Case study. Online: JISC. Available at: goo.gl/8yycF
- McPherson, N.G. & A. Simpson 2011. 'Enhancing and enriching the feedback matrix through the embedding of a dedicated eAssessment delivery'. Prepared for 2011 International Computer Assisted Assessment (CAA) Conference, Southampton, 5-6 July.
- Nicol, D.J. & D. MacFarlane-Dick. 'Formative Assessment and Self-Regulated Learning: A Model and Seven Principles of Good Feedback for Higher Education'. 2006; 31: 199-218.

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Mahara

- ePortfolio system
- Provides full use of multimedia
- Potential for peer review
- Can be exported to Turnitin
 - <http://mahara.solent.ac.uk/view/view.php?id=487&showmore=1>
 - <http://eport.education.illinois.edu/view/view.php?id=192>
 - <http://wbl-online.org.uk/view/view.php?id=263>
- Social networking tool with private public and control groups

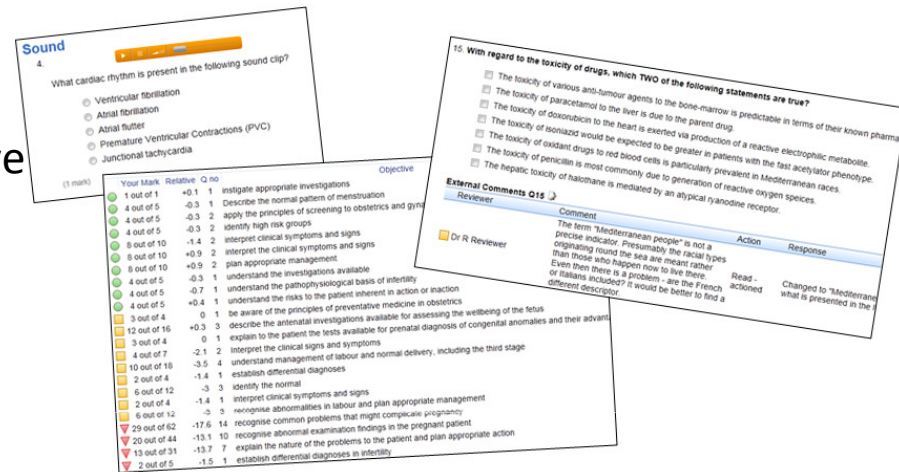


Rogo



Rogō is an enterprise-level e-assessment system:

- support for formative quizzes, summative exams, surveys and several other paper types
- authentic assessments can be created using any combination of 15 question types together with graphics, audio files and video.
- <http://www.nottingham.ac.uk/rogo/questions/new-index.aspx>



Script Concordance Test (SCT)	Multiple Choice (MCQ)
Ambiguous scenario and vague data	Well defined scenario and accurate data.
More than one acceptable answer	Only one correct answer
Assesses reasoning	Assesses knowledge

Clinical Vignette	
Background information for a clinical situation with a description of the patient and symptoms	
Hypothesis	New Information
Details of the initial hypothesis	New Information following review of test results
Then this hypothesis becomes:	
<input type="radio"/> ruled out or almost ruled out <input type="radio"/> less probable <input type="radio"/> neither less or more probable <input type="radio"/> more probable <input type="radio"/> certain or almost certain	

Wikis

- Wikis provide a forum where you and your students can establish collaborative dynamics. Unlike on most blogs and discussion boards, students can interact and edit their posts and contributions within a single working document. As an assessment tool, wikis provide a space for collaboration and group work.
- Students can work in small groups to research a specific topic, to prepare literature reviews and to discuss and prepare oral presentations as a group. In a wiki, this is easier than in a discussion board, where the multiple threads of posts and comments can become confusing. Students can edit and insert work into each other's contributions, and learn from and with each other. You can track students' unique contributions and assess them individually.

<http://teaching.unsw.edu.au/assessing-wikis>

7 things you should Zoom In on... Wikis

Scenario

Sarah and her team have been working on their project since the second week of class. To make things go more smoothly, Sarah introduced her teammates to the concept of a wiki.¹ She used a wiki last semester and appreciated the way you can share and collaborate on documents without special software or training. She also liked the fact that the wikis are Web pages, making links to references very handy.

The team members have done most of their work using a wiki and conference calls. They really like the fact that anyone on the team can browse and modify the wiki with nothing more specialized than a Web browser. For conference calls, one person posts a rough document or an agenda online, the others correct and contribute to it in real time.

Sarah and her team are impressed with how easy it is to add, modify, or delete material from the wiki. There is no HTML to learn or any programming interface to master. You simply click on the wiki page's "Edit" button to begin to change the page's content. A click of the "Save" button posts the changes back to the Web site and updates the wiki, making the assembly of content for the wiki easy and straightforward—anyone on the team can read (and react to) information being generated and add their modifications or corrections. And, since their wiki lives on the Web, the team can work on the assignment at any time, from any location offering an Internet connection. Sarah did caution her team to be careful of deleting information from the wiki; she had once inadvertently wiped out someone else's contribution without making what had happened.

Out of curiosity (and to get more reaction to their project), Sarah solicited input on her team's work by publishing the URL for the team's wiki. To everyone, she put their work-in-progress up for scrutiny by experts in the field. The feedback has been positive so far, with some constructive suggestions about rewording and new content to consider. As a result, she is now sure they have completed a thorough investigation and feels that the team may have something to contribute to the field beyond just a class project.

¹ The word "wiki" is not an acronym but rather (according to Ward Cunningham, currently at Microsoft Corporation, who coined the term) "a Hawaiian word used as an alternative substitute for 'quick', to avoid naming this [archaic] quick Web." The name has now entered the Internet lexicon, along with other Web-based terms such as blogs and podcasts.

What is it?

A wiki is a Web page that can be viewed and modified by anybody with a Web browser and access to the Internet. The means that any visitor to the wiki can change its content if they desire. While the potential for mischief exists, wikis can be surprisingly robust, open-ended, collaborative group sites.

Wikis permit asynchronous communication and group collaboration across the Internet. Various described as a composition system, a discussion medium, a repository, a mail system, and a tool for collaboration, wikis provide users with both author and editor privileges; the overall organization of contributions can be edited as well as the content itself. Wikis are able to incorporate sounds, movies, and pictures; they may prove to be a simple tool to create multimedia presentations and simple digital stories.

According to The Wiki Way, "Open editing" has some profound and subtle effects on the wiki's usage. Allowing everyday users to create and edit any page in a Web site, encourages democratic use of the Web and promotes content composition by nontechnical users.² Because the user interface is familiar—a Web page on a personal computer—barriers to modifying wiki pages are minimal. Plus, the results of the users' actions on the content of the site are instantly visible to other users.

Who's doing it?

The first wikis appeared in the mid-1990s. Scientists and engineers used them to create dynamic knowledge bases. Wiki content—contributed "on the fly" by subject-matter specialists—could be immediately (and weekly) viewed and commented on. Adopted as an instructional technology in the past few years, wikis are being used for a wide variety of collaborative activities. In addition to compiling information, faculty and staff in higher education use wikis as repositories for meeting notes. Agenda items are contributed prior to a meeting; notes added during the meeting are saved in a public archive. The ability to report notes to Microsoft Word makes reporting easy and adds versatility to the meeting wiki. Some institutions are experimenting with wikis as e-portfolios. Artifacts within a wiki folder are easily shared when the wiki is used as a presentation tool.

¹ B. Lord and W. Cunningham, *The Wiki Way: Quick Collaboration on the Web*, Addison Wesley, Boston, 2001, p. 15.

more >

EDUCAUSE Learning Initiative
advancing learning through IT innovation
Formerly NLI2 www.educause.edu/eli

7 things -

<https://net.educause.edu/ir/library/pdf/ELI7004.pdf>

Commoncraft -

<http://www.youtube.com/watch?v=dnLOOTdmLY>

Blogs

- You can use blogs in a course to facilitate students' formative learning towards key assessable learning outcomes, including academic literacy ([Dysthe, 2001](#)) and digital literacy skills. Generally you do this by requiring students to write and publish regular posts, and by giving feedback, and/or encouraging the students' peers to give feedback, in the comments section of the posts.

<http://teaching.unsw.edu.au/assessing-blogs>

7 things you should know about... Blogs

Scenario

Professor Thomas has been looking for new ways for students in her International Politics course to connect—with her, with one another, and with the material. Knowing from experience that reflecting on concepts and writing about them helps crystallize her thoughts, she decides to experiment with blogs. Blogs are personal online journals that serve to capture thoughts and comments and post them to a public Web site for others to read and respond. Blog entries can be informal and are posted without the approval of a moderator or editor.

She gives a brief demonstration of the blogging application, showing the students that it's quick and simple to create an entry. Going to her blogging application, she types in her comments, includes a link to the related article online, and adds minor formatting. With a single click, the entry is posted to her blog online.

Each student creates his or her own blog. Dr. Thomas instructs the students to set aside regular time for blogging, encouraging the students to write about topics discussed in class and how events in the news inform their understanding of global politics. She tells the class to read each other's blogs, as well as her own, and to comment on the postings. In her own blog, Dr. Thomas models the kinds of blog entries she hopes students will write, and many of her entries are her responses to student blog posts.

As the course proceeds, she finds that most students take to blogging. When she uses a student blog entry to read a posting on her own blog, she generates much more interest among students than had been possible in previous years. The trackback feature allows Dr. Thomas and the students to reference individual blog posts, similar to an informal literature citation. She also enjoys the community dialogue that results from others' commenting on her postings—or challenging them.

By the end of the course, Dr. Thomas sees that introducing her students to blogging is a straightforward and interesting way for them to generate, share, and keep up with timely and logical class information. They form rich connections with one another and the content and—because of the reflection and sharing—find great relevance in the material. Several students continue to blog after the course is over. Dr. Thomas plans to include richer media, such as photographs and short audio segments, in the blogs in her next class.

What is it?

A blog—a shorthand term that means "Web log"—is an online, chronological collection of personal commentary and links. Easy to create and use from anywhere with an Internet connection, blogs are a form of Internet publishing that has become an established communications tool. Blogging has evolved from its origins as a medium for the online publication of personal diaries to a respected vehicle for editorials on specific topics. In their latest incarnation, blogs represent an alternative to mainstream media publications. The personal perspectives presented on blogs often lead to discourse between bloggers, and many blog circles generate a strong sense of community.

Who's doing it?

Although online journals have been around longer than the term "blog," they gained momentum with the introduction of services that allow users to publish blogs easily, without needing to code HTML. Today, thousands of people use services including Blogger and Movable Type to simplify, automate, and accelerate the online publishing process.

Blogs are showing up in venues ranging from entertainment and commerce to news and politics. Many blogs are the musings of a single author; others focus on a particular topic and feature the voices of several authors. There are group blogs, family blogs, community blogs, and corporate blogs. Wardlogs (a product of the Iraq war), LibLogs (library blogs), and EdkBlog (targeting education) are just some of the emerging types of blogs. In educational settings, faculty are using blogs to express their opinions, to promote dialogue in the discipline, and as an instructional tool, and students are increasingly using blogs both as personal commentaries and as a required part of certain courses.

How does it work?

A blog can be thought of as an online journal, and maintaining a blog is as simple as using an online e-mail program. Bloggers enter posts into a blogging application, add formatting or hyperlinks, and save the post. The application adds the entry to the blog, making the content available online and alerting users who have subscribed to that blog's content. Entries can include text, hyperlinks, images, or multimedia. Visitors can read postings, submit com

MORE >

EDUCAUSE
Learning Initiative
advancing learning through IT innovation
Formerly NII www.educause.edu/eli

7 things -

<https://net.educause.edu/ir/library/pdf/ELI7006.pdf>

Commoncraft -

<http://www.youtube.com/watch?v=NN2I1pWXjXI>

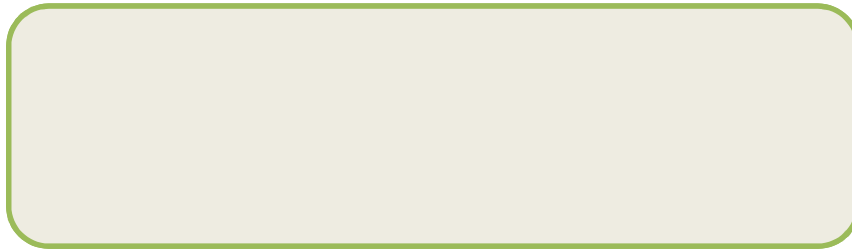
Blog Use

- Placement record
- Lab report
- Course notes
- Course reading summary
- A digital diary for a group task such as a group project or an oral presentation can increase a student's perceived accountability in a group task and in turn improve the quality of their work.

Resources

- 7 Things you should know about learning technology topics
<http://www.educause.edu//research-and-publications/7-things-you-should-know-about/7-things-you-should-know-about-learning-technology-topics?keys=assessment&filters=>
- Assessment Futures - <http://www.assessmentfutures.com>
- Assessment Standards Knowledge exchange (ASKe) -
<http://www.brookes.ac.uk/aske/>
- Centre for the study of higher education -
<http://www.cshe.unimelb.edu.au/assessinglearning/index.html>
- Commoncraft - <http://www.commoncraft.com/>
- Effective Assessment in a Digital Age - www.jisc.ac.uk/digiassess
- HEA Assessment Centre - <http://www.heacademy.ac.uk/assessment>

OpenMark



VoiceThread for Online Teaching and Learning: ...

SLOAN-C
Award Winner

VoiceThread for Online Teaching and Learning:

practical design strategies & student perspectives

voicethread

Michelle Pacansky-Brock
brocansky@gmail.com

CC BY NC SA

upload an audio comment

record type

← →

← →