LTT C1 Blended learning module 1: Digital assessment
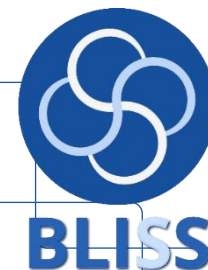
Lecture and discussion on digital assessment in the light of Constructive Alignment

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Erasmus +: BLISS

Agenda

First part
- Lecture on digital assessment

Second part
- Workshop case on digital assessment

There will be at least one break

Examination and assessment

Examination is the formal act of evaluating students' performance in relation to the intended learning outcome (ILO)

In Sweden, the following applies:

- According to the Swedish Higher Education Authority (UKÄ), Higher Education Institutions in Sweden can only base the course grade on performance related to examination

- How the examination will be made in a course needs to be described in the course plan.

- Examination is assessment of student performance with the aim to grade the student in relation to ILOs

Scales used for grading (at KTH)

Scale Pass - Fail

- Grade Pass correspond to an assessment where **ALL** ILOs have been considered to have been fullfilled.
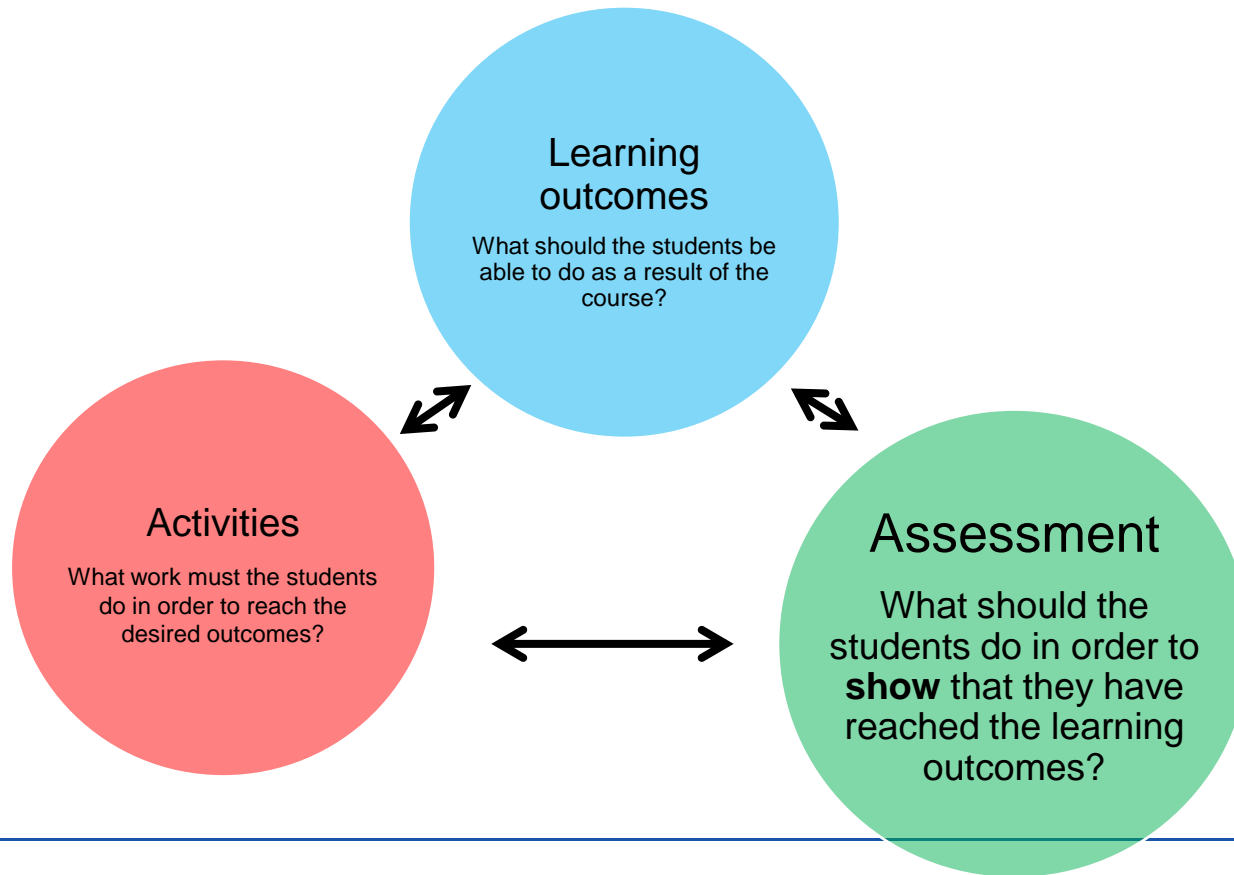
Grade A-B-C-D-E-F

- Grade E correspond to an assessment where **ALL** ILOs have been considered to have been fullfilled.
- Grade A-E corresponds to different level of QUALITY to which the ILOs have been fullfilled.

Digital vs "non-digital" assessment

- No different regulations for digital assessment (in Sweden)

- Digital assessment enables new ways to carry out assessment

- Question to consider: What makes the assessment digital?
  - The teacher can assess digitally? (but students' performance is not carried out digitally)
  - The students uses a digital tool for the assessment?

Constructive Alignment

Learning outcomes
What should the students be able to do as a result of the course?

Activities
What work must the students do in order to reach the desired outcomes?

Assessment
What should the students do in order to **show** that they have reached the learning outcomes?

The backwash effect

One of the driving forces for how students act is how they know they will be assessed

If assessment is changed student may respond by changing how they study

What do we mean with the word assessment?

- The (written) instruction or the task at hand?

- The assessment activity the student is involved in?

- The evaluation on student performance?

Why do we need to assess?

For certification

- Summative assessment
- To discern if a standard or requirement is met and to what extent it has been met
- Give feedback to student

For immediate learning

- Formative assessment
- Provide feedback to enhance learning

The street light effect in assessment?

Do we assess what is easy to assess?

Or, do we assess what actually should be assessed?

Proctored or not?

Photo by Marta Wave

Proctored digital assessment examples

Computer room exam:

- Assessment task is carried out digitally in a computer room.

- Teacher can assess digitally

- Possible to restrict what the computer can do.

- Possibilities with automatic assessment,

- Requires computer rooms

Oral digital exam

- Can be carried out with Zoom, Teams etc

- Could take a lot of time

Non-proctored digital assessment

Only your own imagination sets the limit! E.g.:

- Project course, a combination of artifacts to be handed in

- Student handing in video as the artifact to be assessed

- Quizzes with advanced calculations, solved over a longer period of time

- Etc...

Digitize or digitalize?

- To make management of exams more efficient
  - Digitize: Scan papers from a written proctored exam to make it possible to grade digitally

- To vary the variables in the assessment task between students
  - Digitalize: The task remains the same, but variable are given different values. Sometimes used to avoid cheating.

Continuous examination

Do parts of the examination throughout the course (i.e. avoid one big exam at the end.

Benefits

- Promotes learning throughout the course
- Enables multiple ways to assess

Risks

- Only parts are assessed

Three ILOs, how to assess?

- One assessment task for each ILOs?

- One assessment task for all ILOs?

- Combinations thereof?
  - One assessment task for ILO 1 and 2 throughout the course, whereas all 3 are also assessed at the end?

Plagiarism and mislead of students

- Students do "cheat", and do so for various reasons
  - Unclear boundaries
  - Stress

- Assessment task design can **steer student away** from misleading you
  - For example, continous examination