

Digital Assessment in Blended Learning



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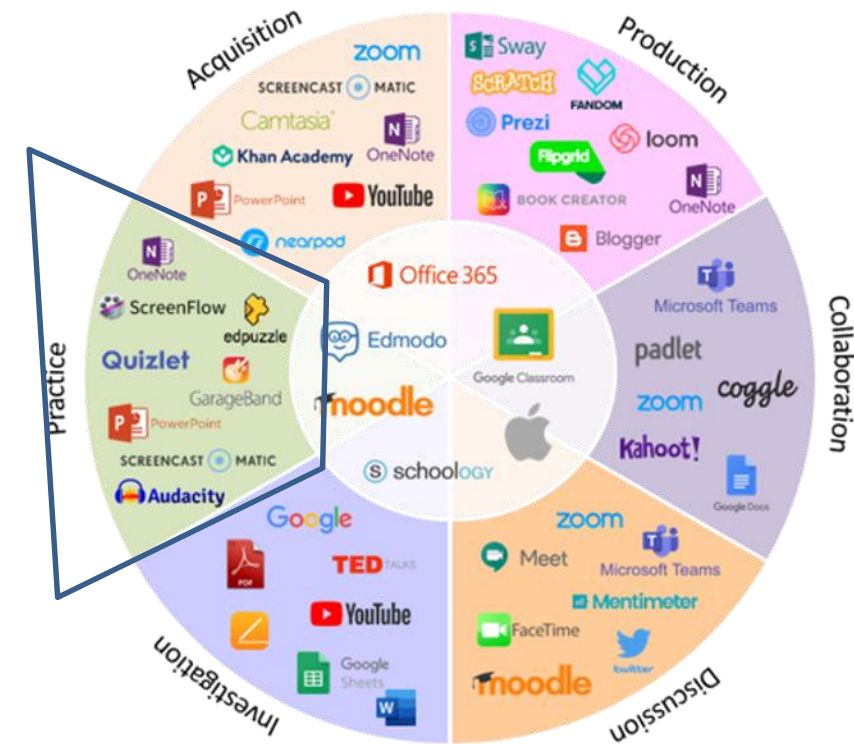
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Considering where this fits



Technology Wheel



Formative Assessment Strategies

- **Formative assessment is focused at facilitating improvement**
- [Formative assessment] ...is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. (ARG 2002, p. 1)
 - 1. Clarifying, understanding, and sharing learning intentions**
 - 2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning**
 - 3. Providing feedback that moves learners forward**
 - 4. Activating students as learning resources for one another**
 - 5. Activating students as owners of their own learning**

Focus on digital tools in assessment

FORMATIVE ASSESSMENT

7 Ways to Do Formative Assessments in Your Virtual Classroom

Finding out what your students are really learning remains indispensable to teaching. Here's what teachers are doing to check for understanding online.

By [Nora Fleming](#)

October 1, 2020



Pen-and-paper pop quizzes are no more: thumbs-up/thumbs-down, hand signals, online polls, discussion boards, and chat boxes have become the new mainstays of formative assessments in virtual classrooms.

FORMATIVE ASSESSMENT

Empowering Teachers With Tech-Friendly Formative Assessment Tools

By locating the right tool and building data collection into your routine, you can easily have the formative assessment data you need for responding to student understanding.

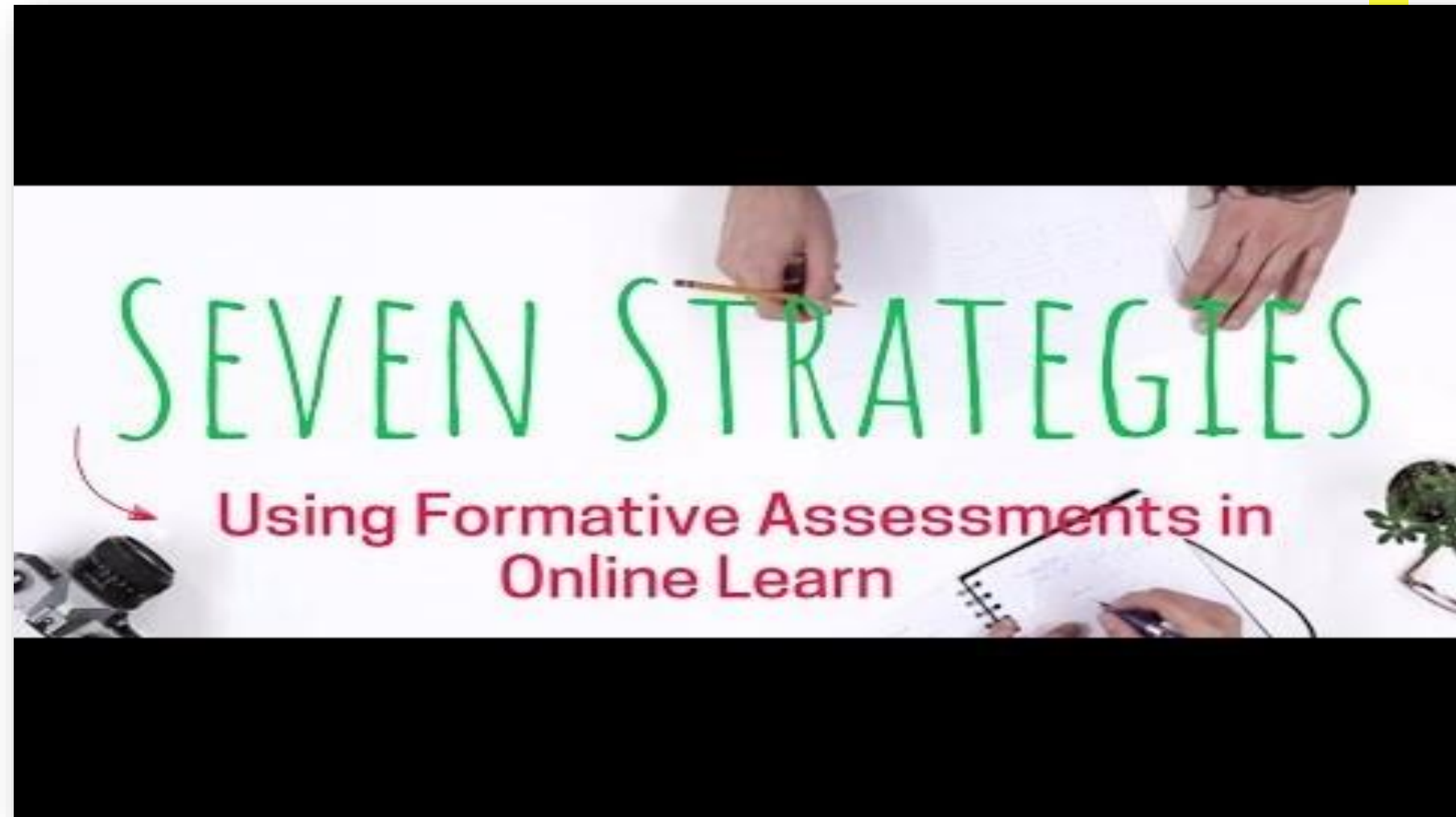
By [Monica Burns](#)

December 14, 2015

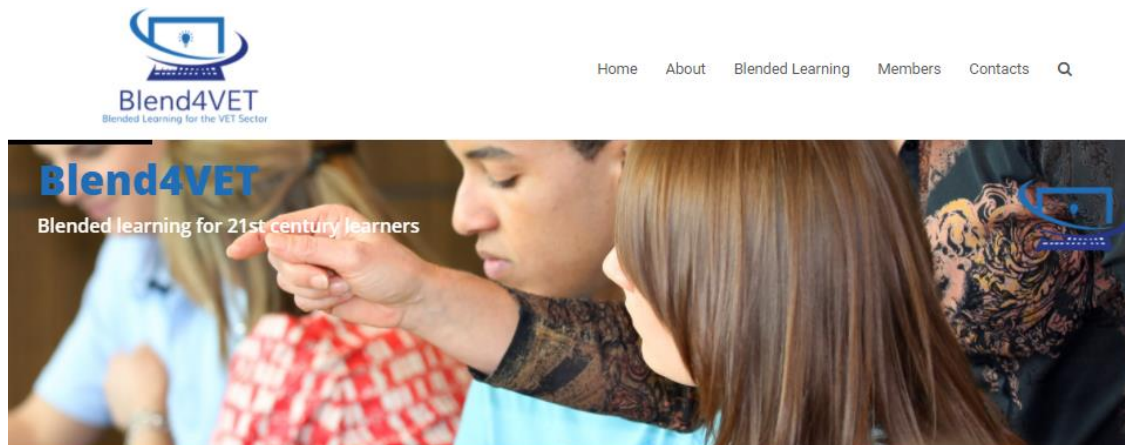


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How You Might Use Digital Assessments: Seven Strategies



Some key ideas



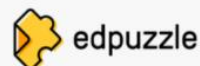
Exploring Blended Learning Approaches for VET

Toolkit Section 4 – Online Tools supporting Blended Learning

Toolkit Menu

- + 4.1: Introduction
- + 4.2: Screencast Software
- + 4.3: Nearpod
- 4.4: Edpuzzle

Edpuzzle provides teachers with a free learning space to create and edit videos and enhance them with embeddable questions. Edpuzzle targets a specific problem for teachers who spend a lot of time trying to find the perfect video. Give the options, trim, record voice and embed questions to a video and hold the learners accountable while they watch the video.



To learn how to use Edpuzzle visit their YouTube Channel:



Edpuzzle - Creating content

Edpuzzle is a student engagement, cross-platform tool which allows the teacher to customise the video content you show to your students. You can cut sections of a video, add voiceover or add questions throughout your video. It is a wonderful tool to formatively assess learners and check for understanding. You will also be provided with a report on learner activity. In this short video we will look at creating content in Edpuzzle

[Edpuzzle - Creating content video](#)

Edpuzzle - Creating a class

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[Edpuzzle - Creating a class video](#)

Mentimeter

Nearpod - Creating a lesson

Nearpod is a student engagement, cross-platform tool which can be used in-class or for remote teaching and turns a presentation into an engaging interactive experience for the learner. Nearpod is useful for all levels of learning and it's great for Content Acquisition, Practice and is wonderful for formative assessment. It has a reports function which allows you to view details on student progress and engagement with the lesson.

[Nearpod - Creating a lesson](#)

Nearpod - Launching a lesson

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[Nearpod - Launching a lesson](#)

Padlet

Padlet is a student engagement, cross-platform tool which can be used in-class or for remote teaching. Padlet allows the teacher to post a variety of different types of content on a bulletin board and collaborate in realtime. Students, for example, can collaborate on a project, share research sources on the board, and comment on posts. You can also add a link to an assignment you created using a different digital tool e.g. Edpuzzle or Nearpod. A learner does not need a Padlet account to participate, however, posts will appear as anonymous unless your student signs up for their free account.

[Padlet Video](#)



http://blend4vet.eu/cpd/toolkit_section4/

<https://www.fess.ie/digital-tools-to-support-blended-learning>

teachnibble.net

A Popular Assessment Tool - Kahoot

How it Works



Getting Started with Kahoot!

New to Kahoot!? You'll be making and playing awesome learning games in no time - just follow the step-by-step instructions in this guide.

You'll learn how to discover and play games created by others, duplicate and edit public games, and even create your own kahoots.

Once you're feeling comfortable with the basics, turn to the [Kahoot! Guide to Making and Playing Learning Games](#), where you'll learn the most powerful ways to play.

Summative Assessment

- Summative Assessments
 - are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.
- One of the main formats has been an end of year test.
- It serves a very different purpose than formative assessment. You might use the same instrument, but it is how it is used determines whether it is formative or summative.
- Paul Black put it, “When the cook tastes the soup, that’s formative assessment. When the customer tastes the soup, that’s summative assessment”



Summative Assessment Instruments

- E-Portfolios
 - as digital collections of **artifacts**, a good academic ePortfolio also represents a **process** – specifically, the process of generating new or deeper learning by reflecting on one's existing learning.
 - Clearly identify artifacts that are being put forward for summative assessment
- Project Based Learning
 - Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.
- Exam Online
 - Multiple choice exam
 - Open book exams



Example of Open Book Considerations

▲ → **Open book exam** ** See also this [Checklist for Open Book/Take Away Examinations](#)**

Students are allowed to bring in and review reference material during the examination. Exam questions can also be distributed earlier.

Pros and Cons	Effective practice	Technology-enhanced alternatives	TU Dublin Resources/Exemplars
<ul style="list-style-type: none"> + Considered to be a more authentic and effective way to assess higher level skills than closed book exams. - Staff and students are often unfamiliar with this format, so agreed guidelines are important. - Students may over depend on reference materials, not taking account the time required to access the relevant information in exam conditions. - Open book exam papers typically are longer and will therefore take longer to mark. 	<ul style="list-style-type: none"> ● Explain the purpose of using this method to students. ● Use exam questions that require the application of knowledge rather than just locating information and reiterating, e.g. they can't be 'Googled'. ● Create guides describing which materials are permissible to take into the exam and how to prepare for the exam. ● Check that all students can have access to the relevant study and preparation materials. If possible provide more desk space for students so they can access and 	<ul style="list-style-type: none"> ● Use the VLE assignment tool to support student submissions ● Timed release of examination papers is also possible through the VLE Assignments tool. ● Ask all students to submit their work using the anti-plagiarism software tool and/or attach a declaration of authenticity statement ● Provide online assessment rubrics to demonstrate a shift in focus from recall of information to the application of theory and knowledge. ● Provide core resource materials (for preparation) and clear assessment guidelines for students within your VLE module. 	<p>Other TU Dublin guides for staff</p> <ul style="list-style-type: none"> ● Using Rubrics (doc) <p>Other university resources</p> <ul style="list-style-type: none"> ● Manchester Metropolitan ● Ryerson University ● Newcastle University ● TCD exam skills <p>RAFT use case</p> <ul style="list-style-type: none"> ● Open book examination

Final Word

- So we can use digital technologies to support assessment
- Digital technologies can play a key role in supporting formative assessment strategies
 - They can help the learner to own their learning
 - It allows you to see if the learners have mastered or grasped the material you have covered
- Digital technologies can also support alternative forms of assessment that move beyond traditional exams
- There is a need to be creative and considered in such decisions
- Ultimately it needs to be discussed and agreed with others



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