'Authentic assessment with Web 2.0: from design to implementation'

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Paula’s assessment experience

1. **Student [19 years]**
   - Public examinations
   - Research (BPhil, Master, Doctoral programmes)

2. **Academic [3 years]**
   - Setting assignments
   - Marking assignment
   - Arranging peer assessment

3. **Research [8 years]**
   - Formative assessment
   - Blended assessment
   - Assessment experience for first-year university students in Hong Kong
GOOD luck, from mom

Source: http://www.youtube.com/watch?v=UjxbLF6Fro
Assessment means...

To ensure a fair selection you all get the same test. You must all climb that tree.

Image sources

* https://gameofroles.wordpress.com/2011/11/17/standardized-testing/
What do you think of the purpose of tests and examinations?
Academics

- Making judgements on student performance
- Mapping requirements of academic standards with professional, statutory and regulatory bodies
- Evaluating effectiveness of a course
- Informing how teachers teach
Purposes of assessment (2)

- **Students**
  - Motivating students to learn
  - Demonstrating skills and knowledge learned
  - Receiving feedback on their performance
  - Acquiring academic qualifications
Issues of traditional assessment activities

- Selective responses > recall of information
- Knowledge/theory-driven
- Analysis is not drawn on current/live data
- Not assessing integration of knowledge
Assessment beyond standardized testing

Source: http://www.youtube.com/watch?v=bImoHIQ-r-0&feature=related
Principles to design effective assessment

- Mixed methods
- Nature of assessment: authentic/contextualized
- Integration of knowledge and skills
- Allow opportunities for deployment of diverse talents
- Multiple opportunities and sources of feedback on performance [self-, peer-, professional, academic]
Attributes of authentic assessment

- Required higher-order thinking (Baker and O’Neil 1994)
- Situated in real-world open-ended complex problems (Newmann and Archbald 1992)
- Production and not reproduction of work of others (Newmann and Archbald 1992)
- Performance-based (Torrance 1995)
- Competence-based (Cumming and Graham 1999)
- Simulated learning experience (Hodgson 2006)
- Authentic learning experience (Hodgson 2009)
- Embedding discover and innovate (CityU)
Designing assessment tasks

Decide what performances would represent evidence that a particular learning outcome has been achieved.

Make sure that there is an alignment between the learning outcome and the evidence.
Constructive alignment

Biggs, 1999
Case

Source: http://www.youtube.com/watch?v=LXpfCfuDqnY
Authentic assessment: a case of teaching in Faculty of Education in HKU
Dr Paula Hodgson, Faculty of Education, HKU

Information technologies for language education 2010
Student IT experience
Examples of language learning activities through the use of IT

Writing argumentative essay
http://goodpoint.elc.polyu.edu.hk/

Practising journalism by writing news articles in blog

Doing language activities with iPad
http://www.youtube.com/watch?v=f4VWXI4zYPU&feature=related
Post-reading activities

Creating digital story and sharing it at Youtube

http://www.youtube.com/watch?v=P5yi8R5l9e4&feature=related)

Technical steps:

http://www.youtube.com/watch?v=2VChWeNN9pc&feature=related
Technology-mediated speaking activities (1)

Group activities:
• Having synchronous voice conferencing (teleconferencing: small group)
• Having group video conferencing (pair, trio, multi-party)
  Technical: How to set up a conference call in Google
  • http://www.youtube.com/watch?v=JFGJRfoK9xQ&feature=channel
  Technical: How to set up a group conference call in Skype
  • http://www.youtube.com/watch?v=MIYN_R2YtaY&feature=related
• Presenting project with multimodality in blog
  • http://vimeo.com/16955389
Podcasting

Podcasting [language learning]

- Video with transcripts
  - http://www.youtube.com/watch?v=MOUqKtDVP7E

- Video with subtitles
  - http://www.manythings.org/b/e/4717
  - http://tatoeba.org/eng
Listening comprehension

- Watching film clips with follow-up exercise
- Listening tests: Level 1~5
Twitter as public notepad
• Write precisely (only 140 characters: letter + punctuation + space);
• Tweet (sharing) an article
WRITING THROUGH WEB2.0: BLOG

- Writing for an open or invited audience
- Including photos/videos
- Tagging an article
- Revising writing
- Archiving writing
- Receiving comments

- Reflecting through writing

(Hodgson and Wong 2011, Murray et al 2007)
Teacher’s reflection on adopting TPCK for teaching (4)

- Design of assessment (pedagogy)
  - Web-enriched authentic assessment tasks:
    - Readings: Forum
    - Teaching practice:wikis
  - Individual versus small-group, practical-based

- Student support (in-class and online)
  - Responding to enquiries
  - Providing advice
  - Overseeing forum/wiki activities
Web-mediated activities

Technology Pedagogical Content Knowledge

TPCK: ‘good teaching with technology’: an understanding of the representation of concepts using technologies, pedagogical techniques that use technologies in constructive ways to teach content, knowledge of students’ prior knowledge and the epistemology, and knowledge of how technologies can be used to build on existing knowledge and to develop new epistemologies or strengthen old ones.

Mishra and Koehler (2006)

Here are the teaching notes on TPCK for the course ‘Information Technology for Language Education’ with TPCK framework:
Outcomes of implementing authentic assessment

The Use of IT in the Teaching of Listening

by Lam Yau Wai, Leung Tsz Yan Emily and Yip Kam Yan
Implication of implementing authentic assessment with Web 2.0 (1)

* Design
  * Constructive alignment with the intended learning outcomes
  * Consider what professional/research skills and knowledge are to develop through the assessment tasks
  * Contextualize the assessment tasks in real issues
  * Provide assessment rubrics, areas that students are to be assessed
Implication of implementing authentic assessment with Web 2.0 (2)

* Process
  * Encourage students to be aware of workload allocation as they work as a team
  * Promote the use of multimedia to represent their findings as students have diverse talent
  * **Observe** the process and provide encouragement
  * Make suggestion or provide guidance **only** if required
  * Encourage students to provide peer feedback with the assessment rubrics as formative assessment