

The slide features a dark blue background on the left side, decorated with various geometric shapes: a large solid circle, a square outline, a dashed line, and a triangle outline. A large white semi-circle on the right side contains the text. The text is centered and reads "WCET Webcast" in a large, black, sans-serif font, with the website address "wcet.wiche.edu" in a smaller font below it.

WCET Webcast

wcet.wiche.edu



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Webcast

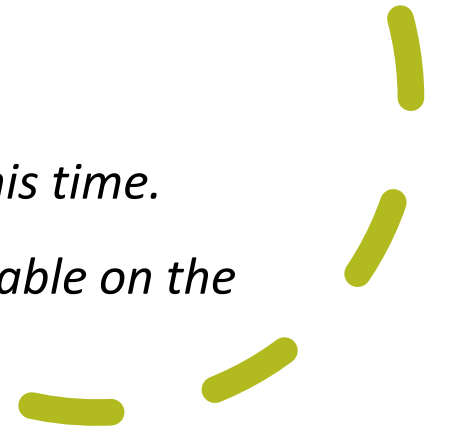
Welcome to today's
#WCETWebcast

March 23

The webcast will begin shortly.

There is no audio being broadcast at this time.

*An archive of this webcast will be available on the
WCET website next week.*





Alternative Assessments in Digital Learning in Higher Education: Global Perspectives

March 23, 2021

Welcome!

Use the question box for questions and information exchange.

Slides and resources available will be emailed to attendees next week.

Slides can be downloaded via the link in chat.

Follow the Twitter feed: #WCETWebcast.



Megan Raymond
Senior Director, Programs & Membership
WCET
mraymond@wiche.edu
[@meraymond](https://twitter.com/meraymond)

Hosted in partnership with:



Live Captioning Provided by Our Sponsor



Questions from the Audience



If you have a question during the presentation, please add it to the question box.

We will monitor the question box and have time for Q&A at the end of the webcast.

Moderator

Janelle Elias

Interim Vice President,
Strategic Initiatives &
National Division
Rio Salado College



Speakers



David Hubert

Associate Provost for Learning
Advancement
Salt Lake Community College



Chie Adachi

Associate Professor and Director,
Digital Learning
Deakin University



Steve Joordens

Professor and Director, Advanced
Learning Technologies Lab
University of Toronto Scarborough

ePortfolios at Salt Lake Community College

Physical Science

PHYS 1040 Elementary Astronomy

I took this class my fall semester of 2012 at SLCC. This class fulfills my physical science credit. On this page I have also post my signature assignments in a blogging format (request of the professor). My reflection is below and I encourage you to read my blogs they are really informative!

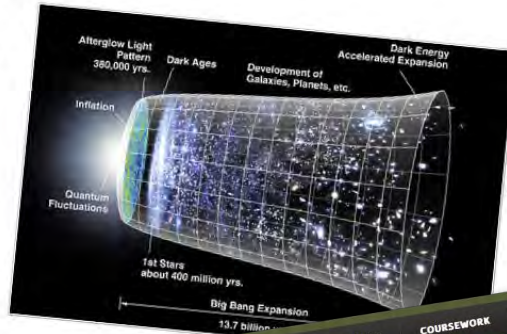
Reflection

These blogs demonstrate the learning that I have acquired over the course of the semester. For this assignment we had to write on a topic of our choosing from each of the four sections in our textbook. For each of the blogs we were required to discuss the science and history behind each topic then give our own opinions; all while keeping the blogs interesting to the reader. This shows my ability to write towards a targeted audience. All the topics that I picked because I wanted to learn more about them. This demonstrates my willingness to go out and learn on my own time. So on top of the things stated above how else does these blogs show my learning in all the SLCC learning goals? By elaborating further in the topics it displays critical thought. Most importantly is these blogs is it helped me to better understand how the world works. Even though this was a simple college assignment, the knowledge that I gained from them will help me later with my future career as an astronomer.

Blog 1: Spectroscopy



What is spectroscopy? How does it relate to astronomy? The answer to the later will become apparent. Spectroscopy is the study of the interaction between matter and radiated energy. Now what does that mean? Wavelength of light when they become excited. Every atom has a



WELCOME GOALS AND OUTCOMES COURSEWORK LEARNING OUTSIDE OF THE CLASSROOM RESUME

Taken From The Grand Canyon's South Rim
Rating The Colorado River, December 2011

Welcome to Adam "Eli" Spikell's eportfolio

This page was created as an opportunity for me to share about myself, as well as my achievements in higher education. This page is to be available to Salt Lake Community College professors, administrators, students, and future prospective employers. I hope this page serves as a solid representation of my abilities to use creativity, newly gained knowledge, and critical thinking skills to create meaningful and interesting products in a variety of medias and formats.

Home Outcomes Coursework Classroom Questions/Comments?

Intro to Human Sexuality

In FSH 2450 we learned the importance of human sexuality and how it applies to life in all aspects. Below is a brief explanation of my final project for FSH 2450, as well as the link to the website I created for this assignment.

My final project can be accessed by clicking the button at the bottom of this page. By clicking this you will find a website that I designed for women who want to know more about health exams. The target age group is 18 and older who can read English. I believe that choosing to create a website has many advantages over making a brochure especially because of how popular the internet is. It's much easier to find a website than to locate where you last put that brochure you just picked up at the doctor's office. Websites are also greener, which a lot of people appreciate. Updating information is also quicker and doesn't require harming trees.

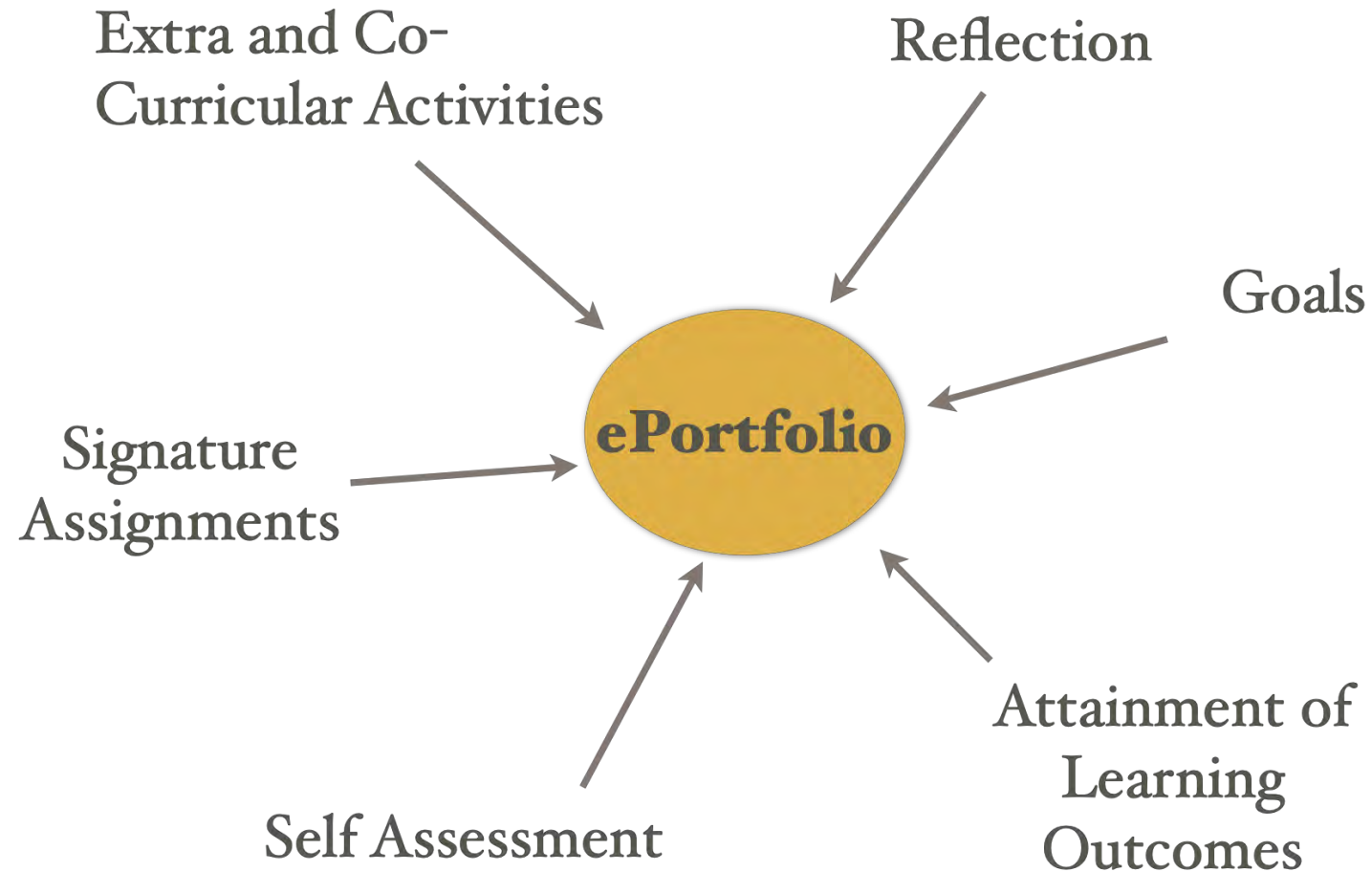
The idea for this project came from searching for the perfect topic to cover, but the topics I found seemed a little overdone. I found a website that listed a number of health problems women should be on the lookout for and thought to myself that handling up all these exams and covering a wide range of problems would be better. Because the directions for the final project asked for a brochure my goal was to make a brochure at first, but the suggestion of creating a website really appealed to me. Already connected to Weebly.com, I was confident that I could create a simple website that could cover the information I mentioned in my idea submission.

What I really wanted to cover most in my website were what specific exams women should have at what age and how often. I created the chart myself with the help of a few websites. To go along with this I wanted to expand on why it's important to have these exams as well as risks associated with the exams and risk factors that a woman may have that make her more vulnerable to certain health problems. I actually ended up taking out risks associated with the exams, due to its complexity. Lastly upon creating my website I chose to go simple with bright welcoming pictures and bold blue. It should draw the viewer's attention, but not overwhelm them with too much text or pictures. I wanted to keep things very informational, yet to-the-point. The last tab in the website then lists all of my sources.

Though this website is not expected to be something popular or visited regularly I do hope that it contains the information a legitimate website would have. I also hope that it covers enough information and benefits its visitors. I had a fun time creating this website and hope that if it is worthy enough that it gets passed on to others so that they may also know the importance of these exams and which ones to partake in.

Final Project

What Goes Into an ePortfolio?

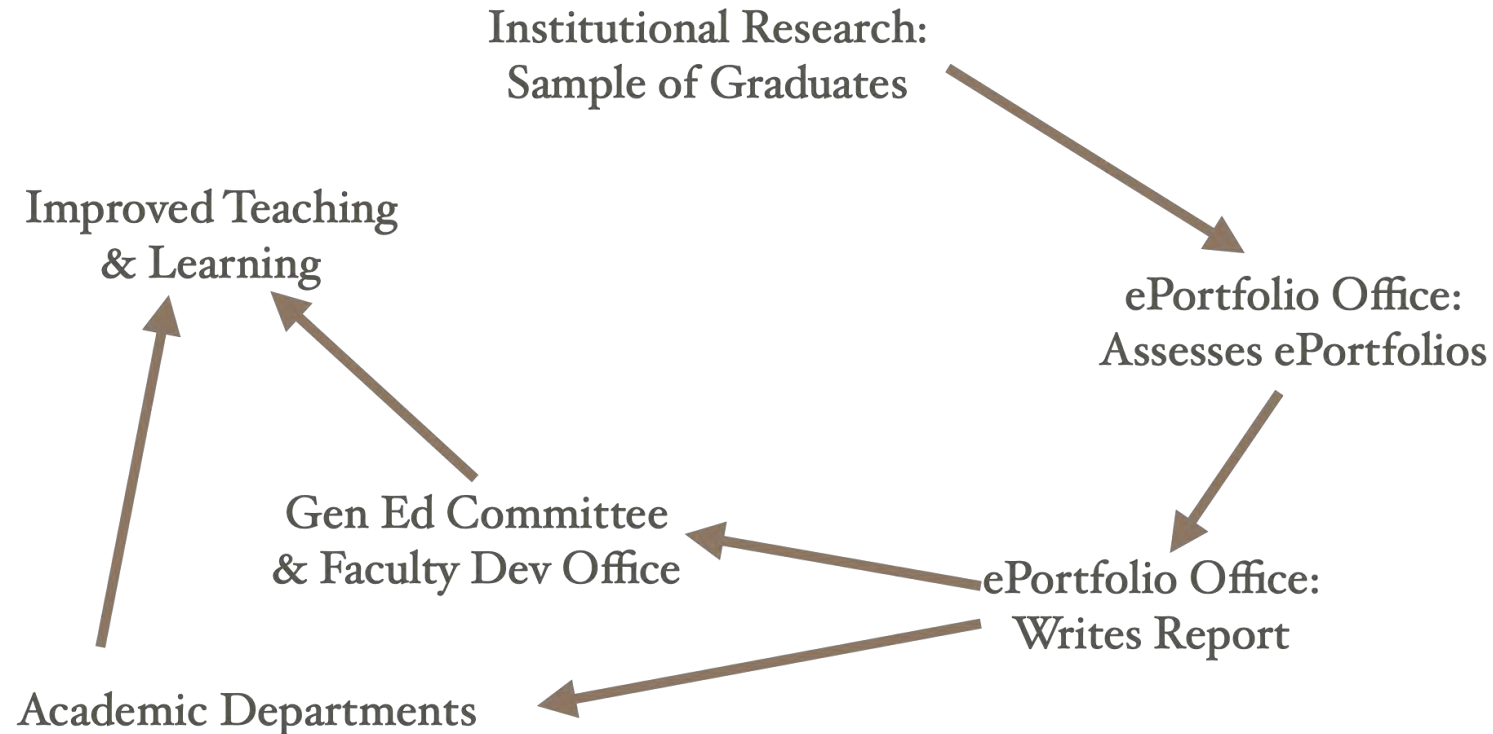


What are the Results of ePortfolio Pedagogy?



Assessment Cycle

CLOSING THE LOOP



Self and peer assessment in/for a digital world

Associate Professor Chie Adachi
Director, Digital Learning
Deakin University
Melbourne, Australia



@chieadachi

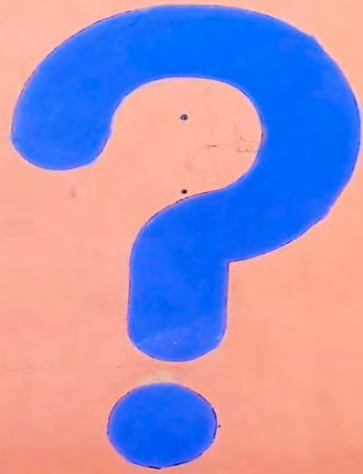
Acknowledgement of Country

As we gather for this webinar physically dispersed and virtually constructed, let us take a moment to reflect the meaning of place and in doing so, recognise the various traditional land on which we do our business today.

I acknowledge the Elders - past, present and emerging of all the land we work and live on and their Ancestral Spirits with gratitude and respect.



Why self and peer assessment?



“Evaluative judgement is the capability to make decisions about the quality of work of self and others.” (Tai et al. 2018, p.471)

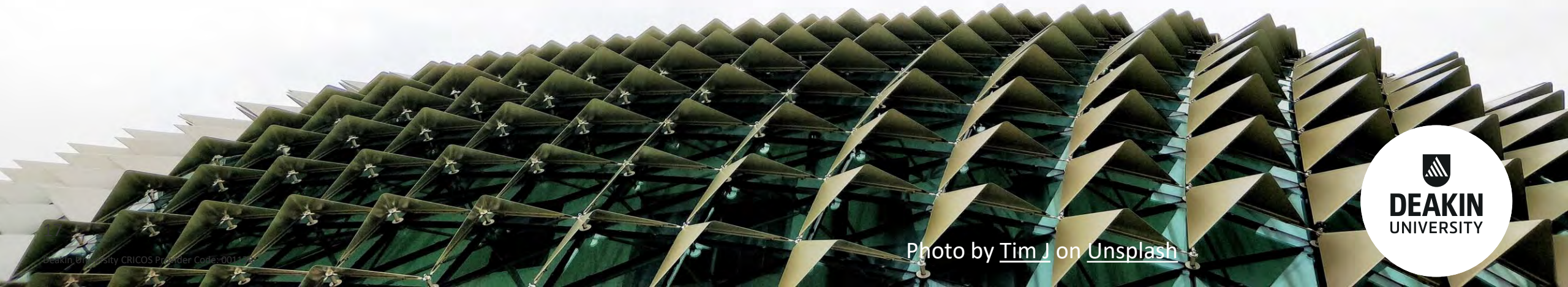


Photo by [Tim J](#) on [Unsplash](#)





- Self assessment: students judge and make decisions about their own work against particular criteria.
- Peer assessment: students judge and make decisions about the work of their peers against particular criteria.

(Adachi et al. 2018)

Research



Practice

Practice: Assessment Tools project 2015-



DEAKIN UNIVERSITY TeachAssist Home Resources Dteach Workshops CloudMobile

Self and Peer Assessment Project

Home » Self and Peer Assessment Project

Self and Peer Assessment Project

What is Self and Peer Assessment?

Resources and Tool Kits

Literature

Related Areas

Online Tools

Deakin Case Studies

About

The Assessment Tool Project is part of Student Journey Plan carried out through T2 and T3, 2015 at Deakin University. The project is run and managed by a team from Deakin Learning Futures (DLF).

The key objectives of the project include:

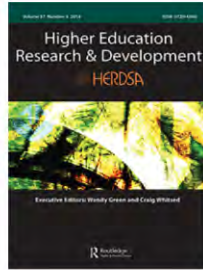
- to engage Deakin University in a discussion of self and peer assessments;
- to investigate, identify and make recommendations of the appropriate self and peer assessment (online) tools for the University

This project page is intended to demonstrate and disseminate the outcome of the project. Please feel free to look into this space and contact Chie Adachi (chie.adachi@deakin.edu.au or 03 9244 3895) if you have any questions or feedback.



Calls for participation into a research project

Research: with CRADLE (Centre for Research in Assessment and Digital Learning, Deakin)



Higher Education Research & Development



ISSN: 0729-4360 (Print) 1469-8366 (Online) Journal homepage: <https://www.tandfonline.com/loi/cher20>

A framework for designing, implementing, communicating and researching peer assessment

Chie Adachi, Joanna Tai & Phillip Dawson

To cite this article: Chie Adachi, Joanna Tai & Phillip Dawson, A framework for designing, implementing, communicating and researching peer assessment, *Higher Education Research & Development*, 37:3, 453-467.

To link to this article: <https://www.tandfonline.com/doi/10.1080/07294360.2019.1644444>



Assessment & Evaluation in Higher Education



ISSN: 0260-2938 (Print) 1469-297X (Online) Journal homepage: <http://www.tandfonline.com/loi/caeh20>

Academics' perceptions of the benefits and challenges of self and peer assessment in higher education

Chie Adachi, Joanna Hong-Meng Tai & Phillip Dawson



1. Development of transferrable skills.
2. Authentic assessment – cultivating students who are work-ready, life-long learners.
3. Promoting active learning – students as assessors.
4. Better understanding of standards and assessment criteria.
5. Timely, varied and appropriate feedback for students.
6. Skills involved in giving and receiving feedback.
7. Less input (and time) required of teachers.



1. Reliability and accuracy of students' judgement skills.
2. Perceived expertise.
3. Power relations.
4. Time and resource constraints.

JOIN US ONLINE.

sunday at 10am | 3pm | 6pm
christianworshipcenter.com
facebook.com



So, what can you do about it?



CRADLE suggests...

*Strategies to implement self
and peer assessment*



1. Be explicit about the value of SAP.
2. Scaffold the experience.
3. Consult widely.
4. Reimagine resources.
5. Start small and simple.
6. Plan for iterations and long-term benefits.



Self and peer assessment in/for a digital world

88% Complete
Last activity on 24/02/2021

- Welcome to the course ✓
- Introducing self and peer assessment in... ✓
- What are the challenges of self and pee... ✓
- What can educators do? ✓
- Practical things to try ✓
- What does the research tell us? ✓
- Key messages to take away ✓

Welcome to the course

Welcome to our course 'Self and [peer assessment](#) in/for a digital world' which has been developed with [Dr Chie Adachi](#) from Deakin University, Australia.

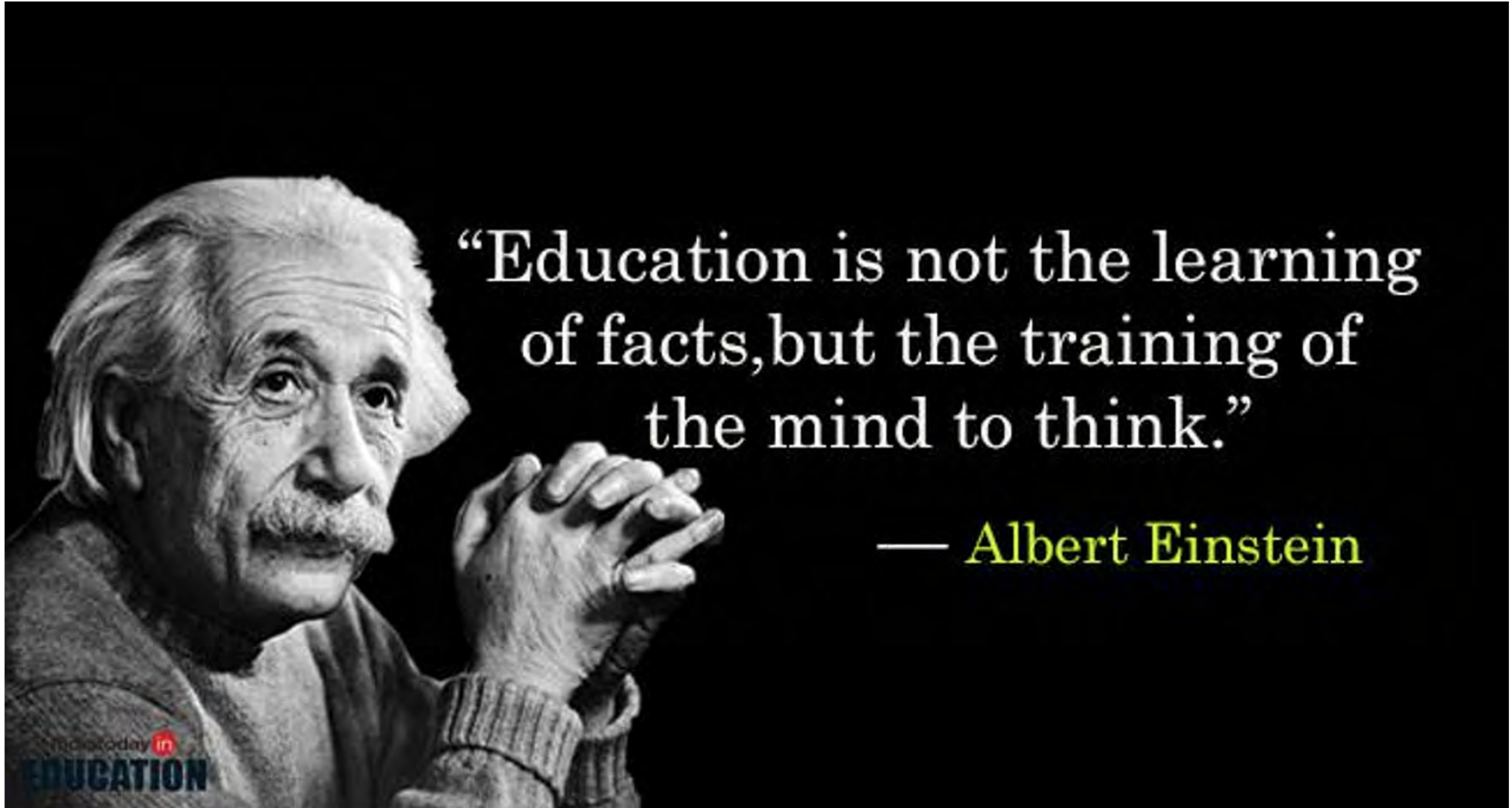


THANK YOU



@chieadachi

Photo by [Matt Jones](#) on [Unsplash](#)



“Education is not the learning
of facts, but the training of
the mind to think.”

— Albert Einstein

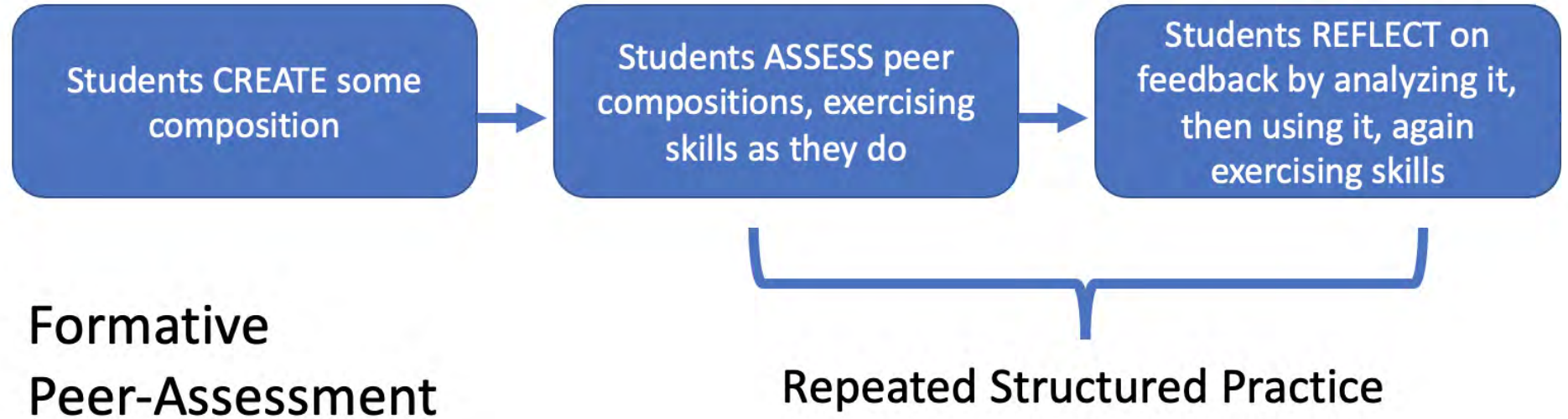
Why "Technology-Assisted Peer Assessment"?



- 7 Countries.
- > 20 Full Institutions.
- > 30,000 unique students impacted / month.



Technology as Pedagogical



Practice – Skills develop with repeated practice. When tech-embedded students can give and receive feedback from multiple peers – employing the same skills repeatedly across different contexts.

Microlearning – Students use of skills can be guided by microlearning directly within the activity itself (embedded expertise) – learn, then immediately use what you learned.

Home

VALUE Rubrics

Below is a list of the VALUE Rubrics, organized by learning outcome. Click on an outcome to preview, download, and learn more about a particular rubric. For information on acceptable use of the VALUE rubrics, as well as how to reference and cite the rubrics, visit: [How to Cite the VALUE Rubrics](#).

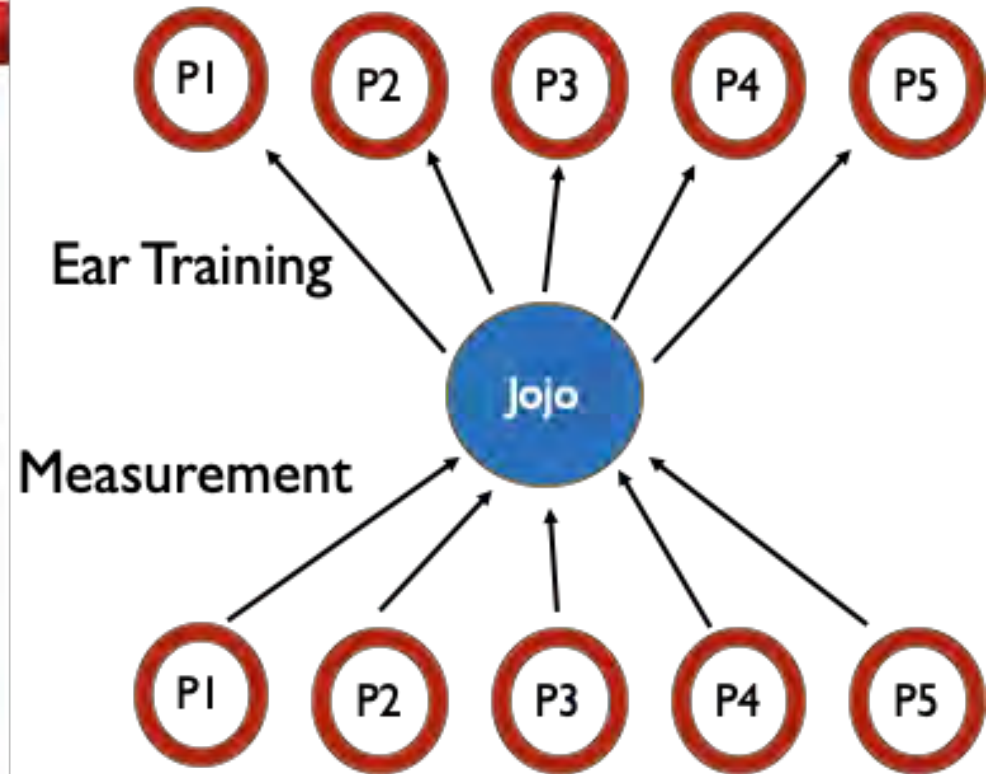
Follow the instructions to download all VALUE rubrics at **no cost**. All rubrics are offered via AAC&U's Shopping Cart:

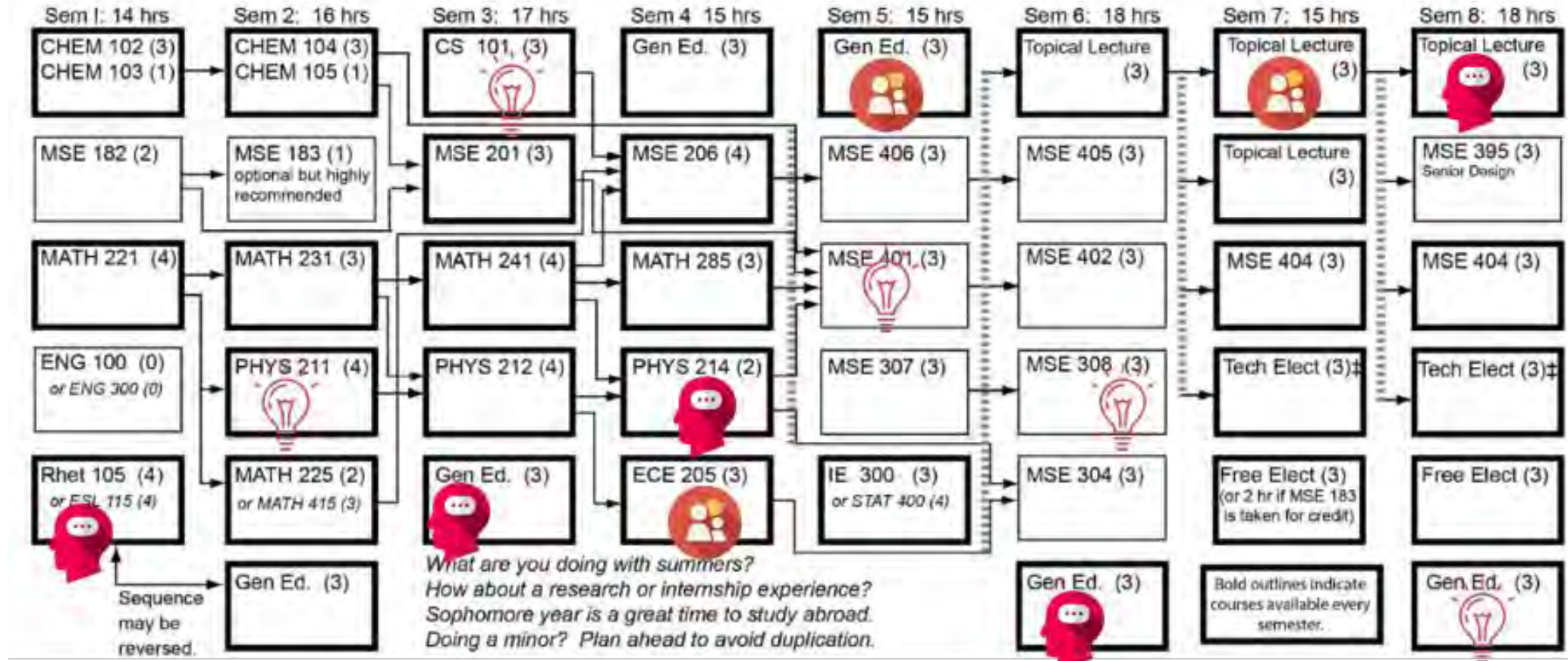
- [Download Instructions \(pdf\)](#),
- [Obtain All 16 Rubrics \(pdf\)](#).

If you experience any difficulty downloading the rubrics, please contact support@aacu.org

Intellectual and Practical Skills

- [Inquiry and analysis](#)
- [Critical thinking](#)
- [Creative thinking](#)
- [Written communication](#)





Critical Thought



Creative Thought



Oral Communication



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OneHE



**Scaling the Development and
Measurement of Transferable Skills:
Assessing the Potential of Rubric
Scoring in the Context of Peer
Assessment**

Steve Joordens, Dwayne Paré, Robin Walker
University of Toronto Scarborough;
Jim Hewitt and Clare Brett
Ontario Institute for Studies in Education



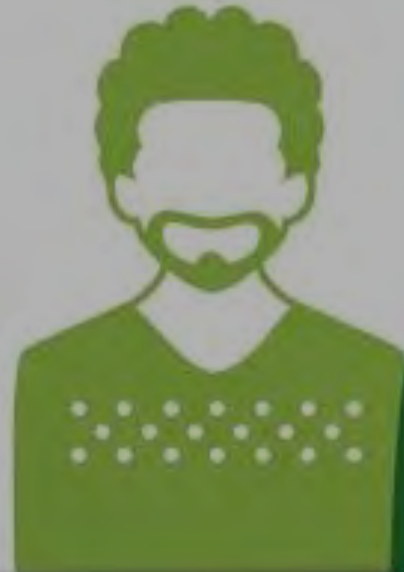
Search for:

Joordes HEQCO Rubric





Questions from the Audience





Contact Information



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[@SteveJoordens](https://twitter.com/SteveJoordens)

Eager to learn more? Join us for these two follow up activities:

[Technology-Enabled Alternative Assessment: What It Looks Like and How to Bring It to Your Institution](#)

April 14



in partnership with



**Ask the Expert
April**

WCET Members: Ask your questions to our April Expert on Peer Assessment, Steve Joordens.

Access Ask the Expert in [wcetMIX](#) beginning in April.

Steve will answer your questions asynchronously.

Learn more and stay connected

Visit wcet.wiche.edu to explore our Focus Areas, Initiatives, Events, Membership, and Sponsorship.

Learn more about the benefits of joining our community: wcet.wiche.edu/join-wcet

Focus Areas ▼

Initiatives ▼

Events ▼

Get Involved ▼

Learn more



Visit [OneHE](#) to try out a piece of microlearning or for more information.

Additional information and resources

The webcast recording and additional resources will be available next week:
wcet.wiche.edu/events/webcasts.



Join us for the WCET 2021 Leadership Summit



WCET Virtual Summit

WCET's 2021 Leadership Summit Series:
Practical Considerations for an Uncertain Future

April 6:
The *EdTech* Gambit

May 4:
WCET Discovery:
Where No Educator Has Gone Before

 **wcet**

Airing Soon!

<https://wcet.wiche.edu/events/summit/practical-considerations-uncertain-future>



Save the date

WCET 33rd Annual Meeting

November 2, 2021

A one-day virtual event.

Asynchronous sessions following
the live event through the end of 2021.



Call for session proposals open through April 9 – [submit yours](#).



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Thank you **Supporting Members** for your commitment
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Thank you!

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