WCET Webcast

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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
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@meraymond

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Hosted in partnership with:

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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

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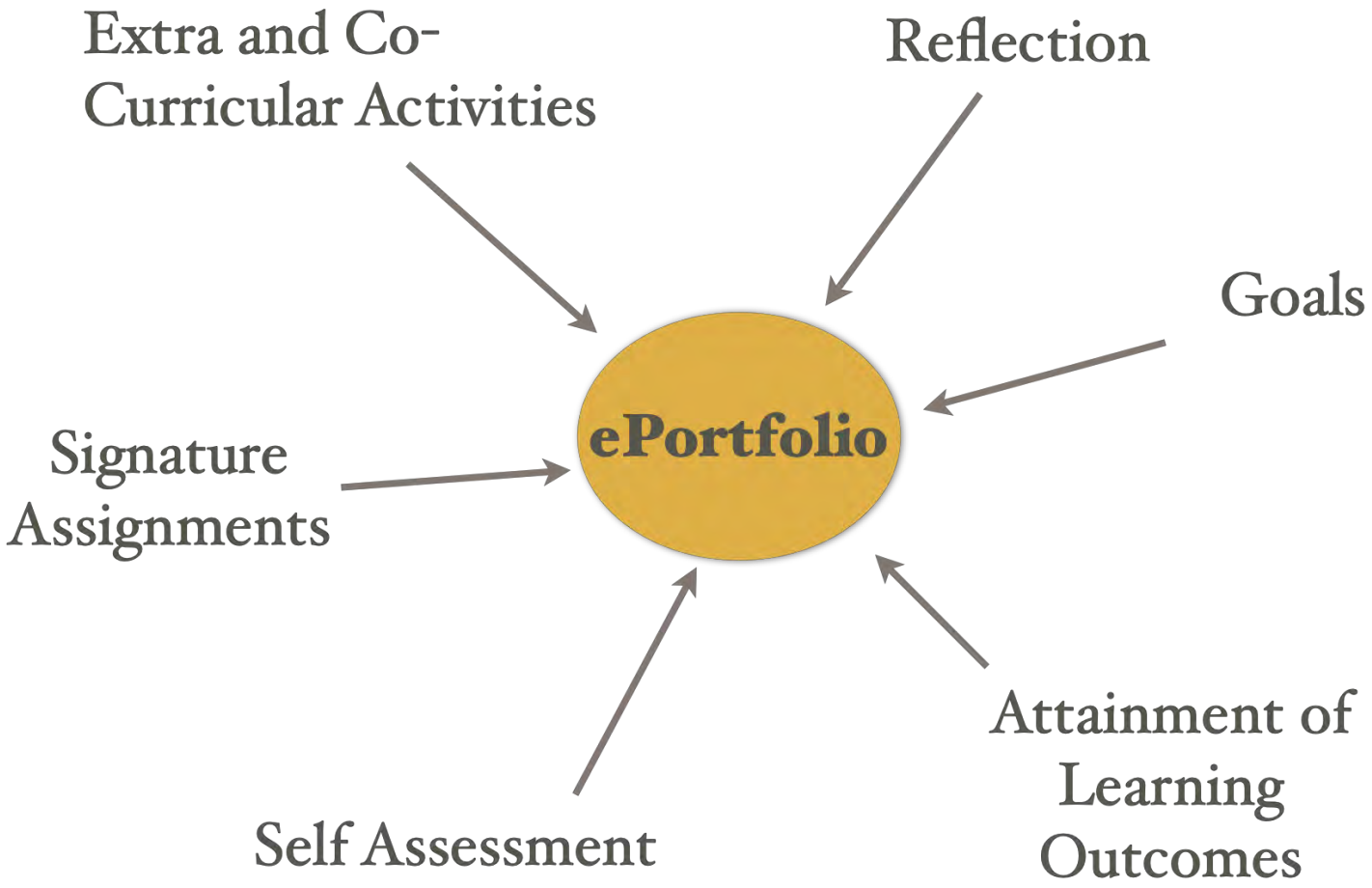
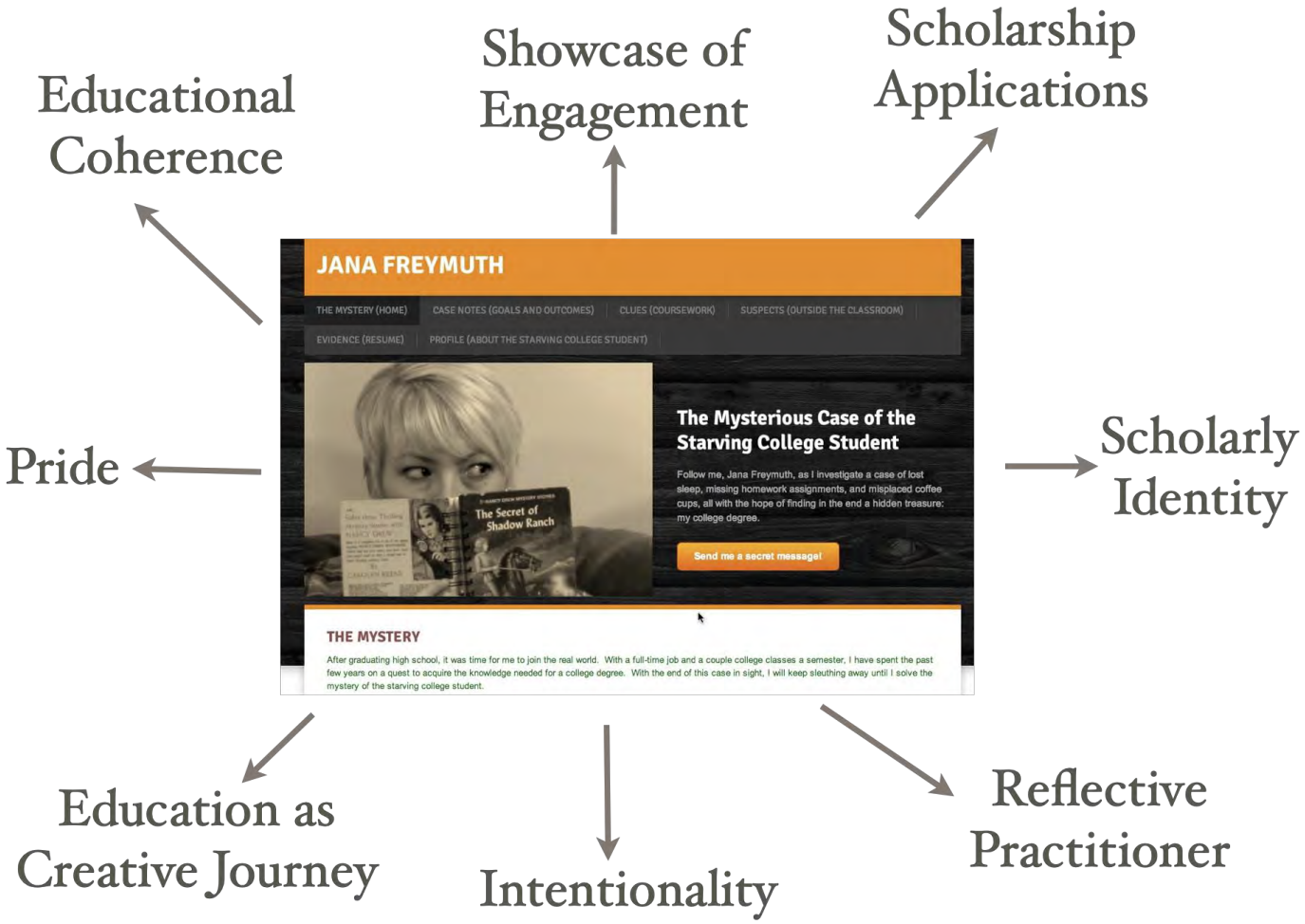
ePortfolios at Salt Lake Community College

Salt Lake Community College Step Ahead.

What Goes Into an ePortfolio?

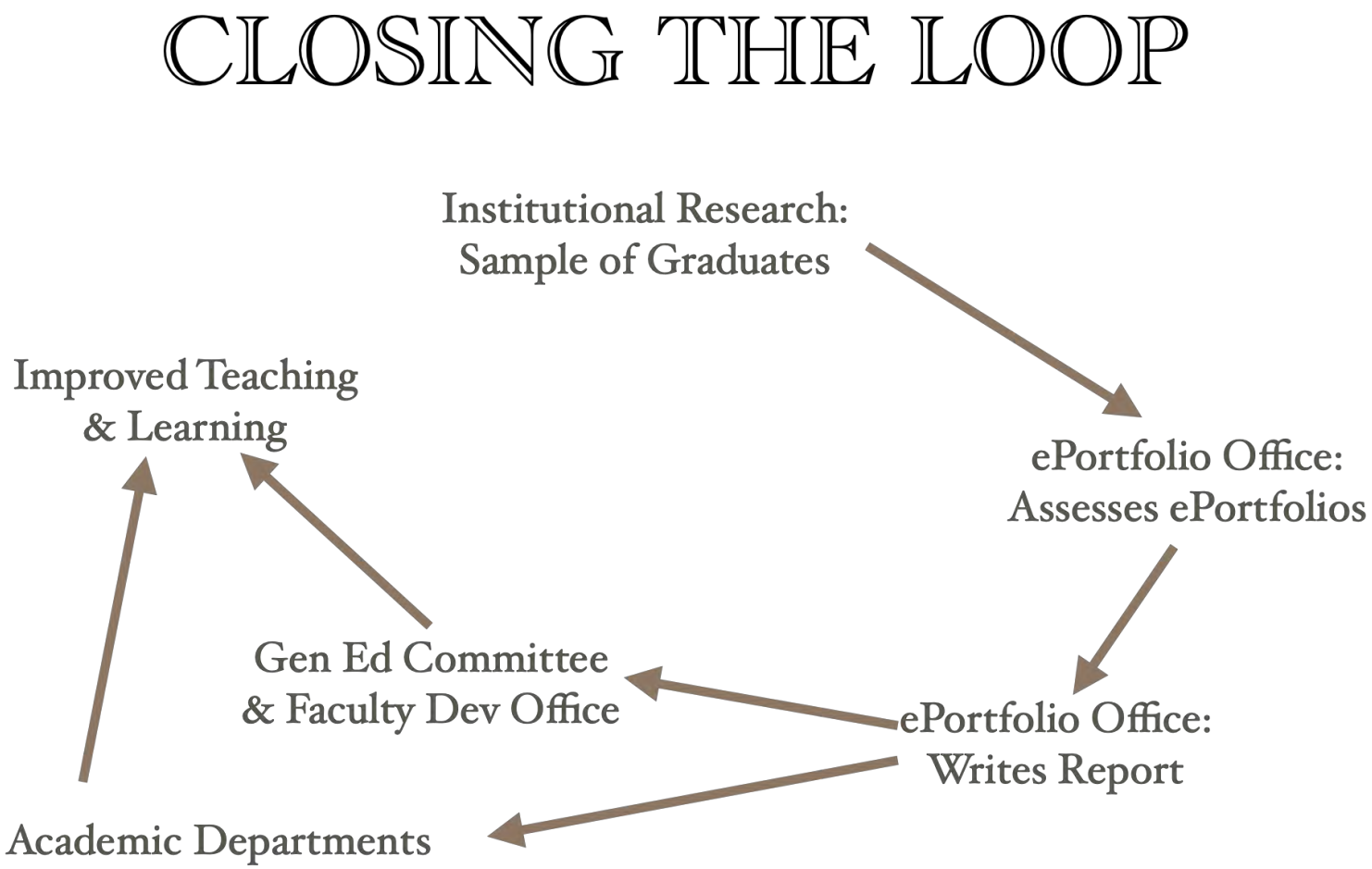


What are the Results of ePortfolio Pedagogy?



Salt Lake Community College Step Ahead.

Assessment Cycle



Salt Lake Community College Step Ahead.

Self and peer assessment in/for a digital world

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

@chieadachi

Deakin University CRICOS Provider Code: 00113B

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.

Ias Nathan Patterson
Artwork

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Why self and peer assessment?

Photo by Jac Alexandru on Unsplash

“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

What is self and peer assessment?

- 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)

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Photo by Pablo García Saldaña on Unsplash

Practice:
Assessment Tools project 2015-

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

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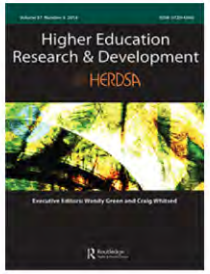
Research: with CRADLE (Centre for Research in Assessment and Digital Learning, Deakin)



Routledge
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Higher Education Research & Development

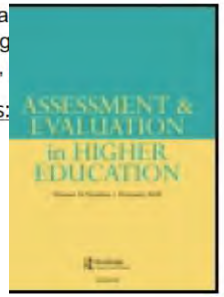
ISSN: 0729-4360 (Print) 1469-8366 (Online) Journal homepage: https://www.tandfonline.com/loi/cher20

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

Chie Adachi, Joanna Tai & Phillip Dawson

To cite this article: Chie Ada
implementing, communicating
Development, 37:3, 453-467,

To link to this article: https:



Routledge
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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

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Opportunities with SAP

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.

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Challenges with SAP

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

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Photo by Samantha Borges on Unsplash

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.

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OneHE resource

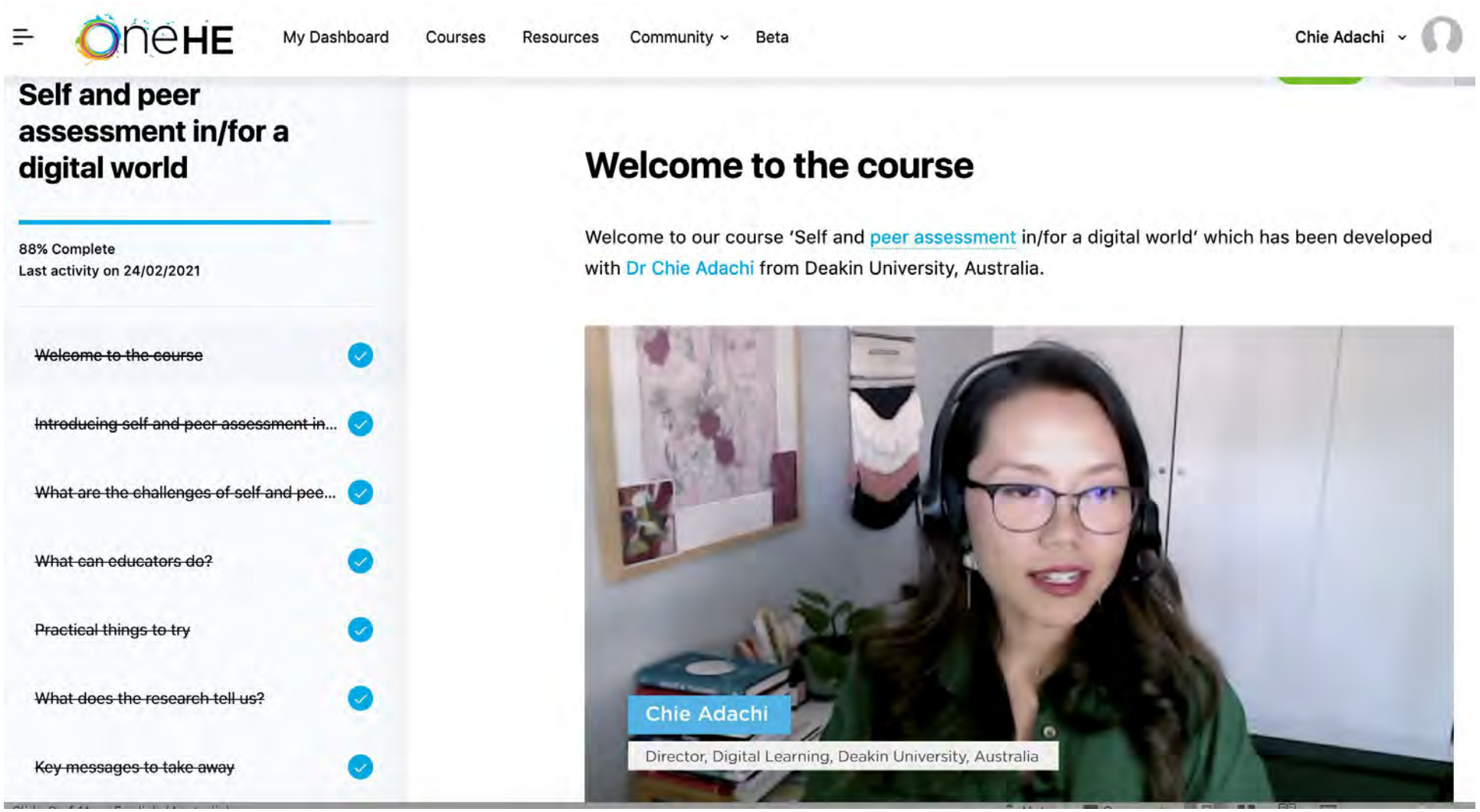

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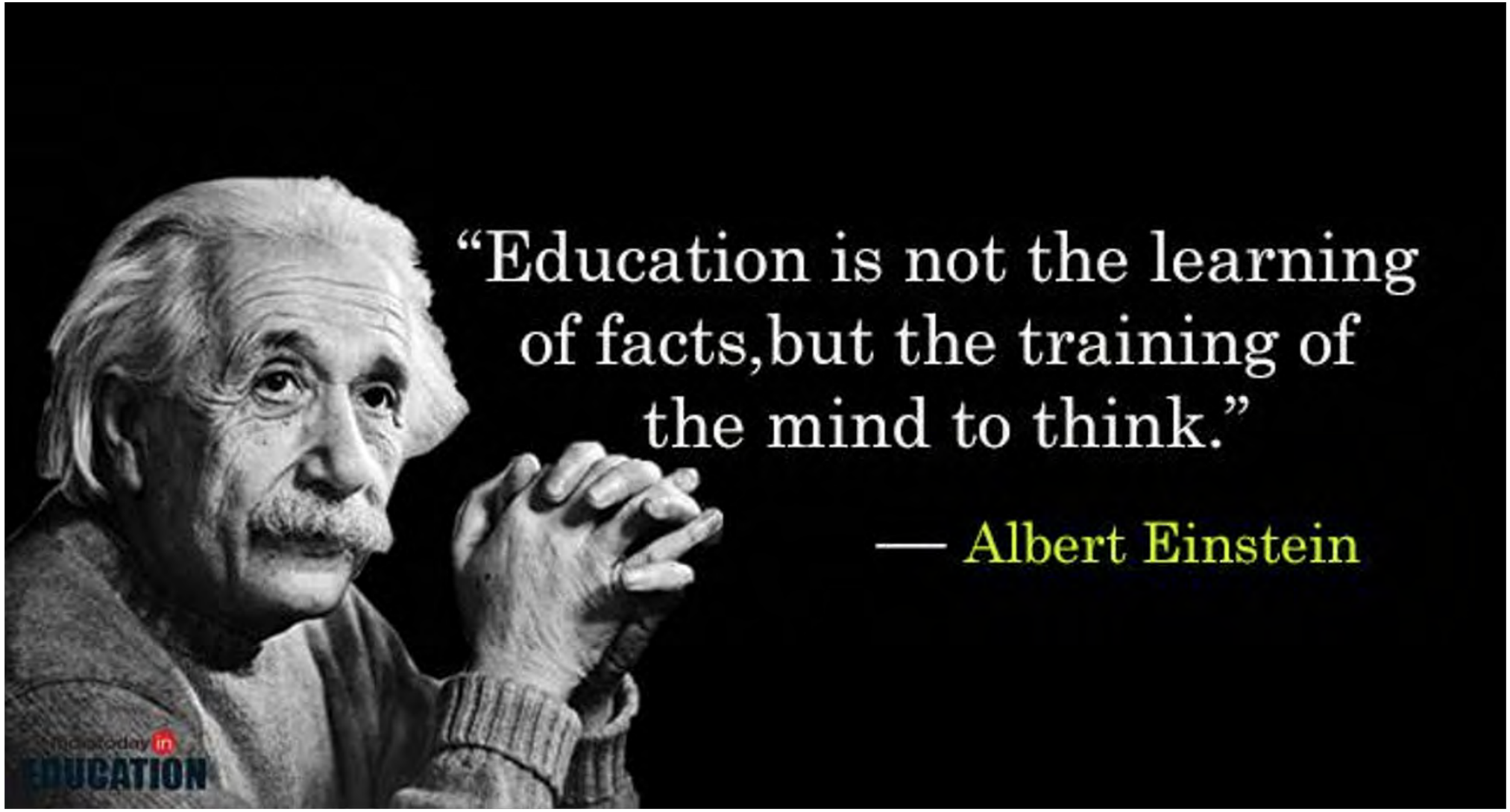
Photo by Matt Jones on Unsplash


"Education is not the learning of facts, but the training of the mind to think."
— Albert Einstein
EDUCATION

Why "Technology-Assisted Peer Assessment"?

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

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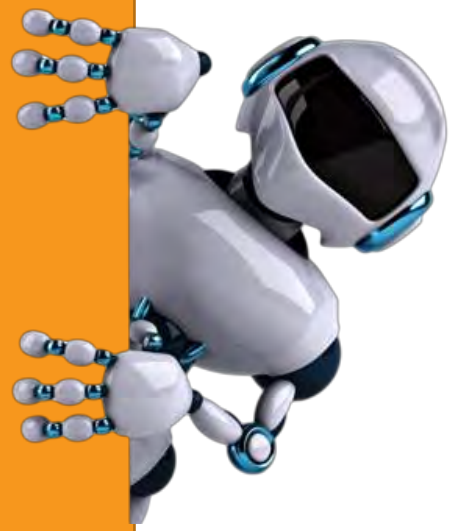
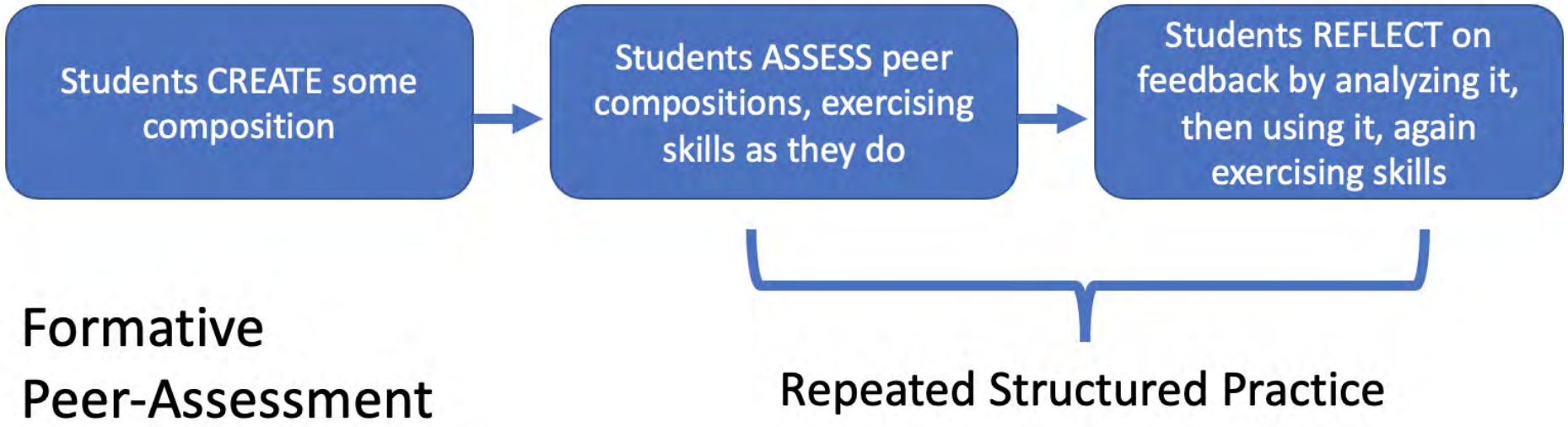


Technology as Pedagogical



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.

https://www.aacu.org/value-rubrics

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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.

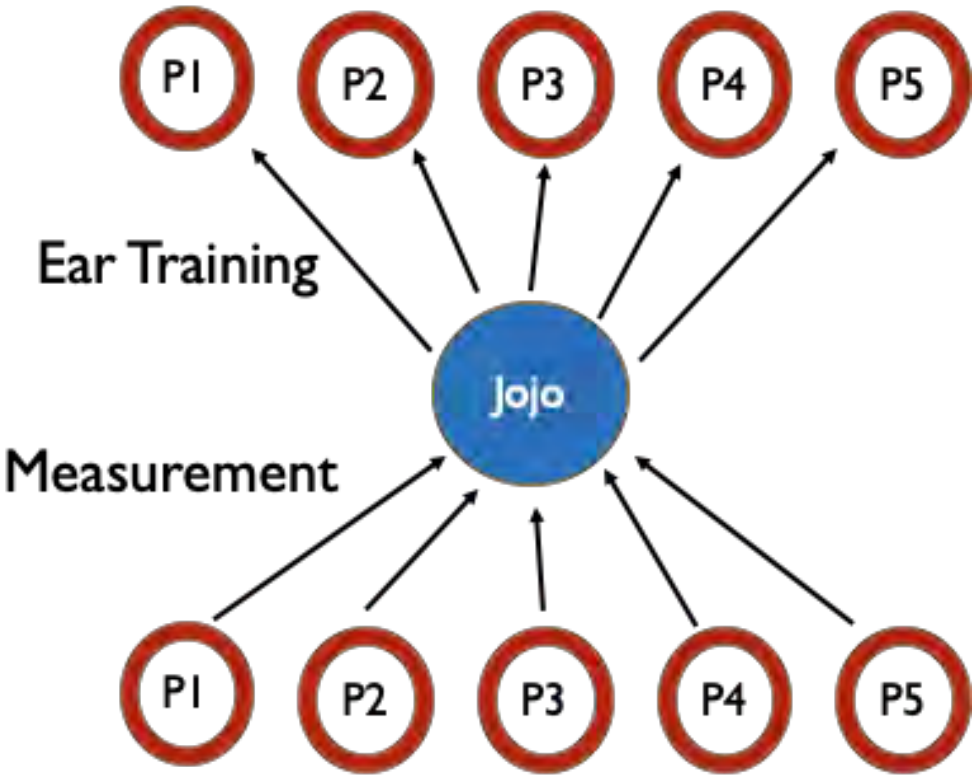
Follow the instructions to download all VALUE rubrics at **no cost**. All rubrics are offered via AAC&U's Shopping Cart:

- 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



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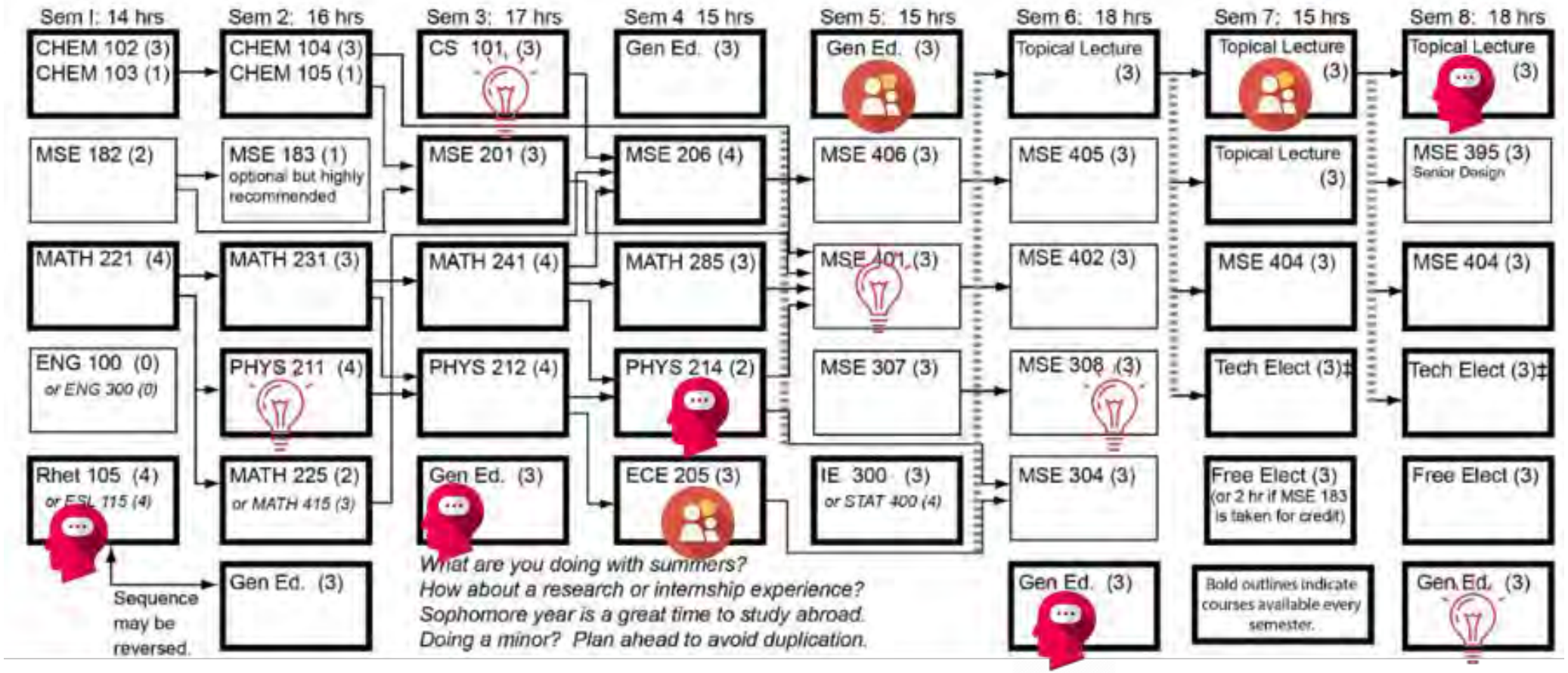

Critical Thought

Creative Thought

Oral Communication

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Higher Education Quality Council of Ontario

An agency of the Government of Ontario

Search for:

Joordes HEQCO Rubric

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Questions from
the Audience

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@SteveJoordens

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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

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ADVANCED LEARNING TECHNOLOGIES

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.

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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

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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

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

Save the date

Call for session proposals open through April 9 – submit yours.

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Thank you **Supporting Members** for your commitment to WCET and digital learning

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Thank you!

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