

ASSESSMENT, FEEDBACK & DIGITAL TECH

How might technology support educators and learners?



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KEY TENSIONS IN ASSESSMENT

- Process versus Product (Lafferty & Barnes, 2024)
- Universal Design for Learning & Assessment (Lafferty & Barnes, 2024)
 - Can assessment be both inclusive and valid?
 - There is a need to consider:
 - Information overload
 - Mode of how information is presented and expressed
 - Examples of best practice (what does good like look?)
 - Access and flexibility –consider what is being assessed.
- Assessment practices informed or mandated by state/institutional policies (Brown et al., 2024)
 - Are Year 11-12 exams the gold standard?
 - Flow on effects to other years
 - Objectivity (at an arm's distance) versus understanding students and the barriers of demonstrating learning

Online survey tools to support student reflection

Technology support (e.g., grammar, speech to text, etc.)

Role of self and peer assessment?

2

- The search for evidence of learning—documenting learning processes and products over time. (e.g., StepLab)
- UDL considerations (GenAI?)
- Supporting students to be actively involved, seek and act upon feedback and track progress
 - Goal setting
 - Monitoring goals
 - Gaining feedback



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FEEDBACK

- Feedback is a dynamic part of the learning process where students are actively involved in seeking, working with, acting upon and applying information for future learning tasks (Boud & Molloy, 2013; Careless, 2015; Nieminen et al. 2022; Winstone & Boud, 2020)
- Written feedback comments are often not productive for students (Henderson et al., 2019) as they can be confusing, unclear and impersonal (Ryan et al., 2020; Thompson & Lee, 2012).
- The quality and quantity of feedback is variable across different teachers/tutors/lecturers as it is often driven by their individual beliefs about the purpose of feedback (Bailey & Garner, 2010).

Multimodal annotated worked examples

Feedforward comment banks


Online professional development

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