Lessons from Griffith - assessing our assessment technology

Mr Giuseppe Poli
A long long time ago, in a place not too far away...
assessment
ass
people ♥ assessment
action
measurement
feedback
new action

people ❤️ assessment
Gamification  
Industry engagement  
Work integrated learning  
Active learning  

Authentic assessment  

measurement  
more meaningful  
feedback  
reflection  
Student action
Easier and online

Easier, consistent

Student action

more meaningful

measurement

feedback faster

reflection
Challenges change and still work to be done.

2013 2014 2015
Increase adoption

Reduce friction
We asked people about assessment in general and found...

**problems/concerns**
tech change unexpected, not supported or needs updating, unfamiliar...
tech suite not necessarily pedagogical aligned
support processes needs work
broad pedagogical needs
quality of assessment
policy limiting, difficult to affect

**opportunities/ excited about**
moves toward more authentic assessment
professional development paths for teachers
developing more meaningful learning activities
technology improvements and capabilities
We looked at how our assessment tasks were evolving.
and which tasks used certain technology

590+ courses have Written Assessment task

300+ don’t use a current online submission and marking tool

Why?
and how our technology was used across the board
and how our recommendations were being followed
This advised our present and future work to improve adoption and reduce friction.

**Promotion**

**Self-help materials**
- focus on relevance
  - Design, Student Submission, Marking, Feedback
- just-in-time
  - TurnItIn Visual overview
- multiple levels
  - human questions + in context + all leading to central online help

**Assessment Wizard**
- to aid in technology selection and adoption

**Change Management focus**
<table>
<thead>
<tr>
<th>Design &amp; Setup</th>
<th>Instructor</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DRAFT</strong></td>
<td>Create a draft submission point</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="#">Helps with academic skills</a></td>
<td></td>
</tr>
<tr>
<td><strong>FINAL</strong></td>
<td>Create a final submission point</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[Post Date][Choose fractions][Late and/or multiple submissions]</td>
<td></td>
</tr>
<tr>
<td><strong>COURSE COPY</strong></td>
<td>Copy submission point from a previous finished course site</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[Can reuse][Course site is finished][Recycle][Old dates]</td>
<td></td>
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<tr>
<td><strong>SUBMIT</strong></td>
<td>Submit a draft or final assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[Submit Online][Submission receipt sent to student][No resubmissions after Due Date]</td>
<td></td>
</tr>
<tr>
<td><strong>TEXT MATCHING</strong></td>
<td>View text matching report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[Helps with academic skills][Not a plagiarism check][Some matching expected]</td>
<td></td>
</tr>
<tr>
<td><strong>MARKING</strong></td>
<td>Access student submissions to mark</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[Mark Online][Easy inline feedback][Add voice comments][Marking teams need prep]</td>
<td></td>
</tr>
<tr>
<td><strong>VIEW TEXT MATCHING</strong></td>
<td>View report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[Not a plagiarism check][Some matching expected]</td>
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<tr>
<td><strong>VIEW FEEDBACK</strong></td>
<td>View feedback in the assessment item</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[View feedback online]</td>
<td></td>
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</tbody>
</table>

**Legend**
- ![important](#)
- ![think about](#)
- ![extra](#)
- ![info](#)
- ![Great reason](#)
Lessons learnt and key insights
new success with new technology
get better at change
Creating and innovating is great
Connecting is more important
ultimately, it’s not good enough to just produce
more help
and more info
and more technology
we need to design it.
we need to make it something
they want to
consume.

Consumption is key.