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Sommario/riassunto

This book is the first to explore the big question of how assessment can be refreshed and redesigned in an evolving digital landscape. There are many exciting possibilities for assessments that contribute dynamically to learning. However, the interface between assessment and technology is limited. Often, assessment designers do not take advantage of digital opportunities. Equally, digital innovators sometimes draw from models of higher education assessment that are no longer best practice. This gap in thinking presents an opportunity to consider how technology might best contribute to mainstream assessment practice. Internationally recognised experts provide a deep and unique consideration of assessment's contribution to the technology-mediated higher education sector. The treatment of assessment is contemporary and spans notions of 'assessment for learning', measurement and the roles of peer and self within assessment. Likewise the view of educational technology is broad and includes gaming, learning analytics and new media. The intersection of these two worlds provides opportunities, dilemmas and exemplars. This book serves as a reference for best practice and also guides future thinking about new ways of conceptualising, designing and implementing assessment. .
