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Nota di contenuto	PART I: Introduction -- 1. Introduction / Phillip Dawson, Rola Ajjawi, Margaret Bearman, David Boud & Joanna Tai -- 2. New directions for assessment in a digital world / Margaret Bearman, David Boud & Rola Ajjawi -- PART II: The changing role of assessment in the digital world -- 3. Digitally mediated assessment in higher education: Ethical and social impacts / Margaret Bearman, Phillip Dawson & Joanna Tai -- 4. Cognitive offloading and assessment / Phillip Dawson -- 5. Preparing university assessment for a world with AI: Tasks for human intelligence / Margaret Bearman & Rosemary Luckin -- 6. Repositioning assessment-as-portrayal: What can we learn from celebrity and persona studies? / Rola Ajjawi, David Boud & David Marshall -- 7. Towards technology enhanced dialogic feedback / Edd Pitt & Naomi Winstone -- 8. Catering for diversity in the digital age: Reconsidering equity in assessment practices / Lois Ruth Harris & Joanne Dargusch -- 9. Assessment as and of digital practice: Building productive digital literacies / Marcus O'Donnell -- PART III: The role of big data in reimagining assessment -- 10. Augmenting assessment with learning analytics / Simon Knight -- 11. Are assessment practices well aligned over time? A big data exploration / Jekatarina Rogaten, Doug Clow, Chris Edwards, Mark Gaved & Bart Rienties -- 12. The bi-directional

effect between data and assessments in the digital age / Abelardo Pardo & Peter Riemann -- 13. Standards for developing assessments of learning using process data / Sandra Milligan -- PART IV: Practical exemplars -- 14. Re-imagining peer assessment in self-paced online learning environments / Linda Corrin & Aneesha Bakharia -- 15. The future of self and peer assessment: Are technology or people the key? / Joanna Tai & Chie Adachi -- 16. Using technology to enable a shift from marks to outcomes-based assessment / Andrew Cain, Laura Tubino & Siva Krishnan -- 17. Challenges with designing online assessment to support student task understanding / Tiffani Apps, Karley Beckman & Sue Bennett -- 18. Reimagining assessment through play: A case study of metarubric / Yoon Jeon Kim & Louisa Rosenheck -- 19. Sharing achievement through digital credentials: Are universities ready for the transparency afforded by a digital world? / Trina Jorre de St Jorre -- PART V: Conclusion -- 20. Concluding comments: Reimagining university assessment in a digital world / Phillip Dawson & Margaret Bearman.

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. .
