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.

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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
ePortfolios at Salt Lake Community College
What Goes Into an ePortfolio?

- Extra and Co-Curricular Activities
- Reflection
- Goals
- Signature Assignments
- Self Assessment
- Attainment of Learning Outcomes
What are the Results of ePortfolio Pedagogy?

- Educational Coherence
- Showcase of Engagement
- Scholarship Applications
- Pride
- Scholarly Identity
- Education as Creative Journey
- Intentionality
- Reflective Practitioner
Assessment Cycle

CLOSING THE LOOP

Institutional Research: Sample of Graduates

Improved Teaching & Learning

Gen Ed Committee & Faculty Dev Office

Academic Departments

ePortfolio Office: Assesses ePortfolios

ePortfolio Office: Writes Report
Self and peer assessment in/for a digital world

Associate Professor Chie Adachi  
Director, Digital Learning  
Deakin University  
Melbourne, Australia
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.
Why self and peer assessment?
“Evaluative judgement is the capability to make decisions about the quality of work of self and others.” (Tai et al. 2018, p.471)
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)
Practice: Assessment Tools project 2015-20

Self and Peer Assessment Project

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

Chie Adachi, Joanna Tai & Phillip Dawson


Academics' perceptions of the benefits and challenges of self and peer assessment in higher education

Chie Adachi, Joanna Hong-Meng Tai & Phillip Dawson
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.
5. Timely, varied and appropriate feedback for students.
6. Skills involved in giving and receiving feedback.
7. Less input (and time) required of teachers.
Challenges with SAP

1. Reliability and accuracy of students’ judgement skills.
2. Perceived expertise.
3. Power relations.
4. Time and resource constraints.
JOIN US ONLINE.
sunday at 10am | 3pm | 6pm
christianworshipcenter.com
facebook.com
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.
Welcome to the course

Welcome to our course ‘Self and peer assessment in/for a digital world’ which has been developed with Dr Chie Adachi from Deakin University, Australia.
THANK YOU

Photo by Matt Jones on Unsplash
“Education is not the learning of facts, but the training of the mind to think.”

— Albert Einstein
Why "Technology-Assisted Peer Assessment"?

7 Countries.
> 20 Full Institutions.
> 30,000 unique students impacted / month.
Technology as Pedagogical Amplifier

**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.

**Formative Peer-Assessment**

1. Students CREATE some composition
2. Students ASSESS peer compositions, exercising skills as they do
3. Students REFLECT on feedback by analyzing it, then using it, again exercising skills

Repeated Structured Practice
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
Scaling the Development and Measurement of Transferable Skills: Assessing the Potential of Rubric Scoring in the Context of Peer Assessment

Steve Joordens, Dwayne Paré, Robin Walker
University of Toronto Scarborough;
Jim Hewitt and Clare Brett
Ontario Institute for Studies in Education

Search for:
Joordes HEQCO Rubric
Welcome to the Digital Portfolio
Questions from the Audience
Contact Information

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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

**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.
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
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

WCET 33rd Annual Meeting
November 2, 2021

A one-day virtual event.
Asynchronous sessions following the live event through the end of 2021.

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

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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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