Welcome from the EUNIS Learning & Teaching Task Force

The webinar will start at 12.30 (UK/Portugal) 13.30 (CEST)

Please test your equipment by running the Audio Setup Wizard (Tools>Audio>Audio Setup Wizard)
Digital Assessment: current and future developments across Europe

A EUNIS Learning and Teaching Task Force webinar in collaboration with Jisc
Webinar Outline:

• National Initiatives in Norway, Freddy Barstad

• Experiences at the University of Bergen, Robert Gray

• National Initiatives in the Netherlands, Annette Peet

• Q&A
National snapshots
Norway

Freddy Barstad
Senior Advisor
IT-dept.
freddy.barstad@ntnu.no
About NTNU

- 14 faculties and 70 departments and divisions

- Approximately 39 000 studenter.
  - 33 000 students in Trondheim, 3 500 students in Gjøvik and 2500 students in Ålesund (round numbers).
  - 6553 graduated with a completed degree in 2014.
  - 6000 participants in continuing education courses with credit in 2014.
  - 3000 international students.
  - 340 doctoral degrees awarded in 2015

- 6500 employees
  - 4 053 FTE in teaching, research and outreach positions (39 % female)

- Norway’s largest participant in the EU’s Horizon 2020
Kunnskap for en bedre verden
Kunnskap for en bedre verden

Foto: Carl-Erik Eriksson
STRATEGIC RESEARCH AREAS 2014–2023

ENERGY

HEALTH

OCEANS

SUSTAINABILITY
2014 Nobel Prize

NTNU professors May-Britt Moser and Edvard Moser were awarded the 2014 Nobel Prize in Physiology or Medicine for their discovery of cells that constitute an “inner GPS” in the brain.
NTNU Teaching Excellence
an integrated and wide-ranging initiative
National snapshots - Norway
Drivers

- Technology drive
- Political drive for mergers
- Common legal regulations
  - Legal aspects of digital summative assessments
- Requirement for equal treatment
- Drive towards self service => digitalization of services

- Bologna-process, ECTS
- Shared learning objectives
  - National plans for learning
  - National exams
- Collaboration on curriculum
- Shared use of data across the sector

The drivers put heavy requirements BOTH to business and IT!
Initiatives and focus areas

- Personal Learning Environment (PLE)
- (National) Learning Object Repository ((N)(LOR))
- Electronic Assessment System (eAS)
- Next Generation Digital Learning Environment (NGDLE)

- Cloud Services within HED
- Information Security
- Standardization & Enterprise Architecture
- Universal design
- Innovation & PreCommercialAgreements
- National collaboration
Digital Assessment
Assessment process: From manual to digital routines

System for register examinations
- Formalities
- Overview, e.g., language-variants
- Shortage, reminders
- Archiving: Need of history archiving.
- Critical: Access

Systems for digital exam questions
- Challenges:
  - Control access
  - Scaling
  - Context
  - Infrastructure
  - Costs
  - Competence
- Critical: Stability

System for digital censorship
- Process support
- Transparent censorship
- Support for varying methodology

Digital
FS
Examination-
registry

Digital
FS
Answers

Digital
FS
Archive

Locality
Candidate
Examination/
questions
Medium

Examination

Answers
Status Info

Grading

Journal

Feedback on grade and complaints

Feedback on grade
and complaints

In general:
- Must support digital og manuallow routines
- Access to systems. People with loose connection to institution
- Digital signatures
- Clarify regulations
- Different forms of assessment
- Role of Learning Management Systems
- Hand over information to internal and national archives.

Inform the
students

Ministry of Education
(DBH)

Norwegian State
Education Loan Fund

Figure by NTNU

Kunnskap for en bedre verden
Digital assessment for all
Technology
UNINETT
Pedagogical perspective
Organisational change
Legal issues

26 universiteter og Høgskoler, NSO, FS, BIBSYS, UNINETT, universell*

Kunnskap for en bedre verden
Pre-standardization descriptions – CBP documents

- The digital assessment market is immature. Current Best Practice (CBP) documents, and other reports as pre-standardization descriptions help to generate commend understanding of needs and requirements for digital assessment.
- CBP documents gives us a common understanding of digital assessment, common definitions, and a common starting point for future work.

- CBP 42: Physical infrastructure for digital assessment
- CBP 44: Clients for digital assessment
- CBP xx: Integration for digital assessment
- CBP 44: Digital assessment process & IT-architecture
- CBP 45: Logging and monitoring of digital assessment
- CBP xx: Legal issues regarding use of cloud services

EUNIS Learning and Teaching task force:
Vendors – Digital assessment (Norwegian HighEd)

- **ENOVATE**

- **Inspera assessment**
  - [http://www.inspera.com](http://www.inspera.com)

- **UNIwise (preferred)**
  - [http://uniwise.dk](http://uniwise.dk)
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<th>3</th>
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<td>Reliable</td>
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<td>To which the extent is the assessment consistent?</td>
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<td>Valid</td>
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<td>Does the assessment measure what it is purported to measure?</td>
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<td>Authentic</td>
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<tr>
<td>How does the assessment measure the candidate skills?</td>
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<td>Transparent</td>
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<td>How understandable is the assessment for all candidates?</td>
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<td>Equitable</td>
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<td>How just and fair is the assessment for all candidates?</td>
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Source: Vidar Gynnild, 2016
Welcome to NTNU and Trondheim!

NTNU: http://www.ntnu.edu/
Trondheim: http://trondheim.com/

Thank You for Your attention and remember:

Sharing __ is caring

freddy.barstad@ntnu.no
Digital Formative Assessment in Canvas

EUNIS Webinar, 25 April 2017
Robert Gray, PhD
Associate Professor, University Pedagogy

Program for Universitetspedagogikk
New Læringsplattform at UiB

- In Spring 2016, UiB launched Mitt UiB
- Mitt UiB is the open source version of Canvas
One Key Issue

- Canvas is based on an “American” model of assessment in higher education…
  - Most of its tools are designed to support continuous assessment that is iterative and can be formative or summative.
  - That is, students submit products and receive feedback and grades throughout the semester.
One Key Issue, cont’d...

• Most courses at UiB are based on a Norwegian/European/Humboldtian model
  – Course grades are based entirely on skoleeksamen or final project.
One Key Issue, cont’d…

• The introduction of Mitt UiB is pushing instructors to adopt pedagogical strategies that University practices and policies don’t currently support…
Assessment in Canvas
Welcome to Get Started with Mitt UiB!

Stop this day and night with me and you shall possess the origin of all poems,
You shall possess the good of the earth and sun, (there are millions of suns left.)
You shall no longer take things at second or third hand, nor look through the eyes of the dead,
nor feed on the spectres in books,
You shall not look through my eyes either, nor take things from me,
You shall listen to all sides and filter them from your self.

Walt Whitman, 1855

Not many people undertaking mountaineering for the first time would attempt to climb Everest on the first day. Yet many educators acquire some conferencing software and then try and design and run some kind of pilot online course. When their experiment fails, they rarely blame themselves, often stating that the medium is not very suitable for learning

Prendergast, 2000
Tools available in Canvas

- Announcements
- Modules / Pages / Files
- Discussions
- Quizzes
- Assignments
- Office 365
- SpeedGrader
- Outcomes
- Grades
- Calendar
- Library
- Reading List
- Literature Kiosk
- + Many External Tools
Outcomes
Setting up Outcomes

Outcomes are created here to track mastery in a course. To get started, checkout the menu bar along the top. Click on the New button to create a new outcome, or the New Group button to create a new group to organize your outcomes into. The Find button will allow you to use outcomes that have been created by your state or institution. As you create and use outcomes you will be able to use the panel to the left to navigate through your outcomes. You can drag and drop outcomes between the different levels to create structure.

More importantly, Canvas allows you to add outcomes to your grading rubrics so that you can evaluate mastery as you grade assignments. Once you've set up outcomes, click Manage Rubrics to start using your outcomes for grading.
Development and constraints

- be able to identify major developmental events and constraints in the early life history of fish

<table>
<thead>
<tr>
<th>Overgår forventningene</th>
<th>Innfrir forventningene</th>
<th>Innfrir ikke forventningene</th>
<th>Total points</th>
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<tbody>
<tr>
<td>5 Points</td>
<td>3 Points</td>
<td>0 Points</td>
<td>5 Points</td>
</tr>
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</table>

Mastery: 3 Points

Calculation method: Decaying Average

Last Item: 65
Between 1% and 99%

Calculation method:
Example: 65/35 Decaying Average
Most recent result counts as 65% of mastery weight. Average of all other results count as 35% of weight. If there is only one result, the single score will be returned.

1- Item scores: 1, 4, 2, 3, 5, 3, 6
2- Final score: 4.95
## Connect online and classroom activities

Connect online activities and content to classroom activities and content

<table>
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<tr>
<th></th>
<th>Exceeds Expectations: This means that any activities in Canvas are explicitly connected to activities in the classroom.</th>
<th>Meets Expectations: Here the online activities may be implicitly connected to what is happening in the classroom, but some students might not see the connection.</th>
<th>Does Not Meet Expectations: There is no evident connection between the two.</th>
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<tr>
<td><strong>Total Points</strong></td>
<td>5 Points</td>
<td>3 Points</td>
<td>0 Points</td>
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</table>

Mastery: 3 Points
Assignment: Annotated Bibliography #1

Decide which of your three disciplines through which you will first examine your topic/issue. Then find at least 3 or 4 written sources (books or print articles) and 6 or 7 electronic sources (recent scholarly articles) that treat your topic/issue through that discipline. From those 10 or so sources, choose the best five (at least two must be peer-reviewed journal articles). Each annotation must include these elements:

1. A description of the author's credentials, purpose, and audience
2. A summary of the article's most important points, including the main point and major sub-points (this along with the following discussion is the lengthiest part of the annotation).
3. Explain why this source seems valuable and how you might use it.
4. Each annotation should be a substantial paragraph (at least six or seven sentences and at least 1/2 a page).

Points 100

Submitting a text entry box or a file upload

File Types doc and docx

Due: Sep 23, 2015
For: Everyone
Available from: Aug 26, 2015 at 12am
Until: -
Assignment: Annotated Bibliography #1

Due Sep 23, 2015 by 11:59pm  Points 100  Submitting a text entry box or a file upload  

File Types doc and docx  Available after Aug 26, 2015 at 12am

Decide which of your three disciplines through which you will first examine your topic/issue. Then find at least 3 or 4 written sources (books or print articles) and 6 or 7 electronic sources (recent scholarly articles) that treat your topic/issue through that discipline. From those 10 or so sources, choose the best five (at least two must be peer-reviewed journal articles).

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3. Explain why this source seems valuable and how you might use it.
4. Each annotation should be a substantial paragraph (at least six or seven sentences and at least 1/2 a page).

All sources should be from either the USA Library or the USA Library's online databases (i.e., not Google or some other general search engine).

You should not use any direct quotes in your annotated bibliography. You don’t have room for that. Summarize instead.

Use 1” margins, 11 or 12 point font, and double-space. Be sure to indicate your topic and discipline, and be sure to follow APA guidelines for all references and formatting.

Writing Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
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<tbody>
<tr>
<td>Thesis/Focus/Content view longer description</td>
<td>Exceptional: [A] The paper has an arguable, interesting thesis which is sufficiently limited in scope and is a controlling feature of the paper. [B] Content supports the thesis and is substantial and comprehensive. [C] Average: [A] The thesis might be unclear or vague, and the paper as a consequence loses focus. [B] The content may occasionally digress from the point. Support is less convincing. [C] Conclusion is less in the way of synthesis and leans toward summary. It might feature an overview. Minimal: [A] Thesis neither forceful nor significant. The paper's focus might be inferred by the reader, but it is weak, diffused, and ineffective. [B] Paper may contain the occasional divergence and support for the thesis is scant and disjointed. [C] Conclusion is underdeveloped, awkward, and possibly only a brief sentence tossed onto the page. It fails to</td>
<td>Unacceptable: [A] Thesis is missing or hopelessly confusing. Little or no focused development. Paper seems to drift aimlessly toward some unknown destination. No focus or direction of the argument is evident. [B] Purpose of content not readily evident. [C] Conclusion is absent, or contains inappropriate material/form.</td>
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<td>Writing Rubric</td>
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<td><strong>Criteria</strong></td>
<td><strong>Ratings</strong></td>
<td><strong>Pts</strong></td>
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<tr>
<td>Thesis/Focus/Content</td>
<td>Exceptional: [A] The paper has an arguable, interesting thesis which is sufficiently limited in scope and is a controlling feature of the paper. [B] Content supports the thesis and is substantial and appropriate. [C] Conclusion is well considered and is a synthesis rather than a summary. 25.0 pts</td>
<td>Unacceptable: [A] Thesis is missing or hopelessly confusing. Little or no focused development. Paper seems to drift aimlessly toward some unknown destination. No focus or direction of the argument is evident. [B] Purpose of content not readily evident. [C] Conclusion is absent, or contains inappropriate material (new evidence, statistical data, introduction of new ideas, etc.). 10.0 pts</td>
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<td>Average: [A] The thesis might be unclear or vague, and the paper as a consequence loses focus. [B] The content may occasionally digress from the point. Support is less convincing. [C] Conclusion is less in the way of synthesis and leans toward summary. It might feature an awkwardly restatement of the thesis, but achieves closure. 20.0 pts</td>
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<td>Minimal: [A] Thesis neither forceful nor significant. The paper's focus might be inferred by the reader, but is weak, diffuse, and ineffective. [B] Paper may contain the occasional divergence and support for the thesis is scantly and disjointed. [C] Conclusion is underdeveloped, awkward, and possibly only a brief sentence tagged onto the summary. It fails to adequately synthesize the paper's content. 15.0 pts</td>
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<tr>
<td>Organization</td>
<td>Exceptional: [A] Organization is logical, clear, direct and to the point. [B] Links from paragraph to paragraph (even sentence to sentence) are obvious. Writer uses transition words and devices to achieve coherence and unity. [C] Opposing points of view are considered as appropriate. The paper is engaging and easily read. 25.0 pts</td>
<td>Unacceptable: [A] Generally confusing. Content fails to defend the thesis. The paper has a &quot;rambling&quot; quality. [B] Ideas are arranged haphazardly with no evidence of connectedness. [C] Lack of development and failure to consider other points of view. 10.0 pts</td>
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<td>Average: [A] Generally follows a logical development, with occasional lapses and divergences. [B] Some transitions are awkward and the reader infers connections between ideas. [C] Weak analysis of counterpoints. 20.0 pts</td>
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<td>Minimal: [A] Paper is constructed around a major idea, however, the logical development is unclear at times, and support is often generalized rather than specific. [B] Uneven flow from idea to idea causes slight confusion and weakens the argument. [C] Divergent opinions are mentioned, but not developed. 15.0 pts</td>
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<td>Unacceptable: [A] Overall, difficult to read. [B] Riddled with jargon and confusing terms. Marked by an elementary vocabulary and simplistic in tone and diction. [C] Writer does not consider audience</td>
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<tr>
<td>Language</td>
<td>Exceptional: [A] Language is appropriate for the given audience. [B] Acronyms used only when appropriate. 25.0 pts</td>
<td>Unacceptable: [A] Overall, difficult to read. [B] Riddled with jargon and confusing terms. Marked by an elementary vocabulary and simplistic in tone and diction. [C] Writer does not consider audience</td>
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<td></td>
<td>Average: [A] Language is generally effective, yet does not rise to a higher level of sophistication. 20.0 pts</td>
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Rubrics
Talk-through a work of electronic literature

Your task for this assignment is to create a short video response (about 800 words in length) to a work of electronic literature. This assignment can be done individually or with up to two partners. To do the assignment:

1) Select a work of electronic literature from the Electronic Literature Collection, Volume 1 or Volume 2 or the ELMCIP Anthology of European Electronic Literature. It must be a work you have not written about in prior discussion assignments.

2) Spend at least one hour or more reading and interacting with the work before preparing the video.

3) Consider the work in the light of the theoretical readings and short essays we have read in the class.

Points: 50
Submitting: a text entry box or a file upload
File Types: docx and doc

Due: Apr 27
For: Everyone
Available from: Apr 18 at 12am
Until: Apr 28 at 11:59pm
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<td>explicitly connected to activities in the classroom. 5 pts</td>
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<td>threshold: 3 pts</td>
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<td>connected to what is happening in the classroom, but some students</td>
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<td>might not see the connection. 3 pts</td>
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<td>Does Not Meet Expectations: There is no evident connection between</td>
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<td>the two. 0 pts</td>
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Total Points: 10

- I'll write free-form comments when assessing students
- Use this rubric for assignment grading
- Hide score total for assessment results
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Peer Review Assignments
Peer Reviews

- Require Peer Reviews

How to Assign Peer Reviews

- Manually Assign Peer Reviews
- Automatically Assign Peer Reviews

Reviews Per User

2

Assign Reviews

Mar 22, 2017

Anonymity

- Peer Reviews Appear Anonymously
ASSIGNMENT 3 - Media impoverishment

In online communication, how are identity and social cues expressed, and how does media impoverishment affect an online-based interaction?

I’m gonna start by introducing the social identity cues.

In textual media, the use of written language is a significantly more powerful force in making and forming impressions rather than when people interact body to body. Why is that? Because online communication provides us with freedom to expand, manipulate and distort our identities.

In today’s society people tend to be obsessed with showing off their perfect, happy lives on social media. I have friends that are obsessed with Snapchat. They take pictures of their perfect meals and post it online before eating them. Some also spend big amounts of money on holidays to showcase their perfect life and build their image just to make others believe they have amazing lives on Instagram. If you’ve climbed Mount Floyen (Bergen) without posting a picture on social media of you being there, you have not climbed Mount Floyen. That’s what people say now days.

I have several friends who make an impression of having an ideal lifestyle on social media, but I know for fact that they manipulate the stories they showcase. Many of them even struggle in real life. Even Youtube celebrities post videos where they confess their epic struggle with life and how they do their best to not show it in their content.

While some are proud to introduce their identities on social media, others remain anonymous. This is a big issue when it comes to trusting people online. People create anonymous profiles on social media for reasons such as flaming, stalking etc. The girl you fell in love with on a blog can turn out to be a man.

Lack of identity cues online is normal, because there are no social norms to guide behavior like in real life. People online can lie about their gender, race and physical appearance. People are more honest online, because it’s easier. For example, someone who is naturally overweight, may feel the pressure of society to lose weight, which can lead to unhealthy behavior. However, online, there is less pressure to conform to societal norms, allowing people to be more true to themselves.

Assignment Comments

So far your paper lacks a clear example you refer to or a case you illustrate through concrete examples (not enough just to refer e.g. to FB or Skype). You need also a more consistent argumentation and conclusion. You may use some more time (even overtime, it’s OK until Sunday) to Improve it. I am therefore waiting before accepting it.

Accepted, but under doubt.

Add a Comment
Quizzes
Testinstruksjoner

Spørsmål 1

What is cosmic radiation?

- All radiation from space
- Charged, ionising particles (atoms, sub-atomic particles)
- Ionising radiation

Spørsmål 2

What is the main difference between cosmic particles originating from the sun [solar energetic particles] and those originating from the galaxy [galactic cosmic radiation]?

- The energy (range, level) of the particles
- The type of particles
- Charge
What is cosmic radiation?

Svar:

Riktig svar: Charged, ionising particles (atom)

Mulig svar: Ionising radiation

Kommentar om studenten velger dette svaret:
Ionising radiation includes gamma radiation and x-rays

Mulig svar: All radiation from space

Kommentar om studenten velger dette svaret:
All radiation means all ionising and optical
Discussions
Day 3 Assignment

Robert Gray Jr

Since the submission form doesn't work when you are an instructor, please indicate here that you have completed your assignment. Also, please provide feedback on other people's assignments here as well.

Maria Mavragani

Nov 22, 2016

Before I come to the course, I only used Canvas to publish files in PDF format for my courses, similarly to what I used to do with missee.

For days 1 to 2, I repeated publishing PDFs files, but I also made a video of myself and created a questionnaire. I was quite satisfied with the video, keeping in mind that I had no such experience before. I feel that this is a very personalized matter for introducing and engaging people to courses. However, I have not yet cut out the end, as suggested. I have not used video’s handling software before, but I will try it in the near future. I also made links to youtube videos.

After day 2, I decided to try replacing some of the PDF files with sites and a test. I made a site that I am satisfied with, including even a picture...

The feeling I have now is that I can start using CANVAS. Of course there will be a lot of points to clarify and difficulties to overcome, but at least I do not hesitate using it any longer. Maria
Introductions

This week we will use the forum discussion to get to know each other a little better. Please include the obvious stuff (i.e., name, where you're from, why you're taking the course, etc.), but also go a little deeper to tell us something about yourself that will let us get to know you as the person, rather than just somebody in the class. Then, respond to some of your classmates' intros. The more we feel like we know each other, the more we will feel like a connected community of learners, which will make the course a much better experience for all of us.
Introductions

This week we will use the forum discussion to get to know each other a little better. Please include the obvious stuff (i.e., name, where you’re from, why you’re taking the course, etc.), but also go a little deeper to tell us something about yourself that will let us get to know you as the person, rather than just somebody in the class. Then, respond to some of your classmates’ intros. The more we feel like we know each other, the more we will feel like a connected community of learners, which will make the course a much better experience for all of us.
We tend to think of Google Maps as a digital copy of our surrounding reality. Google Maps has become part of our life and how we perceive it, enabling us to find places easily and even get a picture of what this place will look like when we arrive there. Yet in Valla’s "Postcards" we can see that this is not necessarily true: Google Earth is fallible. It is not a copy of reality, this work points this out and shows us how our ways of perceiving the world have changed due to technology and some disadvantages if we blindly consider what is presented by Google as true. Simpler examples of this exist such as: outdated images or directions that may lead us to believe that something exists in a place where it does not.

Furthermore, the images presented by Valla’s are really interesting to the eye, quite mesmerising to see and think that this might exist (because we can see it embedded in images of the real world in a simulation of our world) but does not. Taking us again to the way we perceive reality and showing surreal images created by a "malfunctioning" algorithm. These images seem mysterious, therefore, bringing some kind of magic and mystery to a world where everything seems to be known, and in which people are desperately searching for something new and unknown that may make their lives different.

This is exactly what I thought as well. And to generalise a bit, I think it reflects back on all the other kinds of programs and algorithms we use in modern society. Economy is modelled after algorithms, but they are, as Google Earth, just a representation of reality, not a true model of it.

Art, sometimes at least, works by making the world strange to the viewer, as a way to make them think about things in a different way - and at least that has been done by Valla here. If we question whether or not it is art, as a lot of people here do, we need to come up with a definition of what art is to make sense of the question.

Great response! Thanks heaps.
UNIVERSITETET I BERGEN
Taking digital assessment to the next level

DIGITAL ASSESSMENT – INNOVATION PROGRAMME CUSTOMISED EDUCATION

Annette Peet – 2017/04/25
Experience & background

• Community Manager Education/ project leader digital testing at SURFnet
• SURF focus on Digital testing since 2010
• Large programme on Digital Testing 2010-2015
• 2016 – 2018 Focus on facilitating implementation of (safe) digital testing and redefining the role of assessment as part of flexible and personalised learning
AGENDA

- Digital assessment – different perspectives
- Barriers to digital assessment
- Inspiring and facilitating
Perspectives on digital assessment

**Improve process**
- Electronic management of assessment

**Reduce workload**
- Large scale digital testing

**Enhance learning**
- Personalised learning

**Improve quality**
- Authenticity Complex skills

- Assessment for Learning
- Assessment of Learning

Efficiency

Quality
Implementation of digital assessment much slower than anticipated
Barriers

Safety issues
Lack of knowledge and expertise
Complexity of assessment process
Time
How can SURF help to make a shift?

- **Improve process**
  - Electronic management of assessment

- **Reduce workload**
  - Large scale digital testing

- **Enhance learning**
  - Personalised learning

- **Improve quality**
  - Authenticity Complex skills

Assessment for Learning  →  Assessment of Learning
1. Inspire and share knowledge
2. Secure assessment workbook

### 1. Ontwepen
In de vorm van een bedrijfprocessen is het ontwepen van toetsen in de loop van de jaar gedigitaliseerd. Het ontwepen van toetsen is met de keuze van drie toetsenmaken niet eenvoudig mogelijk. Het ontwepen speelt zich gesteund af vanaf direct in basis van de examenstatistiek binnen de eigen organisatie-verheid.

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<th>Toets</th>
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### 2. Controlema
Zowel de toetsenhandleidingen worden de toetsen (bedrijven) ontwikkeld, maar toetsen voor zowel toetsers als examenstelsels niet vooraf bekend mogen zijn bij de studenten. Dit is een hoge belasting. De belasting is dit in deel 1. In dit deel van de toetsprocedure komt aan aantal rizico's waardoor men kan kijken om welke soorten zaken en gevoelens weken activering, dinsdagtoetsen nu om stil te houden zijn en een rustig plekje in de kamer op te zoeken voor verschillende situationen.

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**Figuur 2. Initiëren en borgen van veilig toetsen.**

1. Opdrachtgever en -nemer benoemen
2. Analyse:
   - Toetsbeleid
   - Toetsproces
   - Huidige beveiliging
3. Gapaanlyse maken en uitvoeren
4. Toetsen maken en uitvoeren
5. Toetsen maken en uitvoeren
3. Investigate different types of test taking

Different solutions for large scale testing

BYOD 1: Bootable usb-stick

BYOD 2: Online proctoring
4. Support implementation

Maturity model
5. Stimulate setting up itembanks

**Workbook itembanking**
Tool to facilitate the development of (joint) itembanks

**Pilot itembanking**
Sharing of test items
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Any questions?
Thank you for joining us!

The webinar recording will be available shortly.

To find out more about EUNIS and the Learning and Teaching Task Force go to www.eunis.org