



UNIVERSITY OF
CANBERRA

ACODE 81

E-Assessment

University of Canberra 12th March 2020

University of Canberra Hospital Thirriwirri Street Bruce ACT

Draft Workshop Program

8.30 - 9.00	Registration and coffee	30 mins
9.00 – 10.15	<p>Session focus: DEFINE</p> <ul style="list-style-type: none"> • Welcome to Country and introductions • Geoff Crisp Deputy Vice-Chancellor & Vice-President Academic • What is e-assessment? • Setting the scene for the day • Table sharing: Strategy and Policy • Shareback 	<p>15 mins</p> <p>9.15-10.15</p>
10.15-10.30	Morning Tea	15 Mins
10.30-12.00	<p>Session focus: PRACTICES</p> <p>Into from Mathew Hillier</p> <p>Lightning talks: Technology that supports assessment practice</p> <ul style="list-style-type: none"> • Portfolio • Authentic exams • Group work • Rubrics 	15 mins
12.00-1.00	Lunch	60 mins
1.00-1.30	<p>Keynote from Margaret Bearman</p> <p>How technology shapes assessment design Bio Margaret Bearman is an Associate Professor within the Centre for Research in Assessment and Digital Learning (CRADLE), Deakin University. She holds a first class honours degree in computer science and a PhD in medical education. Over the course of her career in health</p>	30 mins

	<p>professional and higher education, Margaret has written over 100 publications (published and in press), and regularly publishes in the highest ranked journals in her fields. She has received over \$7.5 million in research and development funding over the course of her career, including co-leading the Improving assessment: understanding educational decision-making in practice grant from the Office for Learning and Teaching 30 mins</p> <p>(Category 1) and academic lead on the project From trainee to GP: The role of feedback in promoting progression to independence from the Royal Australasian College of General Practitioners (RACGP). Recognition for her work, includes Program Innovation awards from the Australian Office of Learning and Teaching and Simulation Australasia. Margaret's interests include: assessment and feedback; simulation and digital technologies; sociomateriality; and educational workforce development. 1</p>	
1.30-3.00	<p>Session focus: TOOLS/TECH</p> <p>Group discussions at tables</p> <ul style="list-style-type: none"> • How are your technologies influencing institutional assessment practices/design for good or evil? • Shareback 	90 mins
3.00-3.15	Afternoon Tea	15 mins
3.15-4.00	<p>Session focus: STRATEGIES</p> <p>Group discussions at tables</p> <ul style="list-style-type: none"> • What challenges does my university face? • What can I do and how? • What should I do? • What investment is needed? Systems? People? Staff development? <p>Shareback: Identify common themes and takeaways</p>	45 mins
4.00-4.45	<p>Self reflection</p> <ul style="list-style-type: none"> • What have I learned from today • Planning the online assessment future <p>Shareback</p>	45 mins
6.00 onwards	<p>Tour of Museum of Australian Democracy</p> <p>Drinks & dinner at Old Parliament House</p>	

Reading –

<https://onlinelibrary.wiley.com/doi/full/10.1111/bjet.12439>



[How technology shapes assessment design: Findings from a study of university teachers - Bennett - 2017 - British Journal of Educational Technology - Wiley Online Library](#)

Abstract A wide range of technologies has been developed to enhance assessment, but adoption has been inconsistent. This is despite assessment being critical to student learning and certification. ...

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