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Last updated: 2022-05-16

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Welcome

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OTESSA22 - Assessment and Digital Technology in Higher Education

Introduction

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Presented Online at OTESSA22, May 17, 2022

> I acknowledge that the land where I currently live and work remains the traditional, ancestral, and unceded land of the `syilx` people, whose historical stewardship of and connections to the land continue to today. I am grateful to be an uninvited guest on this land.

Background

Scriven, 1967

> Scriven, M. (1967). *The methodology of evaluation.* In B. O. Smith (Ed.), *Perspectives of curriculum evaluation.* Rand McNally

- distinction between `formative` and `summative`

Bloom, 1968

> Bloom, B. (1968). Learning for Mastery. Instruction and Curriculum. Regional Education Laboratory for the Carolinas and Virginia, Topical Papers and Reprints, Number 1. *Evaluation Comment, 1*(2), 12.

- Incorporated `formative` and `summative` distinction into his ideas about `mastery learning`

Figure 1: Picture of a bicycle resting against a pole along a trail in Kalamoir Park overlooking Okanagan Lake.

Mislevy, 1994

Mislevy, R. J. (1994). Test theory reconcieved. *ETS Research Report Series, 1994*(1), i–38. https://doi.org/10/gjm236

- test theory is machinery for reasoning from students' behavior to conjectures about their competence, as framed in a particular conception of competence."(p. 4).

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Black and Wiliam, 1998

Black, P., & Wiliam, D. (1998). Assessment and Classroom Learning. *Assessment in Education: Principles, Policy & Practice, 5*(1), 7–74. https://doi.org/10/fpnss4

- major review of the literature on `formative assessment`

- describe formative assessment as encouraging gains in achievement that were

  `> among the largest ever reported for educational interventions (p. 61)`

Pellegrino et al., 2001

Pellegrino, J. W., Chudowsky, N., & Glaser, R. (2001). *Knowing What Students Know: The Science and Design of Educational Assessment*. National Academies Press. https://doi.org/10.17226/10019

- "a process of drawing reasonable inferences about what students know on the basis of evidence derived from observations of what they say, do, or make in selected situations" (p. 112)

- "reasoning from evidence" (p. 43)

Assessment Triangle

Cognition

- a cognitive model of the domain

Observation

- a performance task used to gather data regarding learner achievement

Interpretation

- an inference or judgement of the learner's achievement in relation to the model of the domain

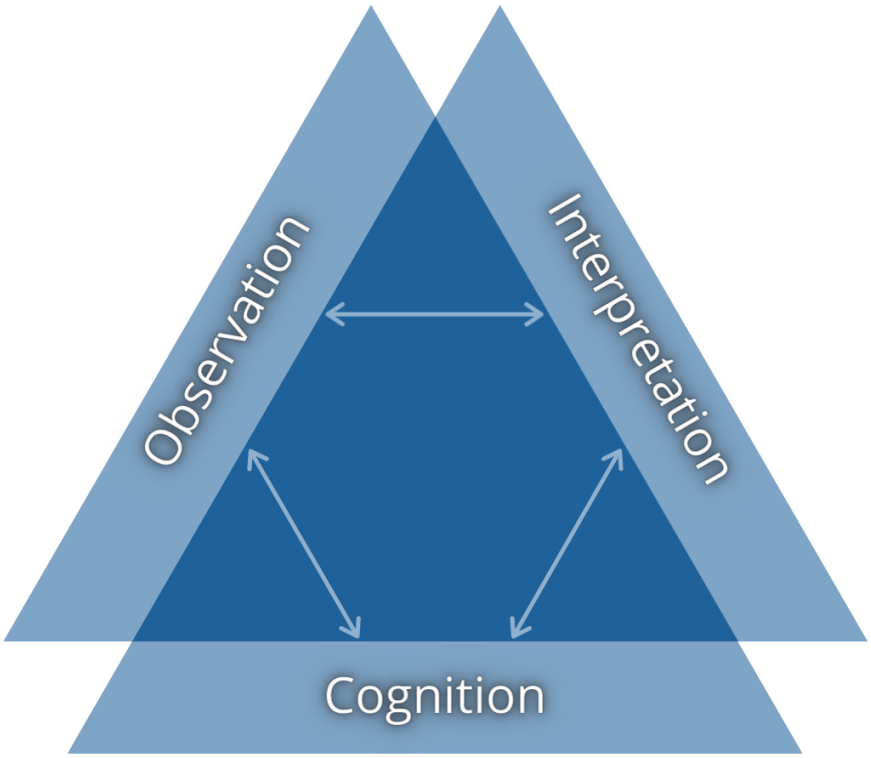

Figure 2: Stylized diagram of a triangle with the sides labeled, (clockwise from the bottom) Cognition, Observation, and Interpretation. There are two-way arrows pointing between each of the sides.

Approaches to Learning

Biggs, 1993

Conceptions of Assessment

Brown, 1994; 1996

Fletcher et al., 2012

Assessment in Higher Education

Technology-Mediated Assessment

Research Directions