LEARNOVATE

Leading Learning Innovation

TECHNOLOGY CENTRE
ENTERPRISE IRELAND
IDA IRELAND SUPPORTED

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

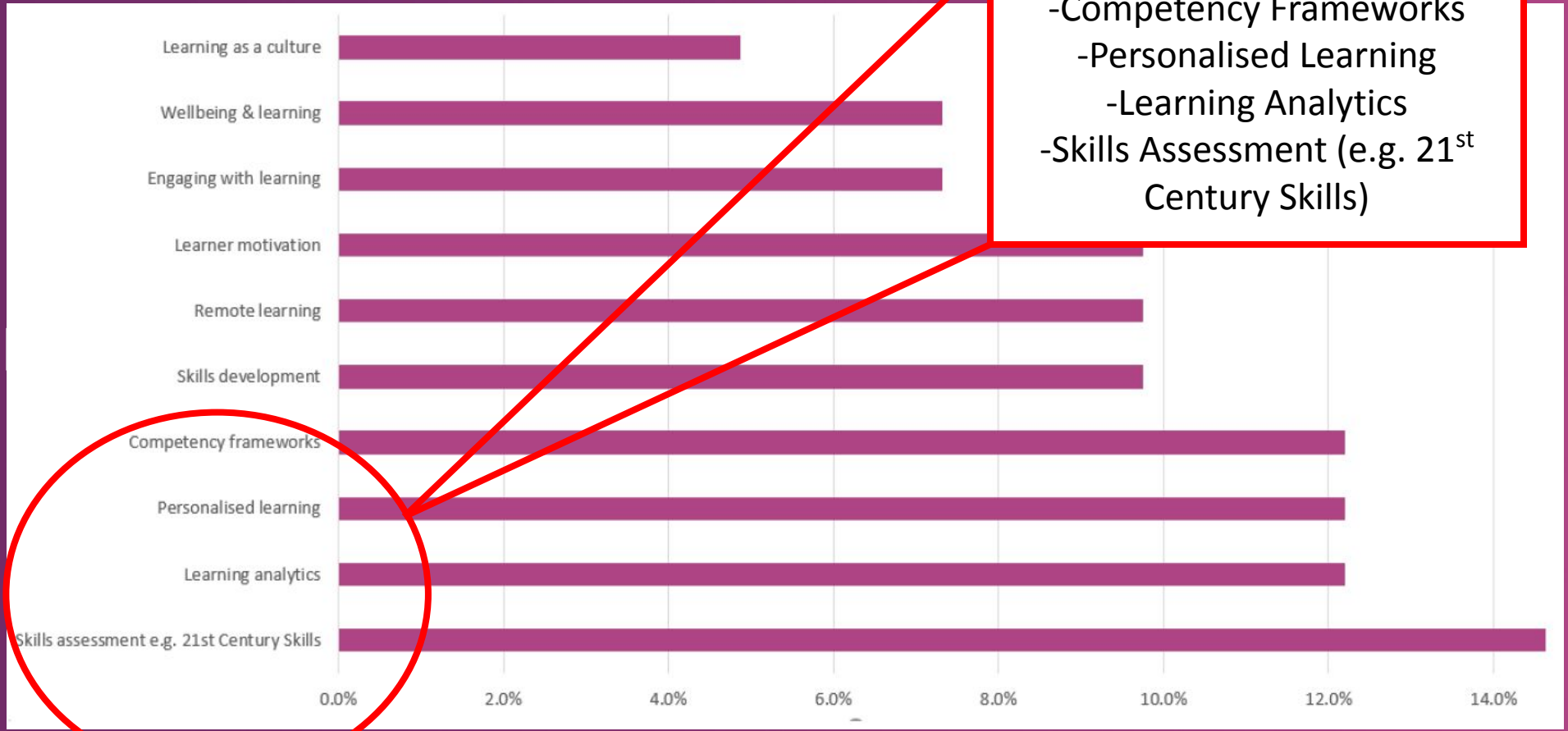
LEARNOVATE

Schools/K12: DIALS

Can Assessment be Authentic, Democratic and Sustainable through Technology?

Stage 1

What do we mean by....


Learning as a culture
Wellbeing & learning
Engaging with learning
Learner motivation
Remote learning
Skills development
Competency frameworks
Personalised learning
Learning analytics
Skills assessment e.g. 21st Century Skills
0.0%
2.0%
4.0%
6.0%
8.0%
10.0%
12.0%
14.0%
-Competency Frameworks
-Personalised Learning
-Learning Analytics
-Skills Assessment (e.g. 21st Century Skills)

The Research Questions

1. How do we assess student learning in a way that: a. provides an authentic and engaging learning experience b. measures the correct elements c. promotes positivity, the joy of learning, and student & teacher wellbeing?

2. How can immersive technology, gamification and effective feedback support this?

What has the literature shown us so far?

- ➔ Authentic Assessment Frameworks demonstrate good results in terms of student engagement and motivation but lacking **influence** in the proper learning side (Gulikers et al. 2004) and **challenges** when implementing in class may hinder the process (Schultz et al. 2022, Suurtam, 2004)

- ➔ Technologies can be **used by students** as intellectual partners and tools to analyse and interpret their understanding (Herrington and Kervin, 2007). Authenticity comes in different forms: presentations, live performances, projects, exhibitions, portfolios, case studies, reflective journals, interviews, and group work (Sokhanvar, 2021) with e-portfolios being the most prominent in the literature (Nieminen et al. 2022)

- ➔ Students become **motivated agents** of their learning process, thereby empowering the student-teacher binary to co-create new authentic ways of learning towards wellbeing (Jones et al. 2021, Vaughn 2020)

What do we mean by....

Authentic

The assessment can effectively evaluate what is is supposed to evaluate, both the teacher and learner get exactly what they need from the assessment

Democratic

The assessment is accessible to everyone and is fair to everyone, regardless of learning style preference, cultural factors or systemic biases

Sustainable

The assessment forms a developmental learning pathway which maintains its integrity overtime. Reassessment can occur to measure learning progress.

Research Question....

Authentic

The assessment can effectively evaluate what is is supposed to evaluate, both the teacher and learner get exactly what they need from the assessment

How do we assess student learning in a way that provides an **authentic** and engaging learning experience, measures the correct elements, and promotes positivity, the joy of learning, and student & teacher wellbeing?

Research Question....

Democratic

The assessment is accessible to everyone and is fair to everyone, regardless of learning style preference, cultural factors or systemic biases

How do we ensure that the **authentic** assessments we create, are **democratic**, in that they are accessible and fair to all who participate in them?

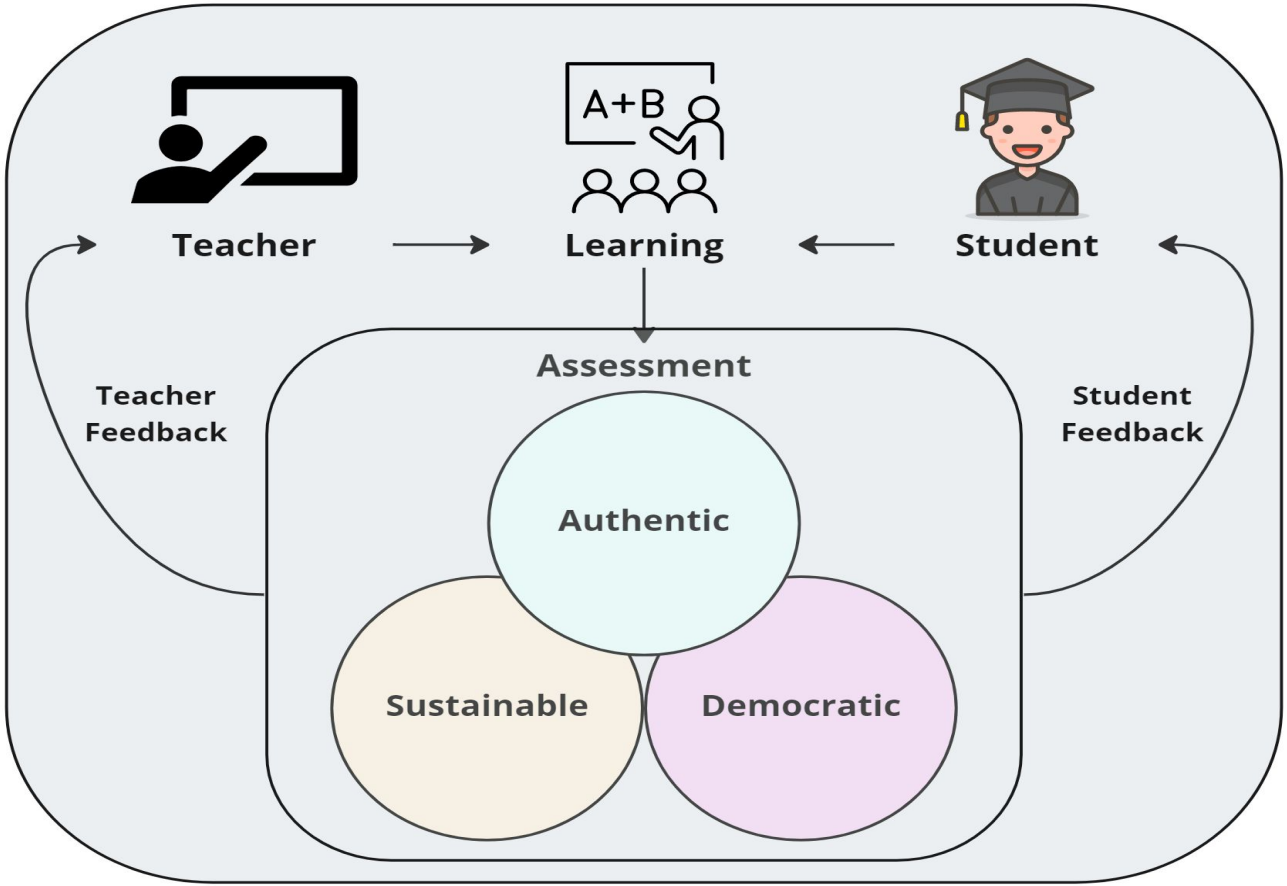
Research Question....

Sustainable

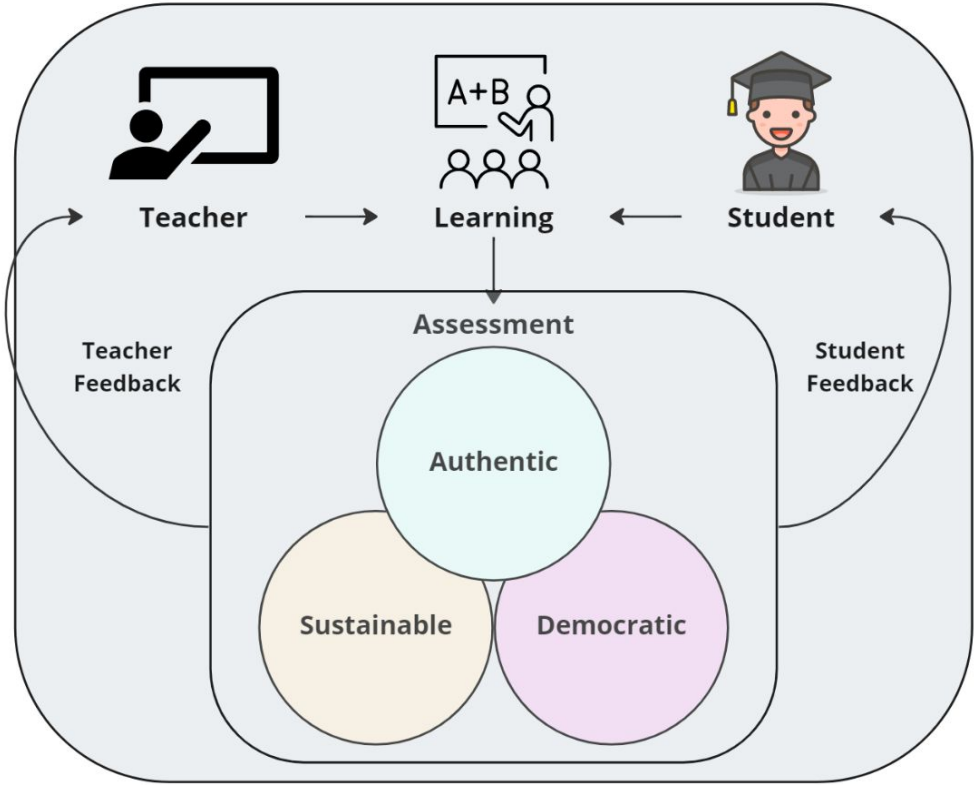
The assessment forms a developmental learning pathway which maintains its integrity overtime. Reassessment can occur to measure learning progress.

How do we ensure that the **authentic** and **democratic** assessments we create are **sustainable**, in that we can continue to use them to not only form the learning of the student, but also to have an accurate sense of their true development over time.

The Ecosytem...



The Ecosytem...



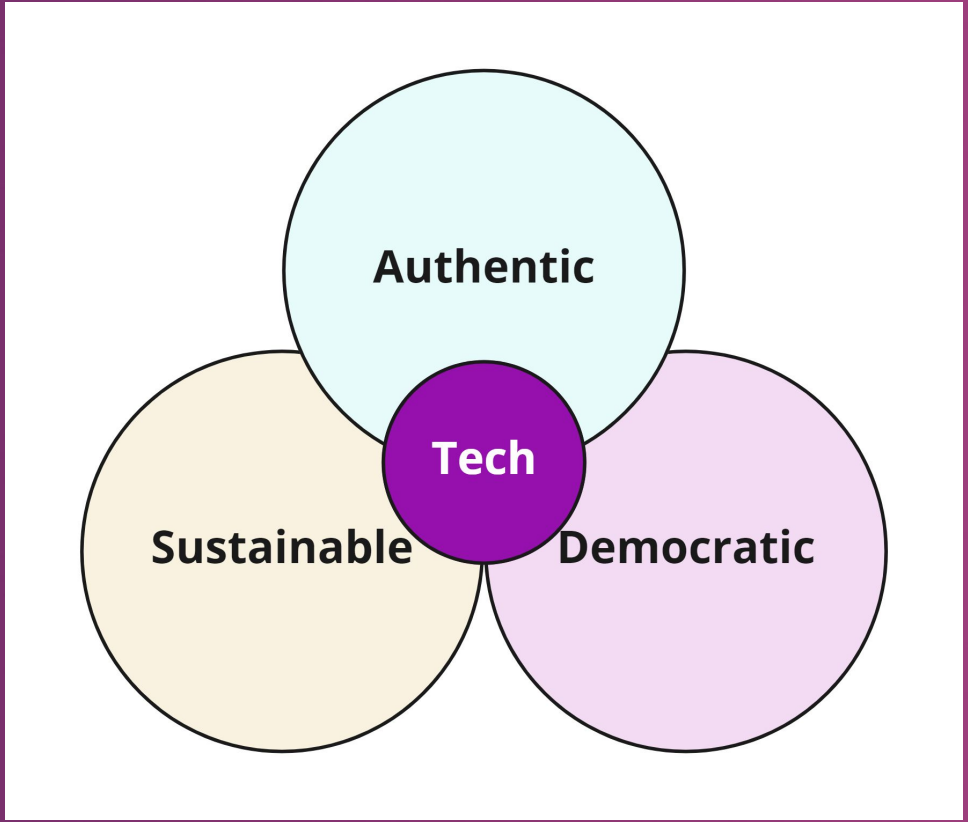
The Tech Angle...

How can immersive technology, gamification and effective feedback support this?

Current Frameworks

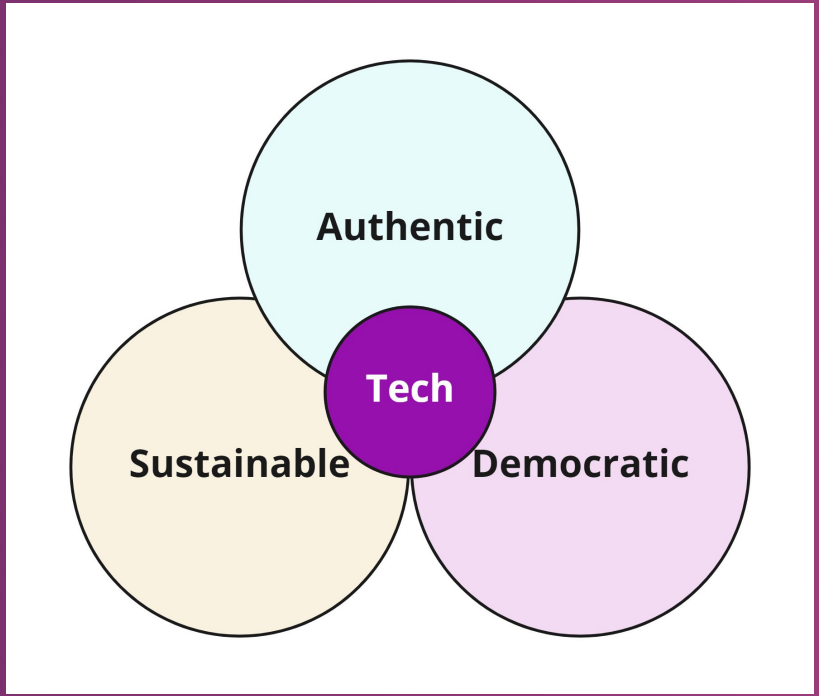
- ➔ Own it, Learn it, Share it (Lee & Hannafin, 2016)
- ➔ Authentic Assessment for Sustainable Learning (Kearney and Perkins, 2016)
- ➔ Authentic Self and peer Assessment for Learning (Kearney and Perkins, 2014)

DIALS: A New Framework?



DIALS: A New Framework?

Democratic **I**nclusive **&** **A**uthentic Assessment **for** **L**earning **&** **S**ustainability



The Next Questions

- ➔ How-to validate whether an assessment is authentic
- ➔ How-to resolve the mismatch between what school considers "real life" and what students really do
- ➔ Consider the potential drawbacks when implementing authentic assessment
- ➔ How familiar are teachers with authentic assessment concepts?

More Questions

- ➔ Can assessment in K-12 schools be democratic? How can we use the voice of the student effectively? A sort of truly inclusive, diverse and fair assessment.
- ➔ Can we draw an assessment map together with the student in a co-creation process, so they will understand the skills and knowledge acquisition and how can they use them in the near and far future? A sort of a roadmap for success where skills and knowledge can effectively be transferred and tracked.
- ➔ Is dialogical pedagogy and the use of student's voice in the assessment process what brings wellbeing and the joy of learning back into the classroom?

A Couple of Directions to Follow

Direction 1: An external report

An infographic

A conference paper

A white paper for teachers

Direction 2: Stage 2

Interview with teachers AND Survey

Jobs-To-Be-Done or similar workshop

A bespoke version of our IS Solution Workshop

LEARNOVATE

Thank you