

Electronic Assessment: a reflection on old practice and an appraisal of future directions

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Over the last ten years, learning and teaching in higher education have benefited from advances in social constructivist and situated learning research (Laurillard, 1993). In contrast, assessment has remained largely transmission orientated in both conception and in practice (see Knight & Yorke, 2003). This is especially true in higher education where the teachers' role is usually to judge student work and to deliver feedback (as comments or marks) rather than to involve students as active participants in assessment processes.

This presentation reflects upon previous practice and discusses the findings from a number of projects which address the challenge raised by Whitelock & Brasher (2006) of developing more interactive e-assessment question types. One of the most important messages that can be drawn from current work is simply the variety and scope for imagining new forms of assessment and using technology to support it in imaginative ways. e-Assessment is starting to deliver measurable and successful improvements and there are signs of true change to an educational system that can genuinely embrace the true nature of constructivist learning.

References

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