

Title:

Ramping up the authenticity of high-stakes supervised assessment for the 21st century.

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Abstract:

The higher education sector is increasingly in the spotlight for being able to demonstrate that their graduates are equipped to operate in the work and social world of today and the future while dealing with increasing student numbers and reduced resources. In the background is the threat posed by the rise of 'ghost writing' or 'outsourcing' of non-supervised assessments. This has in part contributed to an increase in the use of examinations as an assessment method in universities across the country. However a good deal of the higher-stakes supervised assessment and exams done at universities today is still stuck in the 'pen-on-paper' quiz centric paradigm which is increasingly divergent from the real world problems faced by graduates beyond the walls of the institution. This means that to be able to deliver a relevant, quality education in blended face-to-face and online contexts we need to expand the pedagogical landscape of what is possible in the exam room to include assessments that allow students to address more authentic, rich and constructed problems that are increasingly characteristic of the modern world.

By leveraging ICT tools and the Internet we can add to our toolbox of assessment techniques, increase our knowledge of student capabilities and progress through educational data analysis, as well as take steps to address qualification integrity while giving students greater exposure to the tools of the trade of 21st century.

This session will explore the rationale, drivers, issues and possible solutions being developed as part of a national OLT project on e-Exams. The project aims to bring more authentic assessment to the high stakes exam room of today. A road map is provided that ramps up pedagogical sophistication and scale using a systems approach to the development of an institution wide capability.