

CREATIVITY CHALLENGE

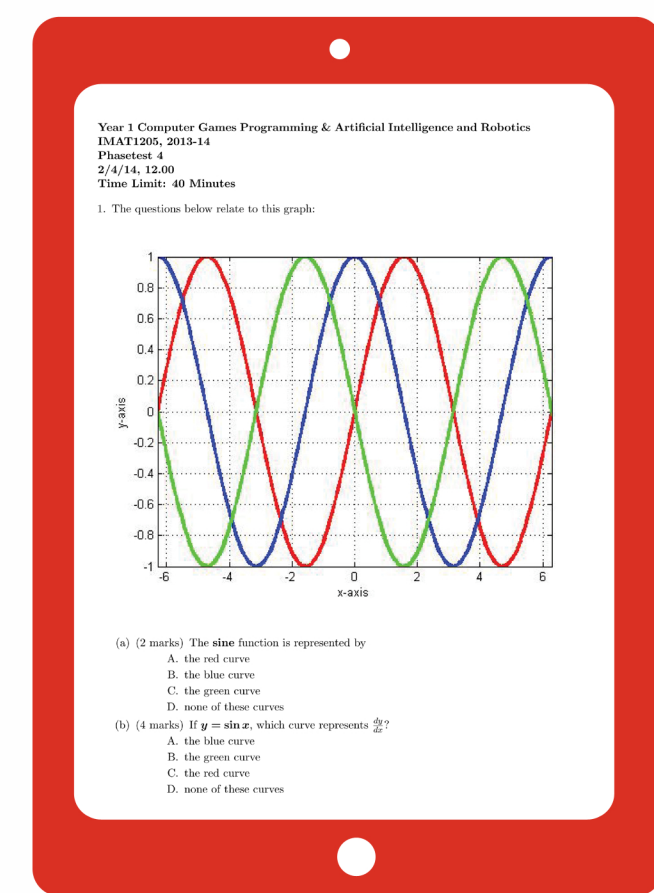
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PRESENTS

Like the maxim “SEE NO EVIL, HEAR NO EVIL, SPEAK NO EVIL” assessment and feedback is characterised by differing emotions from both student and lecturer perspectives. Students are often more concerned with their mark and would rather not read any negative feedback from their lecturer (see no evil, hear no evil), while lecturers are hesitant to communicate bad news (speak no evil).

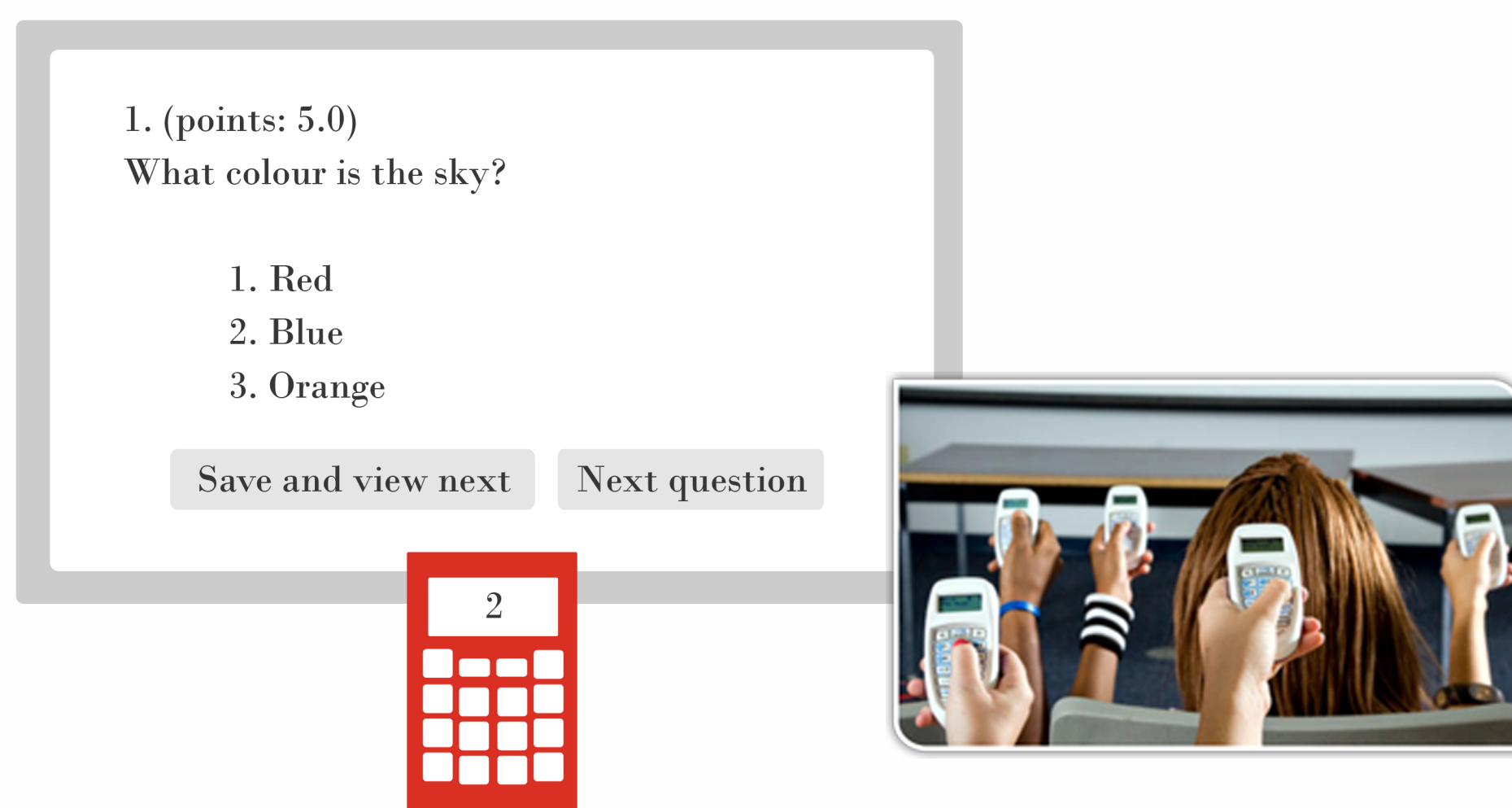
So how can we better this experience, encouraging an open learning dialogue between students and lecturers?

see
no evil



Blackboard is a virtual learning environment commonly used in higher education. Blackboard assessment [7, 4] lends itself to examinations in which the answers are deterministic.

The test is accessed via password and incorporates a timer. It is electronically, and therefore instantly, marked, which is convenient for both students and staff. There is provision within the platform for personalised feedback.



“speak
no evil”

Clickers are small, portable hand-sets that facilitate instantaneous communication between lecturer and students.

Through the use of clickers, the innovation of Technology-Enhanced Formative Assessment, can be used for assessment, whether formative or summative [3, 2], and feedback [8].

hear
no evil



The traditional peer review has moved into cyberspace through technology, via platforms such as social media. Such ‘conversation’ [5] is a collegial, mutually beneficial process in which information about teaching and learning is formulated, exchanged, challenged, tested and re-formulated by all parties concerned. It involves recording, interpreting, and acting on information gathered from stakeholders [1]. "Skills in giving and receiving feedback are also prized by employers." [6]

[1] Åkerlind G. S. and Pettigrove M. G. (1996) Peer Review and Self-Evaluation, A TOOLKIT Resource Booklet for the Improvement of Teaching and Learning, CEDAM, The Australian National University [2] Beatty, I. D. & Gerace, W. J. (2009). Technology-enhanced formative assessment: A research-based pedagogy for teaching science with classroom response technology. Journal of Science Education & Technology [3] Briggs, C., & Keyek-Franssen, D. (2010). CATs with clickers: Using learner response systems for formative assessments in the Classroom. Presented at the 2010 EDUCAUSE Learning Initiative Conference, Austin, Texas [4] De Montfort University Centre for Enhanced Learning through Technology, CELT Hub: Blackboard – Assessment Tools. URL: <http://celt.our.dmu.ac.uk/support-using-technology/dmu-core-elt/blackboard/blackboard-how-to-i/blackboard-course-management/blackboard-assessment-tools/> [5] DMU/HEA National Teaching Fellow Project, It's Good to Talk, URL: <http://bit.ly/tjAMyP> [6] Jaques, D. (2000) Learning in Groups: A Handbook for Improving Group Working. London: RoutledgeFalmer [7] JISC, Effective Assessment in a Digital Age: A guide to technology-enhanced assessment and feedback. URL: https://vle.dmu.ac.uk/bceswebdav/pid-2812033-dt-content-rid-3039035_1/courses/EDUC5003_2014_2/digiassass_cada.pdf [8] University of Huddersfield: The Tool Shed, Voting Pads, URL: <http://ipark.hud.ac.uk/content/voting-pads>