



## Topic 3. Selection of ICT tools for different learning. Online assessment types and tools.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



VOCAL - Vocational Online Collaboration for Active Learning

KA2 Strategic Partnerships – 2016-1-HU01-KA202-022916

Assoc. prof. dr. Airina Volungevičienė,  
Prof. dr. Margarita Teresevičienė  
Dr. Virginija Bortkevičienė,  
Danutė Pranckutė  
Vytautas Magnus University



Erasmus+

# TYPES OF ASSESSMENT TASKS

1. Short form and multiple-choice tests;
2. Short answer test;
3. Essay;
4. Performance test;
5. Written report;
6. Fieldwork/practicum tests form and multiple-choice tests;
7. Projects;
8. Presentations;
9. Case studies;
10. Posters;
11. Journals;
12. Portfolios;
13. Group work;
14. Participation.

References: Curtin Teaching and Learning. (2010). Developing Appropriate Assessment Tasks. In Teaching and Learning at Curtin 2010. (pp.22-46). Curtin University: Perth



# SELECTING METHODS OF ASSESSMENT

Nightingale et al (1996) provide eight broad categories of learning outcomes which are listed below. Within each category some suitable methods are suggested:

1. Thinking critically and making judgements;
2. Solving problems and developing plans;
3. Performing procedures and demonstrating techniques;
4. Managing and developing oneself;
5. Accessing and managing information;
6. Demonstrating knowledge and understanding;
7. Designing, creating, performing;
8. Communicating.

References: <https://www.brookes.ac.uk/services/ocslid/resources/methods.html>



# 1. Thinking critically and making judgements

(Developing arguments, reflecting, evaluating, assessing, judging)

- Essay;
- Report;
- Journal;
- Present a case for an interest group;
- Prepare a committee briefing paper for a specific meeting;
- Book review (or article).

References: <https://www.brookes.ac.uk/services/ocslid/resources/methods.html>



## 2. Solving problems and developing plans

(Identifying problems, posing problems, defining problems, analyzing data, reviewing, designing experiments, planning, applying information)

- Problem scenario;
- Group Work;
- Work-based problem;
- Prepare a committee of enquiry report;
- Draft a research bid to a realistic brief;
- Analyze a case;
- Conference paper.

References: <https://www.brookes.ac.uk/services/ocslid/resources/methods.html>



### 3. Performing procedures and demonstrating techniques

(Computation, taking readings, using equipment, following laboratory procedures, following protocols, carrying out instructions)

- Demonstration;
- Role Play;
- Make a video;
- Produce a poster;
- Lab report;
- Prepare an illustrated manual on using the equipment;
- Observation of real or simulated professional practice.

References: <https://www.brookes.ac.uk/services/ocslid/resources/methods.html>



# 4. Managing and developing oneself

(Working co-operatively, working independently, learning independently, being self-directed, managing time, managing tasks, organizing)

- Journal;
- Portfolio;
- Learning Contract;
- Group work.

References: <https://www.brookes.ac.uk/services/ocslid/resources/methods.html>



# 5. Accessing and managing information

(Researching, investigating, interpreting, organizing information, reviewing and paraphrasing information, collecting data, searching and managing information sources, observing and interpreting)

- Bibliography;
- Project;
- Dissertation;
- Applied task;
- Applied problem.

References: <https://www.brookes.ac.uk/services/ocslid/resources/methods.html>





# 6. Demonstrating knowledge and understanding

(Recalling, describing, reporting, recounting, recognising, identifying, relating & interrelating)

- Written examination;
- Oral examination;
- Essay;
- Report;
- Comment on the accuracy of a set of records;
- Devise an encyclopedia entry;
- Short answer questions: True/False/ Multiple Choice Questions.

References: <https://www.brookes.ac.uk/services/ocslid/resources/methods.html>



# 7. Designing, creating, performing

(Imagining, visualizing, designing, producing, creating, innovating, performing)

- Portfolio;
- Performance;
- Presentation;
- Hypothetical;
- Projects.

References: <https://www.brookes.ac.uk/services/ocslid/resources/methods.html>



# 8. Communicating

(One and two-way communication; communication within a group, verbal, written and non-verbal communication. Arguing, describing, advocating, interviewing, negotiating, presenting; using specific written forms)

- Written presentation;
- Oral presentation;
- Group work;
- Discussion/debate/role play;
- Presentation to camera;
- Observation of real or simulated practice.

References: <https://www.brookes.ac.uk/services/ocslid/resources/methods.html>



# DIGITAL ASSESSMENT TOOLS

1. [Google Forms](#): Create forms with hyperlinks, images, and videos. Use them for surveying and quizzes.
2. [Plickers](#): Plickers is a simple app that lets teachers collect real-time formative assessment data without the need for student devices.
3. [Poll Everywhere](#): A real-time polling app that works with mobile, Twitter, or in your web browser.
4. [Socrative.com](#): A free web-based service that lets you assess students with prepared activities or on-the-fly questions to get immediate insight into understanding.
5. [Nearpod](#): Nearpod works in the browser of any device to let you create or upload a slideshow, to which you then add your own questions.
6. [Classflow](#): Classflow lets you build lessons using cards you create using the content of your choice.

References: Lee Watanable-Crockett. 17 Formative Digital Assessment Tools That Help You Know Students. Available at : <https://globaldigitalcitizen.org/17-formative-digital-assessment-tools>



# DIGITAL ASSESSMENT TOOLS

7. [Formative](#): Formative lets you create lessons using any Internet-connected device and is optimized for 1:1, BYOD, flipped or blended classrooms. Get results and respond in real time.
8. [Classkick](#): Upload a PDF and add text, drawings, photos, hyperlinks, and audio recordings to create dynamic lesson content.
9. [Padlet](#): A free website for collecting and sharing text, images, videos, and files.
10. [Seesaw](#): Students show their work with photos, videos, drawings, text, PDFs, and links. You can also import directly from most popular apps.
11. [Recap](#): A free app that lets teachers prompt the students to explain their thinking on a question or topic using video.
12. [Kahoot](#): This is a popular free class quiz game that lets teachers use multiple choice or sequencing questions.

References: Lee Watanable-Crockett. 17 Formative Digital Assessment Tools That Help You Know Students. Available at : <https://globaldigitalcitizen.org/17-formative-digital-assessment-tools>



# DIGITAL ASSESSMENT TOOLS

13. [Quizizz](#): Another great game and quiz-making application.
14. [Quizlet](#): Lets students learn and improve by studying with flashcards, games and more.
15. [Quizalize](#): This is a new website for playing class quiz games. The teacher inputs their own questions or they can use a pre-made quiz.
16. [Triventy](#): This is a tool for making group surveys and quiz games. Again, the teacher can use their own questions or use ones on the site.
17. [SketchParty TV](#): A Pictionary-style drawing game, perfect for reinforcing vocabulary and visual communication skills.
18. [Badges](#).

References: Lee Watanable-Crockett. 17 Formative Digital Assessment Tools That Help You Know Students. Available at : <https://globaldigitalcitizen.org/17-formative-digital-assessment-tools>



# References

- <https://www.waikato.ac.nz/students/student-assessment/types-of-assessment/types-of-assessment-tasks>
- <http://dera.ioe.ac.uk/7800/1/AssessmentforLearning.pdf>
- <https://www.brookes.ac.uk/services/ocsltd/resources/methods.html>
- Lee Watanable-Crockett. Formative Digital Assessment Tools That Help You Know Students. Available at : <https://globaldigitalcitizen.org/17-formative-digital-assessment-tools>
- <https://emedia.rmit.edu.au/learninglab/content/assessment-tasks>



# References

- Broadfoot, P. M., Daugherty, R., Gardner, J., Harlen, W., James, M., & Stobart, G. (2002). *Assessment for learning: 10 principles*. Cambridge, UK: University of Cambridge School of Education.
- Curtin Teaching and Learning. (2010). Developing Appropriate Assessment Tasks. In *Teaching and Learning at Curtin 2010*. (pp.22-46). Curtin University: Perth.

