

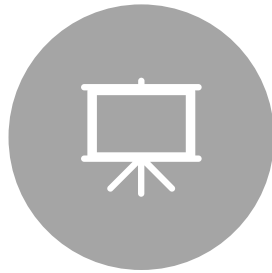
Flexible Assessment

From theory to practice

Session Plan



WELCOME AND INTRODUCTION
TO THE FLEXIBLE AND ONLINE
LEARNING GROUP



VIDEO ASSESSMENT - EXAMPLE
AND DISCUSSION



USING THE SAMR MODEL TO
REDESIGN EXISTING
ASSESSMENTS



YOUR FIRST STEPS

Flexible and Online Learning TILT Group

- Rachel Challen
- Marcus Elliot
- Heather Shaw
- Sue Pears



Challen, Rachel
Principal Lecturer



Williams, Ben
eLearning Team Leader



Scott, Daniel
Digital Practice Adviser



Shaw, Heather
Learning and Teaching Librarian



Akubelem, Oiza
Lecturer/Senior Lecturer



Taylor, Faye
Lecturer/Senior Lecturer



Loughlin, Michael
Principal Lecturer (Learning and Teac...



Mann, David
Lecturer/Senior Lecturer



Palmer, Mike
Lecturer/Senior Lecturer



Booth, Joanna
Lecturer/Senior Lecturer



Hall, Emily
Lecturer/Senior Lecturer



Roach, David
Digital Learning Developer



Elliott, Marcus
Senior Digital Practice Adviser



Cegiělka, Tony
Educational Developer



Dharmasmita, Aldilla
Academic Associate-The Green Acad...



Tanner, Samuel
Online and Flexible Learning Develop...



Gritt, Andrew
Head of Department



Pears, Suzanne
Digital Practice Adviser



Toole, Mark
Head of Libraries and Learning Resou...



caroline.chartres@ntu.ac.uk
caroline.chartres@ntu.ac.uk

NOW Learning Room

The screenshot shows the NOW Learning Room website. At the top left is the NOW logo (NTU Online Workplace). The main header is "Flexible and Online Learning". On the right, there are navigation icons for a grid, email, chat, and notifications, along with a user profile for Rachel Challen and a settings gear. Below the header is a navigation menu with links for Content, Dropbox, Edit Room, More, Student Dashboard, NTU Email, Timetable, and Help. The main content area features a banner image of a laptop keyboard with the text "Flexible and Online Learning". Below the banner are three main sections: "About the Flexible and Online Learning Group" with a list of three goals, "News" featuring a post about the "Course Leaders Conference 2019", and "Content Browser" with a list of folders including "Bookmarks", "Recently Visited", "Content Plan", "Flexible and Online Learning Group Information", and "Online Design Resources".

NOW
NTU ONLINE WORKPLACE

Flexible and Online Learning

Content Dropbox Edit Room More Student Dashboard NTU Email Timetable Help

About the Flexible and Online Learning Group

We are a special interest group for the development of guidelines, evaluation structures and sharing of good practice of Flexible and Online Learning across the University, for all levels of study and for all types and levels of staff. We have 3 goals:

1. To develop an advisory online 'toolkit' resource which contains materials and guidance to support development aspirations for Flexible and Online Learning within Academic and Professional Support Departments
2. To undertake and share research on pedagogical changes and associated relevant developments in Flexible and Online Learning in Higher Education
3. To identify good or innovative practice in the use of Flexible and Online Learning within the University and beyond, and share this across the University by establishing & supporting a practitioners' sharing of experience and operational advisory [TILT] group and proactively encouraging participation at relevant University events

If this is of interest to you, please come along to our next meeting - you would be very welcome. Contact tilt@ntu.ac.uk

Best wishes
Rachel Challen (Chair)

News

Course Leaders Conference 2019

Posted 14 March, 2019 11:15 AM

We are looking forward to seeing you at the Course leaders conference. Members of the group will be running a session on 'Flexible and Online Assessment'.

Our plan for the session can be [found here in this short video](#) (deliberately made and edited on a smart phone to show that high technical skills aren't essential - clarity and purpose are key! *Note: landscape, and not portrait, videos are conventionally considered the correct practice and for marketing or more formal use this may still be the case - however in this instance we just wanted to show how a quick recording can be very effective for conveying a message.*

Some resources to look at before and after the session are:

[Case Study of 100% Online Learning - oMBA](#)

Content Browser

- Bookmarks Recently Visited
- Content Plan
- Flexible and Online Learning Group Information
- Online Design Resources

GBA Matrix

GBA Feedback Matrix

1: Focus and Understanding (including quality of the film concept and understanding of the topic area)				
The focus is confused or inadequate. Quality of the film concept and understanding of the topic area is compromised.	The focus lacks clarity. Quality of the film concept and understanding of the topic area is limited.	The focus is evident but needs to be sharper. Quality of the film concept and understanding of the topic area lacks clarity.	Only minor lapses in focus. Quality of the film concept and understanding of the topic area is effective.	Focus is explicit. Quality of the film concept and understanding of the topic area is demonstrably complex and consistent.
Fail Low Mid Marginal	Third Low Mid High	2:2 Low Mid High	2:1 Low Mid High	First Low Mid High Exceptional
2: Quality of the film structure (including presence of introduction, body and conclusion)				
Unsystematic structure and organisation.	Basic structure and organisation discernible.	Distinct attempt to establish appropriate structure and organisation recognisable.	Defined structure and organisation discernible.	Sophisticated structure and organisation evident.
Fail Low Mid Marginal	Third Low Mid High	2:2 Low Mid High	2:1 Low Mid High	First Low Mid High Exceptional
3: Research, including use of primary and secondary source materials as appropriate				
Inadequate research evident. Negligible source evidence or examples offered.	Limited research evident. Source evidence or examples offered is minimal.	Adequate research evident. Use of source evidence or examples is simplistic.	Considered research evident. Effective use of source evidence or examples, with some reflection on the usefulness and contested nature of the source materials.	Sophisticated research evident. Comprehensive use of evidence and examples to support all assertions. Demonstrates critical reflection of significance and contested nature of source materials.
Fail Low Mid Marginal	Third Low Mid High	2:2 Low Mid High	2:1 Low Mid High	First Low Mid High Exceptional
4. Presentation and delivery (in particular, the quality and relevance of visual imagery and any audio commentary)				
Inadequate quality and coherence of presentation; lacking clarity and fluency.	Limited quality and coherence of presentation; delivery offers marginal clarity and fluency.	Adequate quality and coherence of presentation; clarity and fluency of delivery needs development.	Effective quality and coherence of presentation; satisfactory clarity and fluency of delivery.	Excellent quality and coherence of presentation; outstanding clarity and fluency of delivery.
Fail Low Mid Marginal	Third Low Mid High	2:2 Low Mid High	2:1 Low Mid High	First Low Mid High Exceptional
ZERO: A grade of Zero may be awarded for work of no merit OR absent; work not submitted; penalty in some misconduct cases.				
NB Final grade determined by how well the criteria have been met overall and not the sum of the individual aspects of the work.				

SAMR Model

Substitution

Tech acts as a direct tool substitute, with no functional change.

cup of coffee



Augmentation

Tech acts as a direct tool substitute, with functional improvement.

latte



Modification

Tech allows for significant task redesign.

*caramel
macchiato*



Redefinition

Tech allows for the creation of new tasks, previously inconceivable.

pumpkin spice



Redefinition (transform)

The SAMR Model

A four stage model for understanding
the use of educational technology

Redefinition

*Tech allows for the creation of new tasks,
previously inconceivable*

Modification

Tech allows for significant task redesign

Augmentation

*Tech acts as a direct tool substitute, with
functional improvement*

Substitution

*Tech acts as a direct tool substitute, with no
functional change*

Transformation

Enhancement

© 2013 Ruben R. Puentedura (CC BY-NC-SA 3.0) <http://is.gd/QGMu5I>

Your existing assessment is....

Modification (transform)

Substitution (enhance)

First Steps

What is the first step you are going to take to make your assessment flexible?

www.menti.com

87 12 13

Thank you!

Flexible and Online Learning TILT Group

Join us by emailing: tilt@ntu.ac.uk