

## Staff and Educational Development Series

# COMPUTER-ASSISTED ASSESSMENT M HIGHER EDUCATION

Sally Brown, Phil Bace and Joanna Bull

# **Computer Assisted Assessment Of Students Seda Series**

**Rakesh Bhanot, Stephen Fallows** 

### **Computer Assisted Assessment Of Students Seda Series:**

Computer-assisted Assessment of Students Sally Brown, Joanna Bull, Phil Race, 2013-04-03 This text draws on a range of expertise to share good practice and explore new ways of using appropriate technologies in assessment It provides a strategic overview along with pragmatic proposals for the use of computers in assessment *Inspiring Students* Kemel (Principle Teaching Fellow Ahmet, 2013-09-13 This text looks at the problems of teaching HE students whose main interest and discipline lies elsewhere Contributors describe strategies they have developed to inspire students and case studies are used to transfer key ideas to other teachers Handbook of Research on ePortfolios Jafari, Ali, Kaufman, Catherine, 2006-05-31 This handbook investigates a variety of ePortfolio uses through case studies the technology that supports the case studies and it also explains the conceptual thinking behind current uses as well as potential uses Provided by publisher Reshaping Teaching in Higher Education Rosanna Breen, Angela Brew, Alan Jenkins, Roger Lindsay, 2003-12-16 Linking research with teaching is one of the main topics in the educational development world This practice based guide shows how academic research activity can be connected to academic teaching activity to ensure that neither operates in a vacuum and each can be enhanced by the other Addressing issues at the individual course and institutional level and written for an international readership this will be a key book for course leaders and educational **Understanding Undergraduates** Celia Popovic, David A. Green, 2012-08-06 Most university teachers have developers ideas about the typical good or not so good student in their classes but rarely do they share these thoughts with others By keeping quiet about the preconceptions or stereotypes they harbour teachers put themselves at risk of missing key evidence to help them revise their beliefs more importantly they may fail to notice students in real need of their support and encouragement In this unique work the authors explore UK and US university teachers beliefs about their students performance and reveal which beliefs are well founded which are mistaken which mask other underlying factors and what they can do about them So is it true for instance that British Asian students find medicine more difficult than their white counterparts or that American students with sports scholarships take their studies less seriously Is it the case that students who sit at the front of the lecture hall get better grades than those who sit at the back By comparing students demographic data and their actual performance with their teachers expectations the authors expose a complex picture of multiple factors affecting performance They also contrast students comments about their own study habits with their views on what makes a good learner For each preconception they offer clear advice on how university teachers can redesign their courses introduce new activities and assignments and communicate effective learning strategies that students will be able to put into practice Finally the authors explore the ramifications of teachers beliefs and suggest actions that can be taken at the level of the institution department or programme and in educational development events designed to level the playing field so that students have a more equitable chance of success Ideal for both educational developers and university teachers this book

reveals general tendencies and findings that will inform developers own work with university teachers provides practical guidance and solutions for university teachers to be able to identify and address students actual rather than assumed needs explores means of addressing and challenging people's natural tendency to rely on preconceived ideas and stereotypes and explains an action research method that educational developers can use on their own campuses to unravel some of the local preconceptions that may be hampering student success Motivating Students Steve Armstrong, Sally Brown, Gail Thompson, 2014-05-22 This work brings together the experience of educators trainers and students searching for ways of increasing student motivation Links between motivation and training learning and assessment processes are examined through case studies set in a broad range of subject discipline contexts **Educational Development Through** Information and Communications Technology Rakesh Bhanot, Stephen Fallows, 2003-12-16 Information and Communications Technology ICT has proved to be one of the key drivers of change in education In higher education particularly ICT is enabling educators educational developers and institutions to reach out to learners using innovative approaches based on the flexibility accessibility and diversity that it offers This book is based on the experiences of expert educational developers from the UK United States Canada South Africa and Malaysia It considers the ways in which ICT can be used to enhance learning both on and off campus and how educators and institutions have tackled the issues associated with the adoption of new approaches and technologies However as the development of new technology is relentless the book recognizes that ICT is not a panacea in itself good teaching remains crucial to good education With this in mind the contributors address issues beyond technology looking at the importance of teaching and at the skills of teachers themselves if ICT is to be truly successful Coverage is grouped into four key themes strategic issues for ICT initiatives introducing ICT into the classroom using ICT in practice using ICT in learning and educational support International in scope and written by educators and educational developers rather than by technologists this book is intended to be accessible to anyone with a critical interest in improving education through the use of ICT It will be of particular interest to staff and educational developers ICT coordinators course leaders and course developers Integr@ting Technology in Learning and **Teaching** Pat Maier, Adam (both of the Interactive Learning Centre Warren, 2013-09-13 This volume looks at the issues involved in integrating new technologies within the education process It includes activities case studies and notes for use by all teaching in higher education Quality Issues in ICT-based Higher Education Stephen J. Fallows, Rakesh Bhanot, 2005 This text provides advice on how to ensure educational quality is maintained when ICT approaches are successfully adopted It includes contributions from authors around the world who scrutinize the implications for using institution wide ICT in 500 Tips on Assessment Philip Race, Sally Brown, Brenda Smith, 2005 An invaluable dip in aid for hard teaching strategy pressed lecturers and teachers in further and higher education It should be read enjoyed and seriously considered by all those concerned about the quality and appropriateness of their assessment methods Effective Learning and Teaching in

Computing Sylvia Alexander, Alastair Irons, 2004-06-24 Written for teachers lecturers and tutors this book is the key to understanding the central issues best practice and new developments in learning and teaching in information and computer Academic and Educational Development Ranald Macdonald, 2003-12-16 Part of the well sciences in higher education known Staff and Educational Development Series this practice oriented book brings together leading research and evaluation approaches and supporting case studies from leading educational researchers and innovative teachers With much emphasis on change innovation and developing best practice in higher education it is essential that those involved in actually developing researching or implementing approaches to teaching learning or management are informed by the experiences of others The emphasis of this book is on changing practice in HE how developments come about what research underpins desirable development and the impact of development of student learning staff expertise and institutional practice and policy Specifically the book is developed in two themed parts Part A Supporting change within subjects and departments Part B Supporting change within institutions and the wider environment ECEL2012-The Proceedings of the 11th European Conference on E-Learning Hans Beldhuis, 2012 Developing Effective Part-time Teachers in Higher Education Fran Beaton, Amanda Gilbert, 2013 This book drawing on the voices of part time teachers and the expertise of those who support them considers whole institution strategies to promote individual and collective professional development Amanda Gilbert from Victoria University of Wellington New Zealand <u>Digital Feedback Methods</u> Jennifer Schluer, 2022-09-05 Feedback spielt eine entscheidende Rolle im Lernprozess Doch welche M glichkeiten gibt es Lernprozesse durch digitales Feedback zu unterst tzen Dieses Buch bietet Lehrenden und Studierenden ein wissenschaftlich fundiertes Orientierungs und Anwendungswissen zu digitalen Feedbackmethoden Diese k nnen nicht nur im Online oder Hybridunterricht eingesetzt werden sondern auch den Pr senzunterricht bereichern Die Vorz ge und Grenzen der jeweiligen digitalen Feedbackmethoden werden diskutiert und Umsetzungsempfehlungen abgeleitet Dies umfasst u a schriftliches Feedback im Texteditor in Cloud Dokumenten in Chats Diskussionsforen Wikis Umfragen und E Mails sowie multimodales Feedback in Videokonferenzen und per Audio Video und Bildschirmaufnahme Dar ber hinaus werden Vorschl ge gegeben um verschiedene Methoden sinnhaft miteinander zu kombinieren und Lerndialoge anzuregen Resources in Education ,1997 **Assessing Student Learning** in Higher Education George A Brown, Joanna Bull, Malcolm Pendlebury, 2013-10-14 There is no doubt about the importance of assessment it defines what students regard as important how they spend their time and how they come to see themselves it is a necessary part of helping them to learn This text provides background research on different aspects of assessment Its purpose is to help lecturers to refresh their approach to the assessment of student learning It explores the nature of conventional assessment such as essays and projects and also considers less widely used approaches such as self and peer assessment There are also chapters devoted to the use of IT the role of external examiners and the introduction of different forms of assessment With guidelines suggestions examples of practice and activities this book will become a springboard for

action discussion and even more active learning **The Lecturer's Toolkit** Phil Race, 2013-04-15 The Lecturer's Toolkit is the primary resource for all teachers in higher education whatever their experience who are seeking to improve their teaching skills Developed around detailed practical guidance on the core elements of effective teaching in HE it is packed full of accessible advice and helpful tips This fully updated edition covers key topics including learning styles assessment lecturing personal management skills formative feedback large and small group teaching blended learning resource based and online learning peer observation of teaching The Lecturer's Toolkit is essential for anyone working towards a profesisonal qualification in teaching in higher education as well as for those who want to reflect on and develop existing Enhancing Learning through Formative Assessment and Feedback Alastair Irons, 2007-10-10 This book is based on the argument that detailed and developmental formative feedback is the single most useful thing teachers can do for students It helps to clarify the expectations of higher education and assist all students to achieve their potential This book promotes student learning through formative assessment and feedback which enables self assessment and reflection in learning encourages teacher student dialogue helps clarify what is good performance provides students with quality information to help improve their learning encourages motivation and self confidence in students aids the teacher in shaping teaching Underpinned by the relevant theory the practical advice and examples in this book directly address the issues of how to motivate students to engage in formative assessment effectively and shows teachers how they can provide further useful formative feedback Learning and Teaching on the World Wide Web Christopher R. Wolfe, 2001-04-26 This book is about using the Internet as a teaching tool It starts with the psychology of the learner and looks at how best to fit technology to the student rather than the other way around The authors include leading authorities in many areas of psychology and the book takes a broad look at learners as people Thus it includes a wide range of materials from how the eye reads moving graphs on a Web page to how people who have never met face to face can interact on the Internet and create communities of learners The book considers many Internet technologies but focuses on the World Wide Web and new hybrid technologies that integrate the Web with other communications technologies This book is essential to researchers is psychology and education who are interested in learning It is also used in college and graduate courses in departments of psychology and educational psychology Teachers and trainers at any level who are using technology in their teaching or thinking about it find this book very useful Key Features Distinguished authors with considerable expertise in their fields Broad intra disciplinary perspective on learning and teaching on the Web Focus on the Web and emerging Web based technologies Special attention to conducting educational research on line Emphasis on the Social and Psychological Context Analyses of effective Web based learning resources Firmly grounded in contemporary psychological research and theory

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