

**Title:** **Innovating real time assessment for simulating business reality: a radical change in assessment using technology to drive the experience**

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### **Abstract:**

#### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

1. Understand the purpose of the activity, its design and rationale.
2. Debate and discuss the major learning points of both the activity and the implementation of the assessment vehicle
3. Evaluate the experience of the pilot project
4. Develop strategies for application in their own institutions

#### **Session Outline**

This session will demo how we created an assessment that was both innovative in its approach and designed to address how we engaged our students by putting them in a real-life scenario reflecting the importance of authenticity as an essential element of new modes of assessment (Gulikers et al, 2004). The vehicle was to present to them, via individual e-mail (maybe SMS in the future) a 'request' from their manager to provide information for a presentation that the manager would be making to a senior management team. The student would have to produce a report/information portfolio in 48hrs. The project would then be furthered by asking them to make the presentation to deputise for the manager, following on-line feedback. A further communication would ask for progress on the presentation after reflecting on the feedback. The final presentation (on-line) would then be compared with the original report information, the reflection on feedback and the original project objectives. The assessment is designed to place the student in a real work situation having to provide information under pressure and is responding to demands for assessment that reflects employer demands and therefore addresses key objectives for employability. As suggested by Palmer (2004) assessments which are perceived by students as being authentic are more likely to be valued and are more likely to capture their commitment and engagement if their tasks encompass the knowledge and skills used in real world contexts (MacLellan, 2004).

Key issues to be addressed are:

1. The rationale for the assessment design
2. The design process, problems and issues and how these were overcome

3. The design of the technology to enable the assessment to operate in real time
4. The pilot experience, evaluation and improvement.
5. How this will be translated into a final year undergraduate core module and the key issues to be addressed and resolved.

### **Session Activities and Approximate Timings**

1. Presentation of the overall project – 20 minutes
2. Demonstration of the initial stages of the assessment, including first stage submission through blackboard and example of feedback – 10 minutes
3. Q&A 15 minutes

### **References**

J.T.M.Gulikers, T.J.Bastiaens, P.A.Kischer. A five-dimensional framework for authentic assessment, *Educational Technology Research and Development*, Vol. 52, No. 3, 2004, 67-86

R.Dearing, (1997) National Committee of Inquiry into Higher Education; Higher Education in the Learning Society, Report of the National Committee, Norwich HMSO

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E.Maclellan, Authenticity in assessment tasks: a heuristic exploration of academics' perceptions. *Higher Education Research and Development*, Vol.23, No.1, 2004, 19-33