TWG 5 Assessment as, for and of Learning
Research Plan

Group leaders: Mike Spector, University of North Texas (Convenor); Dirk Ifenthaler, Deakin University; Demetrios Sampson, University of Pireaus

Group members: Lan Yang, Evode Rwanda, Andrew Fluck, and others.

Focus, rational, and scope

- Providing dynamic formative feedback via the Internet (Spector) - the focus of this issue involves the ability to offer meaningful feedback and assessment during and immediately after complex problem-solving activities so as to accelerate the development of competence and expertise.
- Personalized assessments for special populations and situations (Sampson) - the focus of this issue involves the ability to provide meaningful and timely feedback to learners with particular difficulties or disadvantages or in situations that warrant significant modifications to the conduct of assessments.
- Linking assessments, badges, competencies, learning analytics and MOOCs (Ifenthaler) - the focus of this activity is to link the design and deployment of assessments to new developments such as badge-based and competency-based curricula, learning analytics and MOOCs; of particular interest are barriers to progress in these areas and how assessments can be structured to improve progress.

In addition, drafts of key dimensions of assessment for the 21st century will circulated to participants as a basis for discussion at EDUsummit 2015.

Relationship to Policy and Practice

- Practice: innovations and new approaches to learning and instruction often required new assessment methods and technologies; one of the outcomes of the sub-groups will be to identify areas where practice (current and anticipated) requires new forms of and tools for assessment.
- Policy: it is often the case that advances in educational research and technologies fail to achieve large-scale, sustained impact due to a lack of proper
policy support; each sub-group will be asked to make recommendations for policy changes and considerations that will help ensure positive impact in assessment practice and use.

Proposed Outputs
- Pre-summit working papers
- Post-summit papers in a special issue of Educational Technology & Society (ETS)
- Panel presentation at one or more international conferences in 2016 (e.g., WETC in Bali)
- Edited volume to be published by Springer

Facilitation of Activities
- Each co-leader will lead one of the three working groups as the working papers and ideas are elaborated; in addition, each co-leader will be responsible for submitting a finalized paper to ETS
- Spector will serve as working group leader, facilitate a discussion about the dimensions of assessment in the 21st century (will become a chapter in the edited volume), coordinate panel presentations in 2016, and coordinate the publication of an edited volume

Activities at EDUsumMIT
- First session for introductions, the exchange ideas, setting our agenda for EDUsumMIT, and discussing goals and objectives for follow-up activities
- In subsequent sessions at EDUsumMIT:
  - Focusing on the relevant dimensions of 21st century assessment (e.g., 21st century educational goals, formative vs. summative, types and levels of learners and contexts involved, technologies that promote learning, which might be defined as characterized by stable and persistent changes in what a person or group of people know and can do);
  - Elaboration of high priority and high payoff targets addressed in pre-summit working papers;
  - Having sub-groups then meet and elaborate the relevant issues, gaps in knowledge, and opportunities to make positive contributions;
  - Once sub-groups have formulated their agendas for further exploration and elaboration, meet in plenary for TWG5 and share, discuss, and refine those ideas, and then identify next steps after EDUsumMIT