# Technology choices for assessments: a guide for academics

**Purpose**
This guide aims to provide some suggestions as to appropriate internal and external technology platforms to facilitate assessment. The appropriate assessment type should be selected before making a choice of technology. This will be determined by its alignment to the learning outcomes.

| Method | Internal tools | External tools | Rationale | Examples in practice | Resources |
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| ePortfolio | Mahara ePortfolio | Evernote PebblePad GoogleSites Weebly | Portfolios can allow a student to demonstrate development over a period of time. Support real-world tasks. Can be time-consuming to mark. Clear rubrics need to be provided. | Using Google Sites to build online portfolios (K-12) (COFAOnline 2016) | ACU ePortfolio guide MERLOT ePortfolio portal<br><br>The creative graduate: cultivating and assessing creativity with ePortfolios(University of NSW 2011)<br><br>Transforming students through ePortfolio assessment[webinar recording]. |
| Blogs, Journals | Mahara ePortfolio<br><br>LEO forum<br><br>LEO wiki | Blogger Wordpress LiveJournal Weebly Tumblr | Can support student reflection and peer feedback. Is aided by providing clear assessing criteria, exemplar posts and how-to-write-reflectively support. Can be used both as a group or individual assessment. Avoid deadlines that are too regular (ie. weekly), instead stagger deadlines to allow students flexibility. | Case study: Blogging for assessment (University of Huddersfield) | Assessing with blogs (UNSW 2016)<br><br>Setting up a simple blog in Blogger(COFAOnline 2010) [video]<br><br>'Assessing student blogging' on EdTechTeacher. |
| Wikis | LEO wiki | Weebly pbworks wikispaces | Useful for group collaboration. Can embed multimedia.<br><br>Can be a challenge to assess individual contributions. | Dr Orla Kennedy discusses using a wiki as a means of assessing students(University of Reading) | Assessing with wikis (UNSW 2014) |
| Diagram | Visio, Word, Paint | **Mindmap:** bubbl.us, popplet, mindomo, coggle, mindmiester, | Diagrams can be used to capture processes, concepts or creative solutions to | | Rubric for Graphic Organisers - Inspiration Diagrams/Concept |

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| | | mindomo<br><br>**Flowchart:** Lucidchart<br><br>**Infographic:** piktochart<br><br>**General:** Google draw | problems.<br><br>A sequence of images can be easier to produce than a video, and could be used for creating digital stories. | | [Maps](#) (University of Winsconsin 2015) |
| Video, screencasting. | Recording and hosting: [ECHO360](#) | **Recording: Smartphone, web camera, camera, present.me, FlipGrid<br>Editing: iMovie, Windows Movie Maker<br>Hosting: Youtube, Vimeo** | Video is a useful tool for assessing performance-based learning outcomes. It allows students to easily self-assess.<br><br>It is important to be clear on how it will be assessed, ideally providing students with a rubric.<br><br>Can provide a technological hurdle for students. Hard to complete as a group where students can't meet face-to-face. | [Interactive stories](#) (select 'designer's voice', and explore sub-components) | |
| Presentations | [Zoom](#)<br><br>PowerPoint | **Keynote, Prezi, Slideshare, Google Slides, HaikuDeck, Jing** | Student may present in a live webinar, pre-recorded video, or face-to-face.<br><br>Synchronous (live) options can allow students to integrate interactivity with their audience. | | |
| Audio recording, podcasting | Recording and hosting: [ECHO360](#) | **Recording: Smartphone, computer, microphone<br>Editing: Audacity, Garage band<br>Hosting: Soundcloud** | Can be used as a stand-alone creation, or integrated into other assessments like wikis, ePortfolios etc. | [Student-produced podcasts as an assessment tool: An example from geomorphology](#)<br><br>[A podcast assignment for a large undergraduate ecology class](#). | [Teaching with technology white paper -podcasting,](#) |
| Group audio blog | | **Voice Thread** | | [Summative Assessment using Voicethread](#) (University of the West of Scotland 2011) [video] | [Using Voice Thread for digital conversations](#) |
| Animation, digital | | **Explain Everything,** | Encourages creativity and | | |

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| story telling, | | **Video scribe, Educreations, GoAnimate** | reflection.<br><br>Hard to complete as a group task. | | |
| Quizzes | LEO quiz tool<br>Qualtrix | Socrative | Automarking ability lends itself well to large enrolments. The multiple-choice style questions are suited to assessing basic recall/knowledge. Well-structured questions take time to write, and quizzes take time to set up.<br>Time is saved through automarking. They can be used to give question-specific feedback, but this is time consuming to create. To minimise potential for plagiarism, strategies such as randomisation, complete-in-one-sitting, question banks and multiple test versions can be used. | Writing multiple-choice questions that demand critical thinking | |
| Surveys | LEO feedback<br>Qualtrix | Survey Monkey, Google forms | Can be used to collect authentic data for students to analyse, or for students to create their own questions. Can be used to support self-reflection. | Reflecting on feedback - University of Westminster(JISC 2014) [video]. | |
| Discussion board | LEO forum | Edmodo | Discussion boards can be used for learners to share opinions, reflections, debate, role-play, analyse responses, look for patterns.<br><br>It can be difficult to assess individual input. | Assessing by discussion board<br><br>Writing effective online discussion questions | |
| Group collaboration and group communication | LEO forum<br><br>LEO wiki<br><br>Zoom | Collaboration and project management tools:<br><ul><li>Asana</li><li>Trello</li><li>Google docs</li><li>Dropbox</li><li>Kaizena</li><li>Voice Thread</li></ul> | Group work encourages collaboration, cooperation and communication. It can allow students to develop teamwork skills and critical thinking.<br><br>It can be difficult to assess individual input, task design and peer-assessment can help.<br><br>Students can find group work time consuming and frustrating. | It can be helpful to encourage students to use 'Group contracts' for group assessments.<br>Facilitating peer and self-assessment - Loughborough University and University of Hull (JISC 2014) [VIDEO]. | |

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| | | Communication tools:<br><br>- Facebook<br>- Skype<br>- Google Hangouts<br>- WhatsApp<br>- GoToMeeting | | Pacansky-Brock, M. (2013). How to humanize your online class with VoiceThread. Smashwords. |
| Role-play and simulation | LEO forum<br><br>Zoom | - SecondLife<br>- Fablusi | Role play supports critical thinking and experiential learning. It can be used for problem solving, and demonstrating skills, and situated authentic contexts.<br><br>Some students can feel anxious about role playing. | ACU cases tudy, Dr Kirsten Way, Creating authentic online simulations using branching scenarios<br>A Framework for Assessing Learning Outcomes in Online Business Simulations<br><br>Assessing with role play and simulation (UNSW, 2016). |