Learning-oriented assessments in a Technology-Enhanced Learning Classroom

Sammy MING and Samman LEE
Research participants

- Programme title: Higher Diploma programme of Early Childhood Education
- Course title: Critical Thinking and Independent Learning
  - compulsory course
  - General Education course
- 55 year 1 students from 3 classes
Learning-oriented Assessment

The primary focus is on the potential to develop productive student learning processes by promoting peer feedback, student self-evaluation and related teacher feedback (Carless, 2007)
The Assessment
Assignment: Advertisement analysis

1. searched for a printed ad
2. evaluated the ad, using Aristotle’s 3 rhetorical appeals - pathos, ethos, logos
3. Peer feedback:
   a. Each student was randomly assigned a submitted work - the ad and the critique
   b. They assessed and gave comments, using a Google Form
4. Lecturers examined the content of the feedback and sent it by ‘Yet another mail merge’
5. Students re-designed the ad by making reference to peer feedback
The original advertisement

Smoking kills

About 106,000 people in the UK die each year due to smoking
The re-design (1)
An original ad (2)

WANNA SPRITE?
The re-design (2)

sprite give you power
grab one
An original ad (3)
The re-design (3)

The Best Sport Drink suit for you!!!
Peer evaluation questions on Google Form

1. What do you think the ad is promoting?
2. Give 3 suggestions on the critique of the original ad.
3. How can you improve the ad to make it more persuasive?
Findings of students’ learning experience
Findings

- Students reported their benefits of instant feedback from both teachers and their peers with the use of technology.
- They received constructive ideas for the redesign of their chosen advertisements.
Another form about the peer feedback experience

a) How much are you familiar with the use of technology (e.g. mobile phone, tablets)?

b) How much are you familiar with the use of these electronic devices for learning inside the classroom?

c) Did you enjoy the use of Google Form?

d) Did you enjoy the peer feedback session?
Tell us your experience of using Google Form to give feedback to your classmates.

“I can get my response back from others privately.”

“It’s efficient and I enjoy the process.”

“Not need to do it face to face.”

“I really enjoy the process, it's because i can share my views to others and it helps me and my classmates.”
Do you think the feedback given by your classmates is helpful?

- “Yes. Because I can rethink about my assignment.”
- “Yes, it was nice to see another person’s point of view.”
- “It's good to receive feedback because you can get a different perspective on your own work and others might point of things you might have missed.”
- “Yes, but the English needs a little improvement.”
What suggestions would you like to share to your teachers?

“This is a user friendly and peer feedback session as it is useful. I can know what others think about my work.”

“I think we can use more the mobile devices to give the feedback to others.”

“More feedback and the use of mobile devices are good because it makes the lessons more interesting that won’t be so boring. Also, it can let us share our views with each others.”

“I think that we should have a link where we can just click on it and directly go to the website.”
Yet another mail merge - instant peer feedback
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>student_name</td>
<td>email</td>
<td>comments</td>
<td>grades</td>
</tr>
<tr>
<td>Peter</td>
<td><a href="mailto:smming@yahoo.com">smming@yahoo.com</a></td>
<td>Well done</td>
<td>B</td>
</tr>
<tr>
<td>Paul</td>
<td><a href="mailto:smming@gmail.com">smming@gmail.com</a></td>
<td>You need to work</td>
<td>C</td>
</tr>
<tr>
<td>Mary</td>
<td><a href="mailto:smming@hku.hk">smming@hku.hk</a></td>
<td>Excellent!</td>
<td>A</td>
</tr>
</tbody>
</table>
Dear <<student_name>>

Thank you for your effort and submission. <<comments>>

The grade you get is: <<grades>>

You are most welcome to talk to me in person!

Sammy

Sammy SM MING

Lecturer
Add-ons ➔ Yet Another Mail Merge
Dear Paul

Thank you for your effort and submission. You are most welcome to talk to me in person.

The grade you get is: C

Sammy

Dear Peter

Thank you for your effort and submission. Well done. You are most welcome to talk to me in person!

The grade you get is: B

Sammy
## Follow-up

<table>
<thead>
<tr>
<th>student_name</th>
<th>email</th>
<th>comments</th>
<th>grades</th>
<th>Merge status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter</td>
<td><a href="mailto:simming@yahoo.com">simming@yahoo.com</a></td>
<td>Well done</td>
<td>B</td>
<td>EMAIL_OPENED</td>
</tr>
<tr>
<td>Neil</td>
<td><a href="mailto:simming@gmail.com">simming@gmail.com</a></td>
<td>You need to work</td>
<td>C</td>
<td>EMAIL_OPENED</td>
</tr>
<tr>
<td>Amy</td>
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<td>Excellent!</td>
<td>A</td>
<td>EMAIL_OPENED</td>
</tr>
</tbody>
</table>

**Tracking Report**

- **3 emails sent**
- **Opened** (3 emails) 100%
- **Clicked** 0
- **Responded** 0
- **Bounced** 0
- **Unsubscribed** 0

Last email opened on row 4, sent to simming@hku.hk.
Question and Answer

Presenters:

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