

Digital Assessment Practice

Teacher: **[00:00]** I—for me, assessment should be—I mean, we have tools that can help us improve our assessment piece for the students. And anything that we can do to, to move our kids forward and to give them that, that feedback, um, is, is monumental and is valuable in so many ways. And, and you know, technology allows us to, I guess, document and, and connect with the kids when we're giving them that feedback, when we're, when we're assessing their work. And, it, it, it, it can be done in real time.

And it can also be shared with the parents. For me, that's huge. When you have this assessment piece and it's, it's not just contained in the school but it's extended to the community with the parents, who should also be involved in pushing these kids forward. That's where I see technology and assessment.

So last year, um—I should say two years ago, sorry. Um, one of the challenges I encountered with the feedback was that the feedback was—I—there's no other way to put this: Was shoved in the desk, on paper. And it, it—I didn't really connect with the kids. They didn't really take anything in. So, you know, being passionate about technology I figured, well, you know, the kids buy into technology. They buy into videos, they buy into audio. They buy into anything that's on a screen. So why not use that to my advantage? Really, to their advantage?

So, I had given them a, a—an assignment, a science project. And they had to type up a report. The reports were handed in electronically. And I assessed them and I gave them their feedback through a screen capturing software that recorded my voice and allowed me to edit or make changes on their documents as I was recording. And I'd have this product, which was a video, and I gave it to the kids. And they'd take it home and watch it with their parents. What I discovered with, with that trial run was that the kids loved it. They, they bought into it right away. Number one, because it was a video. And using, I guess, my personality, my charisma and my sense of humour—I'm very confident saying that. They, they loved it. They took it home and their parents enjoyed it.

[02:33] I—I couldn't—I did it in a way where they weren't bored by it. And where they actually paid attention. And it's a powerful tool in our hands right there.

Um, another interesting thing about that was using it to connect with non-English speaking parents. So I worked in a school with a high South Asian population. And I was able to use my second language, which is Punjabi, to provide that descriptive feedback for the parents as well. And the feedback that I got back from the parents was, "Wow! No one has ever done that." And basically they found it valuable and they were able to help their kids and know exactly how to help their kids. And the best part is, it's always there. They can access it anytime they want.

So where we're going with this now in the future—I've explored other options and how we can make it better. Where we're going with this now is having the kids assess each other. You know, if I can do it, why can't the kids assess each other? So, I mean, that's one option we're exploring for next year, when I am teaching full-time technology, is to, is to teach the kids how to, how to comment on their own work, how to give feedback to themselves—to their peers, sorry. And also, to involve the parents in that process as well. So now we have this meaningful dialogue where

the parents are engaged and the kids are engaged. And it's just now works— everything just branches out. It's like spokes on a wheel. You know, you have this— you're in the middle. The kids set pieces in the middle and we're just branching out.

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