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# EINLADUNG ZUM VORTRAG

## VON PROF. DR. PETER REIMANN VON DER UNIVERSITÄT SYDNEY
## AM 13.11.2012, 12 UHR IM RAUM 3221

ZUM THEMA:

# MODELING THE PROCESS OF FORMATIVE ASSESSMENT IN THE TECHNOLOGY-RICH CLASSROOM: WHY AND HOW?

PETER REIMANN

WHILE THE TECHNOLOGY-RICH CLASSROOM MAKES IT COMPARATIVELY EASY TO GATHER, STORE AND ACCESS DATA ON STUDENTS' ACTIVITIES, TURNING THOSE INTO INFORMATION ON LEARNING THAT CAN INFORM PEDAGOGICAL DECISION-MAKING IS STILL HARD TO ACHIEVE. I ARGUE THAT TEACHERS ARE AN IMPORTANT IF NOT THE MOST IMPORTANT SOURCE OF KNOWLEDGE ABOUT THE NECESSARY DIAGNOSTIC ASSESSMENT METHODS, AND THAT THEREFORE TEACHERS SHOULD BE SUPPORTED IN DESCRIBING, SHARING AND DEPLOYING THESE METHODS. I WILL DESCRIBE AN APPROACH TO CAPTURING AND REPRESENTING TEACHERS' DIAGNOSTIC METHODS DEVELOPED IN THE NEXT-TELL PROJECT ([WWW.NEXT-TELL.EU](WWW.NEXT-TELL.EU)), WHICH IS FUNDED AS PART OF THE EUROPEAN COMMISSION'S FRAMEWORK 7 PROGRAM. NEXT-TELL SEEKS TO ADDRESS THE EMERGENT NEEDS OF TEACHERS AND SCHOOLS THROUGH THE PARTICIPATORY DEVELOPMENT OF A SET OF METHODS AND TOOLS WHICH SUPPORT TEACHERS' ENGAGEMENT WITH ADVANCED LEARNING TECHNOLOGIES. THE PROJECT'S PHILOSOPHY IS THAT TEACHERS NEED NOT ONLY BE SEEN AS THE *USERS* OF CLASSROOM TECHNOLOGIES, AND THE RECIPIENTS OF INFORMATION, BUT ALSO AS THE *INNOVATORS* OF TECHNOLOGY-SUPPORTED TEACHING AND ASSESSMENT PRACTICES, AND AS THE *CREATORS* OF KNOWLEDGE ABOUT STUDENTS' LEARNING. A KEY ELEMENT OF THE PROJECT IS THE DEVELOPMENT OF METHODS FOR MODELING (FORMATIVE) ASSESSMENT PROCESSES AND FOR MAKING

THESE MODELS SHAREABLE BETWEEN STAKEHOLDERS (TEACHERS, ASSESSMENT EXPERTS). I WILL DESCRIBE HOW WE REPRESENT ASSESSMENT PROCESSES IN (COMPUTATIONAL) MODELS, HOW USERS (SUCH AS TEACHERS) CAN CONSTRUCT SUCH MODELS, AND HOW THEY CAN BE SHARED BETWEEN USERS. EXAMPLES WILL BE PROVIDED, MAINLY FROM ASSESSING 21$^{ST}$ CENTURY LEARNING SKILLS. FIRST EXPERIENCES WITH TEACHERS AS USERS WILL BE DESCRIBED, AND IMPLICATIONS FOR FURTHER DESIGN AND DEVELOPMENT WILL BE DELINEATED.