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122   Alternative Assessment and Technology Enhanced Assessment practices: research to inform academic development processes.

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Presentation

Research or Evaluation Presentation

Abstract

Introduction

The importance of the development of academics' teaching and learning competences is crucial in the educational field (EHEA, 2015; Felisatti & Serbati, 2019). As a recent EU Report underlines, assessment and feedback training remains a difficult issue.

Actually, summative assessment is predominantly used in European countries, against the Bologna Process guidelines that promote the implementation of alternative assessment practices capable of engaging and providing lifelong learning skills for students (European Commission/EACEA/Eurydice, 2018), also with the use of technology (DigCompEdu, 2017).

Focusing on the Italian academic context, many authors assert the urgency to develop specific competences to promote innovative assessment practices (Grion et al., 2021).

Methods

The research aims to analyse academics' Alternative Assessment (Sambell et al., 2013; Grion & Serbati, 2019) and Technology Enhanced Assessment (TEA) practices (Devedzic & Devedzic, 2019) used by academics in the Italian context. The research questions are the following:

- Do Italian academics use traditional or alternative assessment and which specific practices they declare to adopt in their assessment processes?
- Are TEA approaches included in Italian academics' syllabi and what kind of practices they declare to adopt in their assessment processes?

A syllabi analysis was carried out to answer these questions. The reference population is the Italian state and non-state universities' academics (n=60.158). We considered and analysed a statistically representative sample of syllabi corresponding to 3008 academics (5% of the total population).

Results and discussion

The assessment and feedback practices identified are 4400. The analysis process' categories and the results are the following:

- 3170 Traditional Assessment Practices (72%);
- 1126 Alternative Assessment Practices (25,6%);
- 104 TEA practices (2,4%)

After the analysis, Alternative Assessment and TEA approaches appear to be both underused in academics' practices.

It seems evident that academics need guidance to integrate alternative approaches and technologies in their assessment practices.

Research limitations could be connected to the fact that in the syllabus, academics might not fully declare alternative practices or technology's use in assessment and feedback areas.

Conclusions

The literature underlines that the new assessment competences' development, also related to the use of technology, is crucial for the teaching and learning quality improvement.

In the light of the results, our future actions will be:

- Interviews and questionnaires for academics and experts to achieve data about current best practices.
- Development of key conditions for Alternative Assessment practices' design and implementation of specific academic development programs.
- MOOC for digital competencies' development in TEA and experimentation with academics.

Key References

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