Students' use of Web 2.0 tools in higher education: Good practice in assessment and academic integrity

Presenters/facilitators:

Jenny Waycott
Faculty of Medicine, Dentistry and Health Sciences, The University of Melbourne

Celia Thompson
School of Languages and Linguistics, Faculty of Arts, The University of Melbourne

Joan Richardson
School of Business IT and Logistics, RMIT University

Workshop Duration

3hours

Maximum number of participants

30

Intended audience

The workshop is intended for teaching academics who use, or plan to use, social web activities in their teaching for medium and high-stakes assessment. It will also be of interest to educational developers and managers who are concerned about issues related to the assessment of students' social web activities.

The workshop will be suitable for both novices and those with expertise in this area.

Objectives

By the completion of the workshop participants will be able to:
- Understand and reflect on the issues that are important to consider when using social web technologies for medium and high stakes assessment in higher education
- Have a detailed knowledge of examples of academic practice involving the use of social web technologies for medium and high stakes assessment of student learning;
- Identify and implement principles of good practice in the assessment of students' social web activities in higher education.
- Access project resources and engage in an online community of practitioners who have experience in using social web technologies in assessment tasks in higher education.

About the facilitators

Dr Jenny Waycott
Jenny has a PhD from the Institute of Educational Technology, The Open University, UK, and has been involved in educational technology research for the past decade. She is currently employed as an Educational Technology Research Fellow in the Faculty of Medicine, Dentistry and Health Sciences at The University of Melbourne and is project manager for the ALTC project "Web 2.0 authoring tools in higher education learning and teaching: new directions for assessment and academic integrity."

Dr Celia Thompson
Celia is a Lecturer in English for Academic Purposes in the School of Languages and Linguistics at the University of Melbourne. Celia's PhD was on the topic of plagiarism and the politics of knowledge and textual ownership in undergraduate writing in higher education. Her research interests include academic integrity, social web technologies, and language and intercultural communication.

Dr Joan Richardson
Joan has led strategically aligned university projects that require technology or systems changes/improvements to staff work-practice and the student learning experience. These have ranged from business systems that enable efficient benchmarking of programs against accreditation requirements, to the development of suites of curriculum resources delivered using emerging technologies. Her passion for new technology innovation, expertise as a Business Analyst and extensive operational experience enables significant contributions to the Information Systems (IS) discipline in industry. Turbulence and increasing competition in the higher education sector and Information Communication Technology (ICT) marketplace, combined with rapidly changing technologies, have necessitated fast creation of innovative curriculum that address real issues and opportunities.

Overview of activities

This workshop will share with the Ascilite community the activities of an ALTC-funded priority project, "Web 2.0 Authoring Tools in Higher Education Learning and Teaching." The workshop will provide participants with the opportunity to learning about key findings from this project, discuss detailed examples of academic practices involving the assessment of students' social web activities, and review project resources. The workshop will involve a combination of presentations about the project findings, whole group discussions about the issues, and small group activities.

Detailed plan of workshop activities

1. Introductory activity (20 minutes):
Participants will share their thoughts about the issues that are important to consider when using social web technologies for assessment tasks in higher education.

2. Presentation of survey and interview findings (30 minutes):
The presenters will provide an overview of findings from an online survey of Australian academics who have been involved in assessing students' social web activities in subjects they have taught. Presenters will also share key findings from semi-structured interviews with selected survey respondents, outlining interviewees' perspectives on their use of social web technologies in teaching and learning. Participants will be encouraged to participate in the discussion and contribute their experiences.

3. Small group discussion of key issues (40 minutes):
Participants will break into small groups to discuss and identify key issues that need to be taken into account when designing and implementing social web assessment activities. Each group will focus on addressing one of the following set of questions:

- *Affordances*: Why use social web technologies for assessment activities in higher education? What are the unique affordances that social web technologies offer? How and why can assessment tasks make use of these affordances?
- *Processes*: What constitutes good practice across the assessment cycle? What factors need to be considered when designing, conducting, marking, providing feedback, and reviewing the assignment?
- *Policy*: What university policy issues are important? What, if any, challenges might be raised by university policy issues in the context of using social web technologies in assessment? Do university policies need to be updated because of the new forms of assessment activities that social web technologies enable?

Tea/Coffee break (15 minutes)

4. Outline of draft good practice framework and field-testing process (20 minutes):
The presenters will provide an overview of the draft good practice framework that the project team developed in consultation with numerous collaborators. They will briefly describe the process of field-testing this framework in seventeen different university subject learning and teaching settings.

5. Small group activity (40 minutes):
Participants will break into small groups to learn about and discuss detailed case studies drawn from the field-testing phase of the project. Each group will examine two or three case studies and discuss:

- What can we learn from these cases about key considerations when using social web activities in medium to high-stakes assessment?
- What constitutes good practice in these settings? Are there particular examples that demonstrate good practice?

This activity will conclude with a whole group discussion about the issues raised.

6. Project resources (20 minutes):
The workshop will conclude with a presentation and review of the resources that are being developed in this project, and an invitation to join an online community of practitioners who are using social web technologies in higher education.

Previous Presentations and References

Gray, K., Waycott, J., Thompson, C., Clerehan, R., Sheard, J., Hamilton, M. & Richardson, J. (2010, July). *Students' use of web 2.0 tools in higher education: Good practice in assessment and academic integrity.* Workshop presented at HERDSA 2010: Reshaping Higher Education, 6-9 July, Melbourne. http://conference.herdsa.org.au/2010/program/workshop1.html

Gray, K., Waycott, J., Clerehan, R., Hamilton, M., Richardson, M., Sheard, J., & Thompson, C. (2010, January). Web 2.0 authoring tools in higher education learning and teaching: New directions for assessment and academic integrity: A framework for field-testing and refining good practice guidelines in pilot projects at Australian universities during Semester One 2010. Retrieved 12 August, 2010 from http://web2assessmentroundtable.pbworks.com/f/ALTC-ASW2A-Guidelines-draft-Feb2010.pdf

Gray, K., Waycott, J., Clerehan, R., Hamilton, M., Richardson, M., Sheard, J., & Thompson, C. (2009, November). Web 2.0 authoring tools in higher education learning and teaching: New directions for assessment and academic integrity: Discussion paper for national roundtable. Retrieved 12 August, 2010 from
http://web2assessmentroundtable.pbworks.com/f/ASW2A+Discussion+Paper.pdf

Gray, K., Thompson, C., Sheard, J., Clerehan, R. & Hamilton, M. (2010) Students as Web 2.0 authors: Implications for assessment design and conduct. *Australasian Journal of Educational Technology, 26*(1), 105-122. Available at: http://www.ascilite.org.au/ajet/ajet26/gray.pdf

Gray, K., Thompson, C., Clerehan, R., Sheard, J., & Hamilton, M. (2008). Web 2.0 authorship: issues of referencing and citation for academic integrity. *Internet and Higher Education, 11*, 112-118.

Gray, K. & Waycott, J. (2010, May). *The assessment of students' Web 2.0 activities: Findings from an ALTC project*. Presentation for the Transforming Assessment Webinar Series, 26th May 2010. http://www.transformingassessment.com/events_26_may_2010.php

Gray, K. & Waycott, J. (2010, June). *Students' use of Web 2.0 tools in higher education: Good practice in assessment and academic integrity.* Presentation for the Australian Learning & Teaching Council Health Sciences Seminar Series, Medical Education Unit, The University of Melbourne.

Requirements for facilitators

Workshop presenters will require a data projector and internet connection. A seminar/meeting room with round table or small groups seating configuration, and wireless internet, would be preferable.