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Alternative dimensions in assessment: an overview

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This four-part paper is the ‘highlights’ of the 2009 Australian Technology Network conference, ‘Assessment in Different Dimensions: a conference on teaching and learning in tertiary education’, held at RMIT University, 19–20 November 2009.

The main theme of this paper is an exploration of how ‘progressive and innovative’ assessment techniques from other higher education providers might be used to ‘progress and innovate’ the assessment of Media and Communication students at Deakin University.

As lecturers and tutors have traditionally had almost total control over the learning and assessment environment, for most students, the approach to assessment has changed little. The arrival of ‘new media’, ‘digital culture’ and ‘dispersed learning’ threatens this stability and control. Students are now able to operate in a more open, collaborative, interactive and distributed manner, and this fact challenges many of the traditional perceptions about what constitutes a ‘university experience’ and what are now ‘appropriate’ assessment tasks (Crisp 2009).
Each of the four speakers will present a ‘spotlight’ initiative from the 2009 Australian Technology Network conference, describing how each assessment innovation might be useful to (a) confront our current ideas and values around what is ‘good’ and ‘bad’ assessment; (b) explain why some assessment myths are ‘hard to shift’; and (c) suggest how these new approaches might be useful in the years to come.

Crisp, G 2009, Designing and using e-assessments, Higher Education Research and Development Society of Australasia, Milperra, NSW.