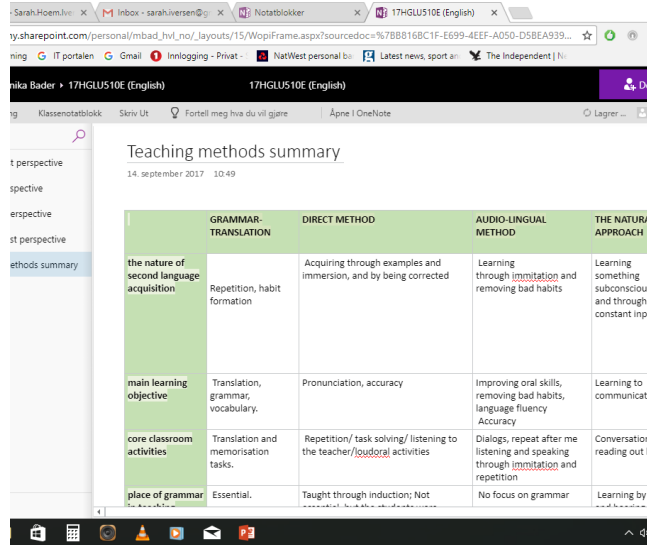


Enhancing formative assessment with digital technology: Student perceptions

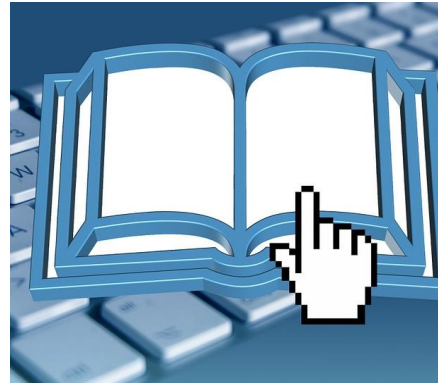
Sarah Hoem Iversen

Monika Bader

Tony Burner



	GRAMMAR-TRANSLATION	DIRECT METHOD	AUDIO-LINGUAL METHOD	THE NATURAL APPROACH
the nature of second language acquisition	Repetition, habit formation	Acquiring through examples and immersion, and by being corrected	Learning through <u>imitation</u> and removing bad habits	Learning something subconscious and through constant input
main learning objective	Translation, grammar, vocabulary.	Pronunciation, accuracy	Improving oral skills, removing bad habits, language fluency Accuracy	Learning to communicate
core classroom activities	Translation and memorisation tasks.	Repetition/ task solving/ listening to the teacher/ <u>loud oral</u> activities	Dialogs, repeat after me listening and speaking through <u>imitation</u> and repetition	Conversation reading out loud
place of grammar	Essential.	Taught through induction; Not	No focus on grammar	Learning by



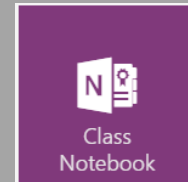
Project aim



Improve the quality of our courses by enhancing formative assessment practices and explore how new digital tools can support these practices.



New digital tool → OneNote Class Notebook (and Teams)



Research question: How do students perceive and use new digital tools in a higher education course?



The context of the project

English 1, Grunnskolelærerutdanning 5-10

- 2 courses at HVL (15 sp. each); 1st year students
- 1 course at USN (30 sp.); 4th year students

OneNote – Class Notebook

OneNote Online | Monika Bader

File Home Insert Draw View Class Notebook Print Tell me what you want to do Open in OneNote Give Feedback to Microsoft Saved Monika Bader is also here

17HGLU510E (English)

Welcome
_Collaboration Space
_Content Library
Welcome to the OneNote ...
OneNote for Teachers tra...
OneNote for Students tra...
OneNote Basics
FAQ : OneNote Class Note...
Try out a Staff Notebook

Welcome to the OneNote Class Notebook

OneNote is your very own digital notebook [▶ Watch the 2 minute video](#)

Your **OneNote Class Notebook** is organized into three parts:

1. **Student Notebooks** -- a private notebook shared between the teacher and each individual student. Teachers can access every student notebook, while students can see only their own.
2. **Content Library** -- a read-only notebook where teachers can share handouts with students.
3. **Collaboration Space** -- a notebook for everyone in your class to share, organize, and collaborate.

Content Library Student Notebooks Collaboration Space

OneNote Class Notebook

Hands on - Learn why OneNote is great in the [▶ OneNoteInEducation.com](#)

Individual Student Notebooks

- Submit low-stakes tasks
- Produce and share work-in-progress
- Receive (informal) feedback
- Track the progress of individual students

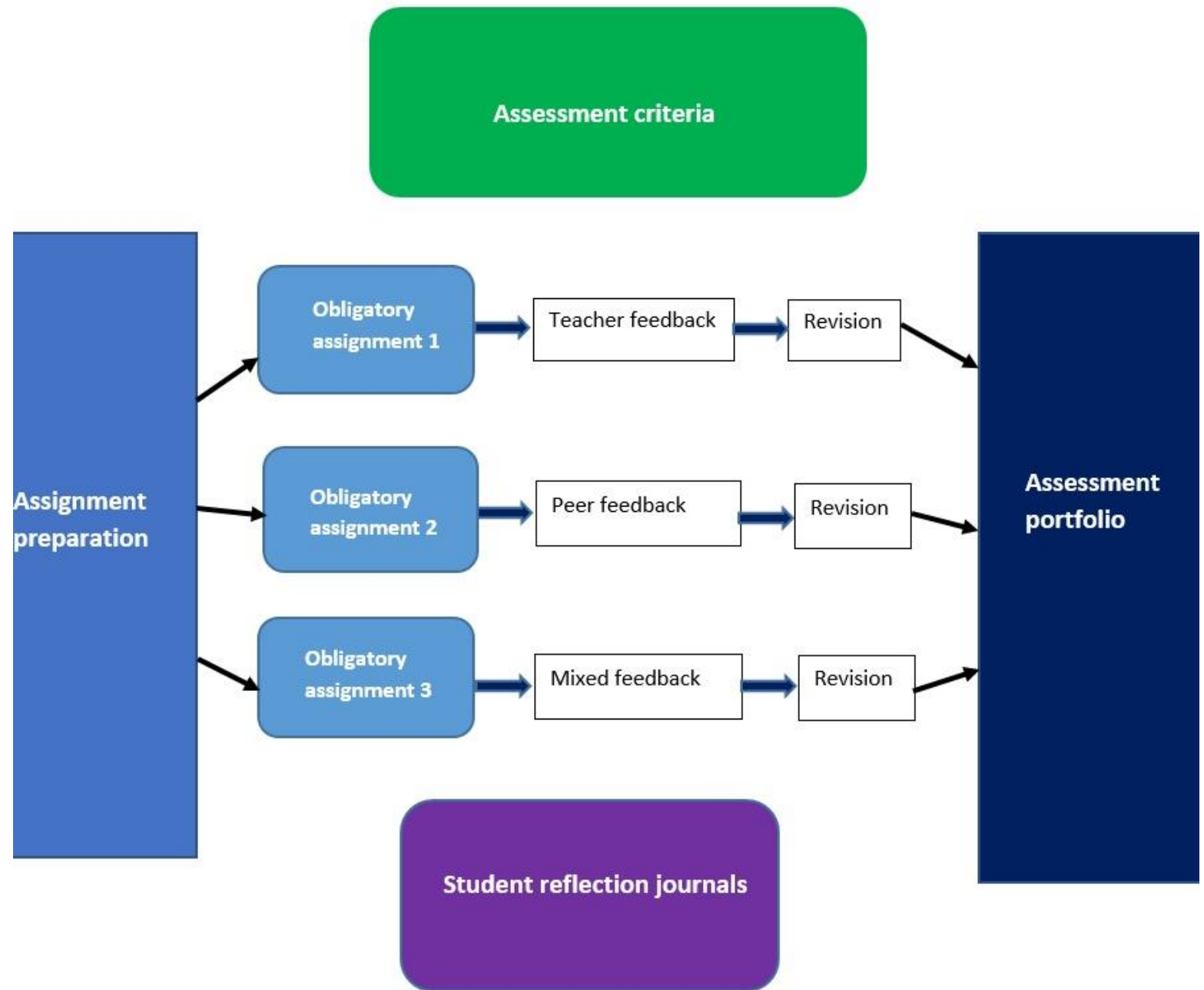
The screenshot shows a OneNote Online interface with a purple header. The main content area contains handwritten text discussing the definition of errors in learner text. A callout box labeled "short teacher feedback" points to a specific paragraph. The left sidebar shows a table of contents with items like "Errors wednesday week 3", "Homework wednesday 31", and "Group 3 lesson planning".

Collaboration Area

- Collaborative learning
- Opportunities for peer feedback
- Opportunities for sharing work-in-progress

The screenshot shows a OneNote Online interface with a purple header. The main content area contains handwritten text about extra activities and follow-up activities for students. A callout box labeled "Student assignment" points to a paragraph. Another callout box labeled "TEACHER'S NOTE" points to a section titled "FEEDBACK FROM GROUP 8:". The left sidebar shows a table of contents with items like "Instructions", "Peer feedback instructions", and "Group 1" through "Group 10".

Course
model



Methods



Qualitative analysis of:



128 student reflection journals
(HVL and USN)



An interview (3 students, group
discussion, USN)

Student attitudes to digital tools

S17: Throughout my education we have almost always used digital tools in many situations, so it is quite difficult for me to compare it to not having any digital tools.

S13: I only used the digital tools to look up the task, nothing more. I don't like using digital tools for schoolwork, and mostly avoid doing so.

- We cannot assume that all students uncritically welcome new digital tools
- Challenging the widely criticized (e.g. Selwyn 2009), yet pervasive common-sense discourse describing students as "digital natives"

Students' use of digital tools

- **Most frequently reported use: Organizing and managing the logistics of studying**

S12: One note and it`s Learning are great places to find information, but I haven't really used them for anything other than getting information.

S15: I only used OneNote for retrieving information and handing in assignments because I want my data stored locally.

Uses of digital tools related to learning

S1: I like the way OneNote was used, especially the collaboration space. It is a nice way to see what questions peers have and to look back at these questions for instance.

S2: We got ideas from different examples on how a lesson plan should look like.

- Students' use of digital tools is generally passive, pragmatic and non-explorative (c.f. Henderson et al 2017, Sørensen 2018)



Main conclusion

- Fundamental changes in the use of digital tools hinge on more fundamental changes in students' study habits

Thank you!

More information about our project:

Project blog: <https://blogg.hvl.no/formative-assessment/>

A Practical Guide to Digital Formative Assessment with OneNote in Higher Education

<https://prosjekt.hvl.no/formative-assessment/>

Bader, M. Burner, T. Hoem Iversen, S. & Varga, Z. (2019) Student perspectives on formative feedback as part of writing portfolios, *Assessment & Evaluation in Higher Education*, 44:7.

References

- Henderson, M., Selwyn, N. & Aston, R. (2017). What works and why? Student perceptions of 'useful' digital technology in university teaching and learning. *Studies in Higher Education*. Volume 42 (8), pp. 1567-1579.
- Selwyn, N. (2009). The digital native – myth and reality. *ASLIB Proceedings*, 61 (4) pp. 364-379.
- Sørensen, M. T. (2017). The Students' Choice of Technology A pragmatic and outcome-focused Approach. In David Kergel et al (eds.) *The Digital Turn in Higher Education*. Springer, pp. 61-174.