

# WHAT'S THE POINT OF ASSESSMENT? MAKING IT FIT FOR HUMANS

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#### Aims of the session



 To think in new ways about how assessment can be used for different purposes



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- To think about the benefits and opportunities of gamesbased assessment and gamification



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- To think in new ways about how assessment can be used for different purposes
- To think about the benefits and opportunities of gamesbased assessment and gamification
- To collaborate with and learn from each other



#### True or false ...



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#### True or false ...



- The purpose of assessment is to determine whether someone has the required ability to perform a specific role or thrive in a particular setting.
- Of course, this is just one of many possible purposes!
   There are countless more.



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- We want to design online tasks that generate actionable feedback on specific skills or language areas.
- A school wants to put a large group of learners into classes for an ESP course, according to abilities and needs.
- A teacher wants to check how well their class can use different narrative verb forms in writing, in order to decide how much attention to pay to this next week.
- What else? Please type in the chat.



Some prototype tasks we've been working on...

Would we design these tasks
the same way
for a Cambridge English qualification?



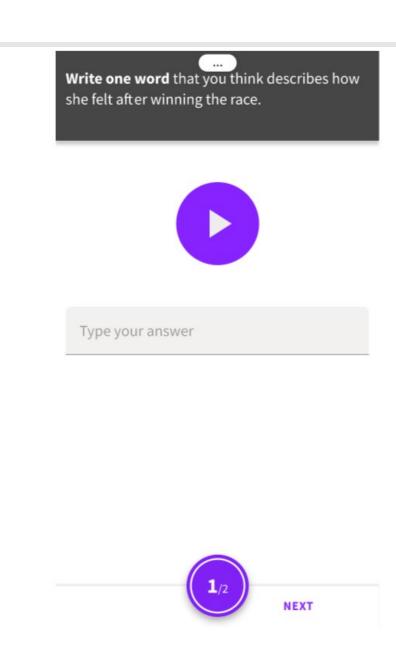
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How did she feel after the race?

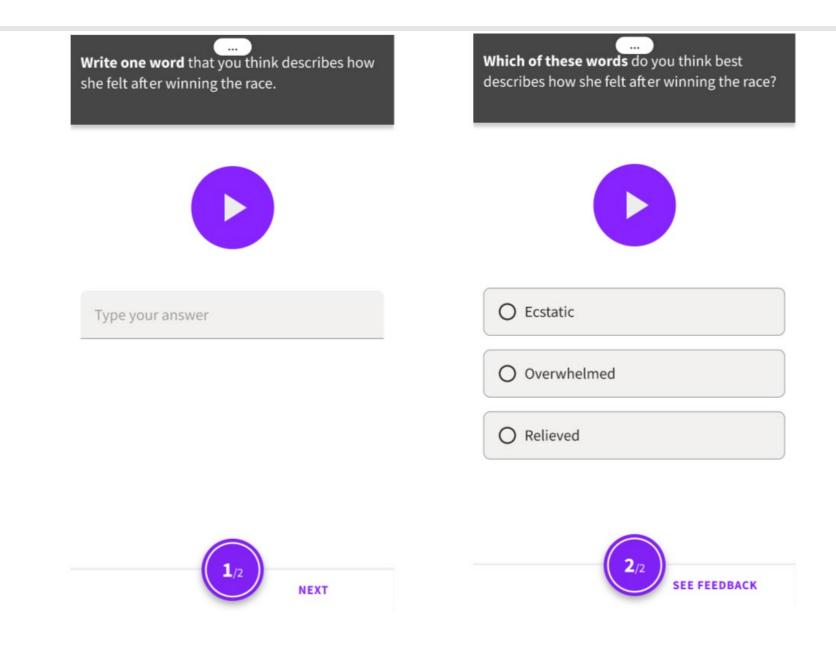
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#### **Australian Jackaroo**

David Brinton describes his gap year working on a sheep station.

It was dark when I arrived in the town of Hay, after an all-day bus journey from Sydney. I was the only person to get out of the bus, and only one figure was waiting beside the road to meet it. This was how I met Mr. Anton, the manager of Merindah Station and the man who would dominate my life over the coming months. As we drove out of town, brilliant flashes of light flickered on the horizon all around us. 'What's that?' I asked, dumbfounded. 'Lightning,' he replied flatly. I felt stupid, but had truly never seen anything like it before. 'Is lightning always like that in the outback,' I asked? 'Outback?' he growled. 'This isn't the outback; ing country!' I had this is prime Austra

**CHOOSE ANSWER** 



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Which of these statements does the writer agree with? It's fine to guess! You can change your answer after each paragraph if you want. David likes having to follow strict rules. No Idea Mr. Anton had a positive working relationship with the jackaroos. Maybe yes David liked physical environment at Merindah. Maybe no The equipment used by the jackaroos was fit for purpose. **BACK TO TEXT** NEXT



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If you drew a line between Sydney and Adelaide, Hay would be halfway along it. Not the outback, perhaps, but a long way from the coast. Each extraordinary flash of lightning revealed.... almost nothing really; an endlessly flat landscape seemingly devoid of any feature. After 40 minutes' drive we pulled off the highway and through the gates of Merindah Station. This was where I'd spend the next nine months working as a jackaroo, 'like a cowboy except for sheep', as someone once put it. My memories of those first weeks at Merindah are of digging, and mud. It was mid-winter, the sheep mostly took care of themselves at that ear, so we were

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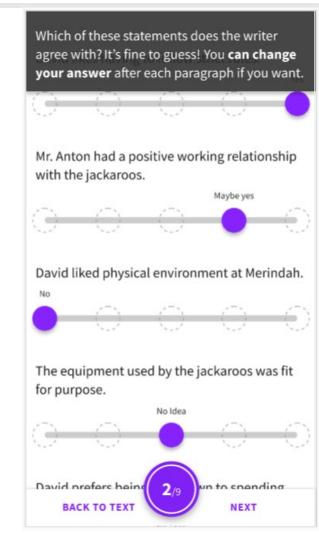
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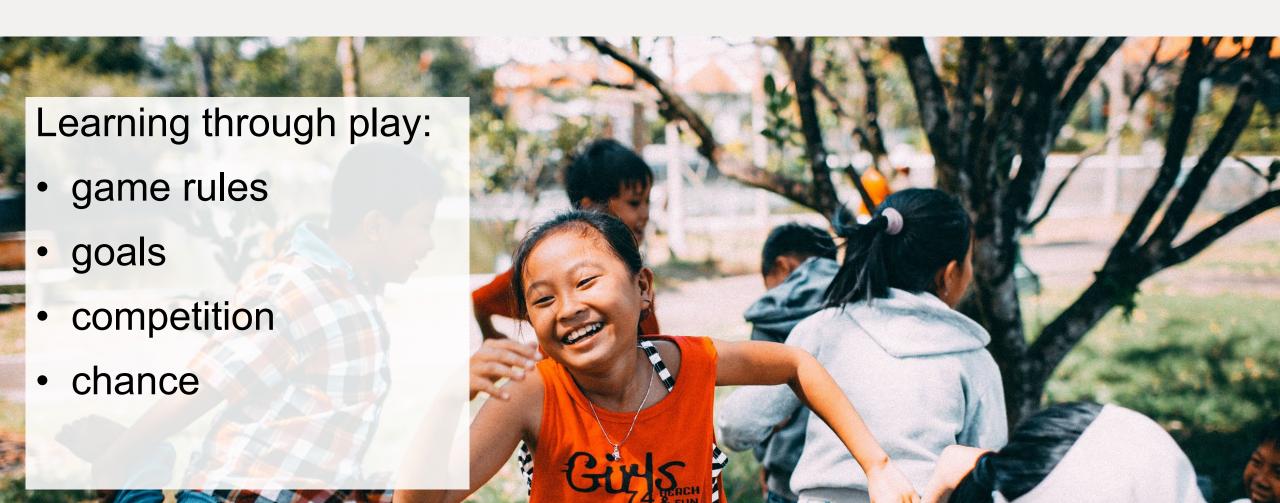
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## **Games-based learning**





# What are immersive games?



A fully immersive game environment for players

### Examples:

- Minecraft
- The Sims
- Fortnite



# What is gamification?

Gamification: game elements that engage and motivate:

- points
- badges
- levels
- leader boards
- Challenges



**Benefits** 



Engagement





- Engagement
- Flow





- Engagement
- Flow
- Emotional investment





- Engagement
- Flow
- Emotional investment
- Freedom to fail





- Engagement
- Flow
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- Meaningful language practice





- Engagement
- Flow
- Emotional investment
- Freedom to fail
- Meaningful language practice
- 21st-century skills



### Some examples

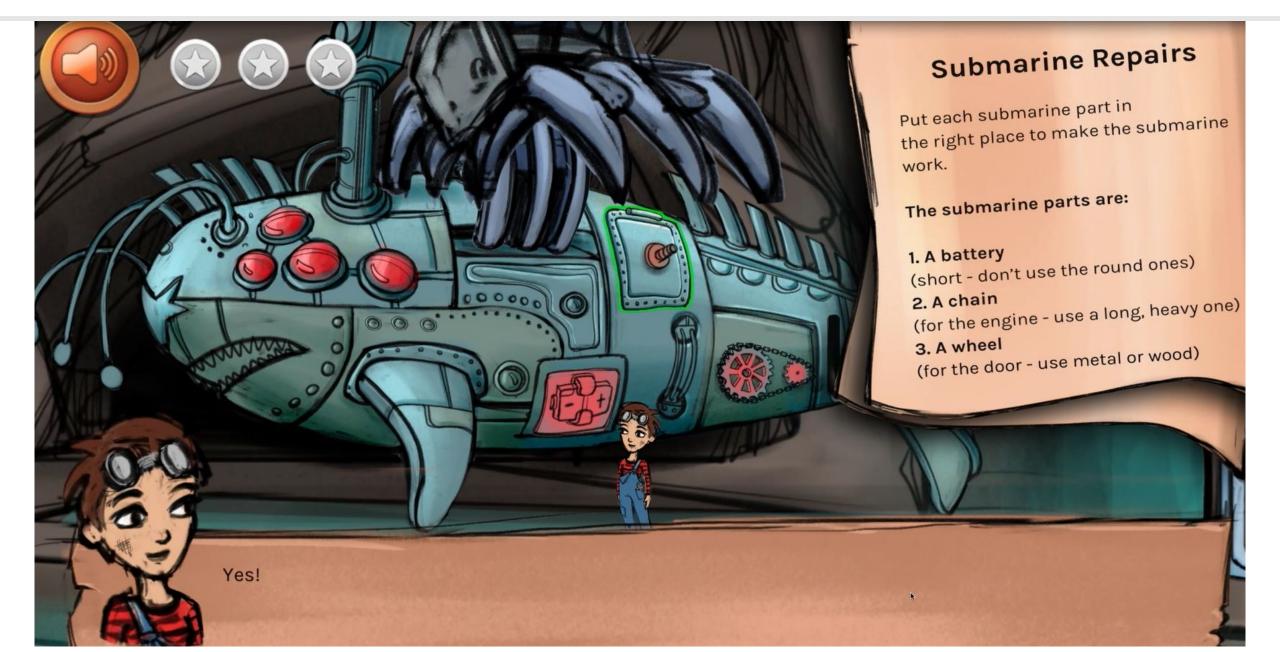
What do you think was the aim behind the game/gamification elements in these products?

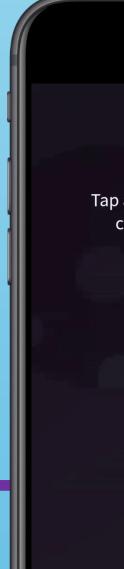












Topic Association Speaking

ROUND 3/3

Tap all the words which you can use to talk about:

**SHOPPING** 



Practise pronunciation

Build vocabulary around Speaking
Test topics

Practise scanning



### Now it's your turn!

Work with your group to develop a new assessment task type

This could be a:

- Game or gamified task
- bite-sized activity
- something else...





### Now it's your turn!



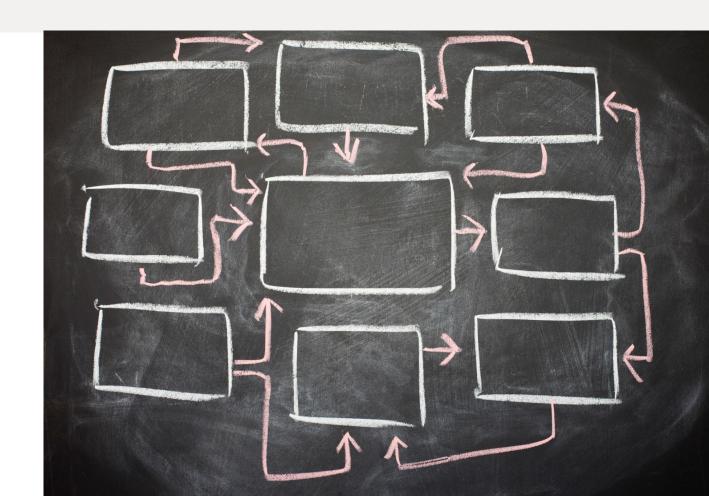
When designing your new task please consider the following:

- Purpose
- Construct
- Age/ level of learner
- Procedure (i.e. what the learner has to do)



### Time to share

Please tell us about your task(s)





# Thank you

