

Annotated References Related to Maki and Shea’s Webinar: Technology-enabled Assessment Capabilities in Current and Emerging Learning Technologies, Presented October 26, 2020, Track 080: Emerging Trends in Assessment

Anstey, L.M., and Watson, G.P.L. (2018). “A Rubric for Evaluating eLearning Tools in Higher Education.” *Educause Review*. Available at: <https://er.educause.edu/articles/2018/9/a-rubric-for-evaluating-e-learning-tools-in-higher-education>. This rubric is a multidimensional guide that helps you evaluate the functional, technical, and pedagogical aspects of eLearning tools.

Arnold, K., Feng, L., Ham, M., and Miller, A. (2020, May 28). “Educause Covid-19 Quick Poll Results: Student Success Analytics.” *Educause Review*. Available at: <https://er.educause.edu/blogs/2020/5/educause-covid-19-quickpoll-results-student-success-analytics>

Courseware in Context (CWIC). Available at: <http://coursewareincontext.org>. CWIC is a quality framework that assists faculty, instructional designers, and institutional leaders rigorously evaluate current and emerging courseware based on a product taxonomy, course-level quality indicators, program-level quality indicators, and research. The framework can also be used online via LearnPlatform or EdSurge.

Feedback for Learning Project.(n.d.) “Framework for Effective Feedback.” Available at: <http://newmediaresearch.educ.monash.edu.au/feedback/framework-of-effective-feedback/>

Flock, H., and Garcia, H. (2019). *How to Give Your Students Better Feedback with Technology: Advice Guide*. An online *Chronicle* publication focused on various ways to assess students, including different digital tools that are available for free or at cost. Available at:<https://community.chronicle.com/news/2269-how-to-give-your-students-better-feedback-with-technology>

Maki, P., and Shea, P. (forthcoming, January, 2021). *Transforming Digital Learning and Assessment: A Guide to Available and Emerging Practices and to Building Institutional Consensus*. Sterling, VA: Stylus Publishing, LLC.

This collection aims to assist campus leaders, campus specialists with learning technology expertise ,such as instructional designers or LMS administrators; faculty; and directors of assessment and professional development gain an increased understanding of the ever-expanding and evolving landscape of learning technologies and the ways in which these options are transforming learning and assessment. Contributors reflect that

audience range, offering guidance and resources from their firsthand experiences and lessons learned. Chapter 5, “Applying A Learning Analytics Approach to Improve Achievement: Using Data Stored in Learning Management Systems,” provides in-depth coverage of ways in which faculty and other education professionals can use real-time assessment data in LMSs along the trajectory of a course or educational experience to identify and respond to students’ learning needs as well as refine or redesign the next iteration of that course or educational experience.

Molloy, B., Boud, D., and Henderson, M. (2019, September, 25). “Developing a Learner-centred Framework for Literacy Feedback.” *Assessment and Evaluation in Higher Education*. 45, pp. 527-540.

<https://www.tandfonline.com/doi/full/10.1080/02602938.2019.1667955>

Based on research on students’ perspectives on feedback processes, researchers have developed principles of learner-centred feedback that successfully engage students in using feedback. These principles shift the traditional model of teacher-generated input at the end of a task to one that actively involves students in a reciprocal feedback process.

National Academies of Sciences, Engineering, and Medicine. 2018. *How People Learn II: Learners, Contexts, and Cultures*. A Consensus Report. Washington, D.C.: National Academies Press. Current research on the complex ways in which humans learn, as well as on the factors that shape individuals’ learning.