

Electronic Learning Environments: Assessing Educational Outcomes EDUCAUSE 2000 Current Issues

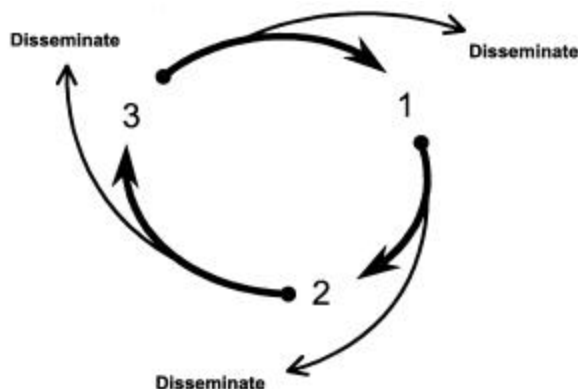
Science and industry are exponentially improving the methods by which information can be collected, assembled, edited, upgraded, archived, displayed, distributed, and accessed interactively. Now is the time to ask, "In what ways can the progressive innovations in information technology enhance the outcome of our educational efforts across the full spectrum of the University's missions?" Educational technology has the potential to contribute enormously to meeting challenges facing us today, significantly enhancing both teaching and learning. In order to achieve this promise, there must be an intimate coupling between the evolution of educational technology and the evolution of educational practice and educational science: each must inform the other, in a continuous cycle. Taking a cue from the June 14 NLII focus session on "Transformative Assessment", this Current Issues session will focus on the iterative process of development and assessment of next generation technologies and strategies for teaching and learning by discussing the following questions:

- What is the nature of the desired transformation of teaching and learning (what is the vision, and what measures would show our progress toward that desired state)?
- How can assessment be used to plan for, guide, motivate, or evaluate systemic transformation of teaching and learning?

Assessment and evaluation techniques need to be in sync with and inform contemporary educational practice in the development of learning environments where inquiry is the norm, a focus on problem solving, and thinking critically is part of the process.

Possible Outcomes:

Further the conversation through NLII focus sessions and by working with recently formed Center for Applied Research to engage in the research and development of Educational Impact Assessments: not a sequence of discrete events but rather a whole dynamic ecology under investigation. EIAs take into account that at this point there is no social equivalent to Moore's Law. Recent exponential growth in the development of educational technologies has not been matched with equal growth in a quality research base of informing effective practice.



- 1.Characterize the exemplar project
- 2.Research the technology in use
- 3.Refine the tools and practices

- Give shape to the field by characterizing the

educational efforts of exemplar projects, in terms of learners, learning domain, instructional approach, and structure of the learning environment.

- Transform portions of our process and/or results into tools, resources, and techniques that can be made available for educators

- Present results from the investigations at local and national scholarly meetings and scholarly publications

Reading List

Angelo, Thomas. Doing Assessment as if Learning Matters Most
<http://www.aahe.org/Bulletin/angelomay99.htm>

Boyer Commission on Educating Undergraduates in the Research University. 1998. Reinventing undergraduate education: A Blueprint for America's Research Universities.
<http://notes.cc.sunysb.edu/Pres/boyer.nsf/webform/overview>

Reeves, T. New Approaches to Assessment and Evaluation in Digital Learning Environments
<http://www.ccnmtl.columbia.edu/cu/ccnmtl/services/forums/evaluation>

Salomon, G. (1991, August). Transcending the Qualitative---Quantitative Debate: The Analytic and Systemic Approaches to Educational Research. *Educational Researcher*, 1-18.

Shepard, Lorrie (2000) The Role of Assessment in a Learning Culture. *Educational Researcher*, Vol. 29, No. 7, pp. 1-14.
<http://www.aera.net/pubs/er/arts/29%2D07/shep01.htm>