FLIP+ 3rd annual online event 2020

DAY 1

Interesting links and contacts

Article: when didactics meet data science, FRA	https://rdcu.be/b4vqf
Slides for DEN' presentation on assessment of design thinking	https://sky.bundsgaard.net/index.php/s/xysELaxGzrw5Ztn LibreOffice: https://sky.bundsgaard.net/index.php/s/b3gY3ETN6L3dYDA
Link to NOR portal test report portal	https://prover.udir.no/eksempelvisning#/np/1/provegruppe/1
Example of Lithuanian report (8th grade, school level)	https://www.egzaminai.lt/failai/6939_8_kl._mokyklos_profilis_NMPP.pdf
Share open PCIs for our final exams in Maths and English (2nd language)	NOR, FRA and DEN
Share your item types with the IBO	rebecca.hamer@ibo.org; gareth.hegarty@ibo.org

Possible topics for webinar

Theme	Topics	CTRY
21st C skills	· Assessment of Design Thinking: Innovative 21st Century Skills Test Design	DEN
Complex maths items and tools	· Complex Math items: - Scoring multi-line solution items - Items with handwritten formula recognition - Digital scratch paper to allow students to express higher order skills - Items with embedded digital tools for math	
Speech recognition	· Items and tests, developing TEL (custom interactions), speech recognition for assessing speaking ability	CITO
Taxonomy of digital assessment items	· Updating a taxonomy of digital assessment item types and the link to assessment objectives	IBO/CITO
User Experience	· Process data and UX studies · User Experience Studies in e-assessment	FRA
Digitalizing exams	· Digitalising of exams in Norway · Final Exams - Going from a holistic assessment - end assessment of a competence-based curriculum - to a fully digitized exam? New items, testing competences, higher order thinking skills, ... And, how to engage humans who believe that only written essays is the best (only) way to asses competence in final exams.	NOR
Literacy	· Transition to e-Assessment: a tool to strengthen e-Literacy	LIT
Marking	· E-marking · High granularity reading correction tool based on pupils records and human correction.	
Socio-emotional assessment	· Large scale experiences with social-emotional assessment for summative and formative assessment purposes, and its relation to learning/school performance and other outcomes of interest to school environment.	Ayrton Senna Institute & Univ São Francisco rprimi@mac.com
Translation workflows	· Translation workflows and translation quality evaluation designs for innovative content in e-assessment platforms.	cApStAn
Offline assessment	· Off Line assessment	
TAO Solutions	· Proctoring and In House Development with Open Source Perspective for TAO + External Solution	

DAY 2

Interesting links and contacts

Link to national items	FRA: https://eduscol.education.fr/test_accompagnement_mathematiques_niveau_seconde_gt/ ITA: https://www.gestinv.it/ SPA: http://www.educacionyfp.gob.es/inee/evaluaciones-nacionales.html
Interest to contribute to item development work	· BEL: Isabelle Erauw · CITO: Saskia W - The possibility of my team developing software (open source) that would help member/FLIP+. Condition: the work should align with our roadmap and innovation agenda that we agreed upon with our ministry of Education. To be discussed further in a call saskia.wools@cito.nl · We are happy to examine/discuss cost-effective, semi-automated workflows for translation and LQA, language conventions, term bases, style guides, compliance checks. · Available to discuss interoperability with third party tools for translation and linguistic quality assurance (LQA), and possibly compliance of exported files with OASIS standards, but this can hardly be regarded as a contribution to the work of the FLIP+ Dev group · Implementation of open-source software for development and delivery
Link to FLIP+ Item Library	https://flipcollab.wiquid.fr/
Other links	research.duolingo.com; www.desmos.com, https://brilliant.org/

Questions from participants regarding the Item Library and the technology platform

Theme	Relevant questions and comments
Why Maths	· Maths items are more straightforward to translate/adapt. So, if there is an item library in English, countries should have less work translating the items into their language of instruction.
General comments about items	· Is one of the possible meta data variables the assessment objective, for instance using Bloom or something similar? · It will be stronger if we can see more about the metadata and data on item performance characteristics and evidence of user experience and reception. · Are you capturing any metadata for the purposes of characterizing the degree of reusability and/or have you identified design principles for enhancing reusability. · How do you capture and share the user context data · What are the conditions for supplying and using items? · The intent would be to share the type of item, to show how you can create new items. It is not to build a library of items to use without any changes is it? So none of these items would be used "as is"?
Cognitive domain	· What is meant by cognitive domain? it is not cognitive as meant in psychology and pedagogy? But they are meant in the subject? · There are models that give information on the number and complexity of thinking steps that are necessary to solve the problem. That to me would be the meaning of cognitive dimension. · Is the item bank an appropriate place to introduce early stage item prototypes for use in cognitive labs (such as the great work we saw from Jeppe yesterday)?

Item Sharing	· How is the distribution of these items managed among the member countries for the use? · It is exciting to imagine the possibilities of systematizing the process of gathering assessment tasks. Having the possibility of capturing, storing, and sharing the response processes from students and similar meta-data and comparing them across jurisdictions can act as a good validation tool for innovative projects. · What will be the process of confidentiality of items or item library? · Is the focus on developing TAO-ready tools (through PCIs), or do they really work across platforms? Have there been successful experiences of using these enhanced items in a different platform? Will you make those modules available on github? · Is the Google sharing platform secure enough? As everything shared within a Google accounts has basically transferred copyright to Google.
IL Platform development	· Did you publish this on GitHub? so CITO-Foundation developers could contribute? we can contribute when you would actually want to develop a first working prototype · is there a plan to include a tool to simplify administration/use - turn a package into a test or assignment that can be administered to students (in TAO or in another platform)? OECD is developing some solutions for the second target group (teachers) and will be happy to share those. · Is there a reflection around the possibility of linking between FLIP IL and national existing IL?
IL Organization	· A huge work is to think about the human organization behind the platform, the roles, the reviewing process…
Item Translation	· If all items will be available in English, would the aim be to have "English as a source" or "English ready for use with an English audience"? · Qualification process: how will you take language and cultural differences into consideration (from Japan) · I think it would be really helpful to be able to identify the original language and not assume it is the first language listed · Are there any learnings from countries who are already supporting multi-lingual assessments?
Proposed priority areas for development	· TEI, Sharing systems, Delivery of e-assessment, integrated systems · Reporting functionality and offline solutions are two areas of particular interest. · Tests