

# **Managing Assessment within a Personal Learning System**

## **Background**

Many institutional tools, such as Learning Management Systems (LMS) now contain assessment management tools enabling students to submit assignments and receive electronic feedback and grades in return. However, these institutional tools can often result in a blurring of boundaries between institutional and personalized learning approaches.

Open-source Personal Learning Environments (PLE) often do not satisfy the institutional requirements for assignment management forcing individuals to present their assignments within the institutional tools resulting in a limitation of students and tutors with innovative assessment practices. This could be seen as a limiting factor for the widespread adoption of PLEs.

## **Approach**

This demonstration will show how the Personal Learning System (PLS), PebblePad, successfully combines both personalized learning and institutional assessment processes using a component tool of PebblePad, known as the 'Gateway'. The concept of managing assessments within a personalized learning system is based on examples from our customers across Europe & Australia.

PebblePad is much more than just an ePortfolio, it is a PLS being used in learning contexts as diverse as schools, colleges, universities and professional bodies; by learners, teachers and assessors. It has been designed with the learner at the centre of the system. It provides scaffolding to help users create records of learning, achievement and aspiration. It supports personal learning whilst providing a powerful suite of tools to improve learning in institutional contexts. Conversation, communication and collaboration are easy in PebblePad; items can be shared with trusted individuals, published to group pages or made public to the world-wide web. These same items can also be submitted through Gateways for both formative and summative assessment.

## **Structure**

The 30-minute demonstration will provide a brief context behind PebblePad (which is important as it is grounded in academic principles) before showcasing the Gateway tool and how it can be utilized for both formative and summative assessment processes. Depending upon room options (i.e. an IT Lab would be required) it is possible to make this a very hands-on session with delegates role-playing as both students and tutors, submitting, grading and feeding back on example assessments.

## **Intended Outcomes**

- Delegates will be able to differentiate between the personal processes of a PLS and the formal processes of assessment.
- Delegates will witness how a PLS can be utilised for summative and formative assessment processes.
- Delegates will begin to understand how a PLS can be utilised to develop student reflective skills, especially reflection upon assessment feedback?