Resources Accompanying the Guide to Developing Enabling Policies for Digital Teaching and Learning

Note: Links to resources in this document were accessed during spring 2017 as part of the National Forum's Enabling Policies for Digital Teaching and Learning project and were accurate at that time. The associated report and guide are available at https://www.teachingandlearning.ie/forum-resources/national-forum-publications/

Technology Enabled Assessment

- JISC (2016) Improving Student Assessment is a gateway into JISC guides and resources to assist using technology in assessment.

- JISC (2016) Enhancing Assessment and Feedback with Technology: A Guide for FE and Skills

- There were 20 projects that took part in JISC's assessment and feedback programme (2011-2014), which investigated a range of technology-supported solutions to the assessment challenges of UK higher education.

- Griffith University's (2016) Policy for Proctoring of Assessments, including eAssessments offers a current look at eProctoring.

- Last reviewed in 2014, BS ISO/IEC 23988:2007 2002 is the current ISO code of practice for the use of information technology in the delivery of assessments.

- Theme one of the QQA's Principles of eAssessment (2007) looks at business continuity/disaster recovery, operation of e-assessment systems, security validity and reliability of e-assessment, and the integrity of e-assessment systems.

- ASCILITE's Transforming Assessment offers a rich array of eAssessment guides and types, including the informative Teacher's Handbook on e-Assessment.

- Gil-Jaurena & Kucina Softic (2016). Aligning Learning Outcomes and Assessment Methods: A Web Tool for eLearning Courses. International Journal of Educational Technology in Higher Education, 13(1) is an open source research article that discusses a mechanism to help decision-making on assessment methods for online courses.

- The eAssessment Association offers a number of case studies showcasing different types of eAssessments in practice.

- For an example of an eAssessment policy that looks at accessibility, view Section 2.4 of Dundee University's Online Assessment Policy.

- [DMU eAssessment Guidelines](#) have been developed by a working group of students, academics and academic-related staff and are designed to support staff in the process of developing online assessments, or e-assessments.

- The University of Exeter's [Online Assessment Policy and Procedure. A Discussion Paper](#) discusses a number of issues and solutions for eAssessments, including eExaminations and eTesting.

- See section 3.5 and 3.6 of [UCD Assessment Code of Practice](#) and Section 8 of QQI's [Quality Assuring Assessment Guidelines for Providers](#) (Revised 2013) for issues specific to technology enhanced assessment.

- On issues of the eManagement of Assessment see the [Electronic Management of Assessment in UK HE 2016](#): A Heads of eLearning Forum Survey Report and [JISC's Electronic Management of Assessment](#) guidelines.

- The Data Protection Commissioner's [Data Protection Rules: Your Legal Responsibilities as a Data Controller](#), are eight binding provisions. Failure to follow these rules will be interpreted as a breach of the data protection legislation.

- Section 5.2 of [University College London's Assessment Policy](#) looks at the marking of Summative eAssessments.

- University of Bristol's Graduate School of Education's research project into technology enhanced assessment has produced a research review (Oldfield, et al., 2012) [Assessment in a Digital Age](#) and five discussion papers:

  - Paper 1: [Transforming education through technology enhanced assessment](#)
  - Paper 2: [Integrating the formative and summative through technology enhanced assessment](#)
  - Paper 3: [Exploiting the collaborative potential of technology enhanced assessment in Higher Education](#)
  - Paper 4: [Learning analytics and technology enhanced assessment](#)
  - Paper 5: [Ethical issues in technology enhanced assessment](#)
  - Paper 6: [National standards and technology enhanced assessment](#)

Copyright and Intellectual Property Rights

- The DIT Summer School on E-Learning has hosted a number of valuable contributions on copyright and IPR, most notably in 2015, with Eoin O'Dell's (TCD), "Open Educational Resources, Creative Commons & Copyright" and in 2016, with Jane Secker (Librarian, London School of Economics) & Chris Morrison's (University of Kent) Copyright and eLearning. Jane Secker and Chris Morrison's UK Copyright Literacy have a wealth of material and thoughts, including the enlightening Copyright Card Game.

- The European Commission (2016) EU Copyright Rules Fit for the Digital Age: Factsheet offers some indication as to where recent discussions about amending copyright and IPR in the EU is heading. The Intellectual Property Awareness Network (2016) University IP Policy: Perception and Practice. How Students and Staff Understand Intellectual Property Policy at Their HEI offers a picture of how HEI staff and students view copyright and IPR and Aaron & Roche's 2015 Intellectual Property Rights of Faculty in the Digital Age-Evolution or Dissolution in 21st Century Academia considers the IPR challenges facing academic staff.

- Some of the issues and perceptions around open education resources are examined by Camilleri Ehlers & Pawlowski (2014). State of the Art Review of Quality Issues Related to Open Educational Resources (OER) and by the National Forum for the Enhancement of Teaching and Learning (2015) Learning Resources and Open Access in Higher Education.

Curriculum Design

- Beetham & White (2013) Students' Expectations and Experiences of the Digital Environment followed up by the JISC Digital Student Project offers a good indication of what students think the role of digital technology should have in the curriculum.

- Grainne Conole's chapter "Tools and Resources to Guide Practice" in *Rethinking Pedagogy for a Digital Age: Designing for 21st Century Learning* discusses the use of digital technology to manage the curriculum design process, which is a topic well covered by JISC's Enhancing Curriculum Design with Technology and the case studies that emerged from that project.

- Examples of how digital technology is facilitating a rethinking of curriculum design that has implications for policy development include Geraldine O'Neill's Curriculum Design in Higher Education: Theory to Practice. Concepts of learning design and universal design are addressed in Dalziel et al.'s Larnaca Declaration on Learning Design and the National Center for Universal Design for Learning http://www.udlcenter.org/aboutudl/udlguidelines and the Centre for Excellence in Universal Design and ICT http://universaldesign.ie/Technology-ICT/

Managing Artefacts on a VLE

- The ongoing multi-institutional Survey of Usage of Virtual Learning Environments (VLE) offers the most complete view of VLEs in Ireland. A UK study of student expectations of the digital environment including using VLEs is available from JISC.

- An overview of the use of minimum standards for VLEs is discussed in Reed & Watmough (2015) Hygiene factors: Using VLE minimum standards to avoid student dissatisfaction. *E-Learning and Digital Media, 12*(1), pp.68–89.

- Advice on creating a vendor management policy is available from Creating a Vendor Management Policy and General Principles for Vendor Management Policy. A tool to assess third-party provided cloud services and resources is available from EDUCAUSE, which also offers the results of a multi-year study of Students' Mobile Learning Practices in Higher Education

- Seven Ways BYOD Can Get You Sued highlights some of the problems that can be experienced by any organisation with BYODs but the BYOD Toolkit from the HE Academy offers some direction on how to mitigate against such risks.

Student Digital Footprint and Digital Wellbeing

- JISC's [Thriving in a Connected Age: Digital Capability and Digital Wellbeing](#) offers an overview of the digital student experience.

- The University of Edinburgh' [Managing Your Digital Footprint](#) is recognised as a leading resource. The research behind that resource which looks at student online behaviour is offered in [Student Identities in Transition: Social Media Experiences, Curation and Implications for Higher Education.](#)

- Advice on what is a digital footprint and cleaning up your digital footprint was covered by two presentations at the 2016 DIT ELearning Summer School

    – [Managing your Digital Footprint, Bernie Goldbach](#)

    – [Cleaning up your Digital Footprint, Fergal Crehan](#)

- The case for social media policies is made by Reynol Juncoat in [The Need for Student Social Media Policies](#) and an overview of Social Media policies in the US is offered in [An Analysis of Social Media Policies in Southern Universities in the US.](#)

- Examples of how HEIs are helping students transition into a digital teaching and learning world while being mindful of their footprint include:

    – [UCD's Student Ambassador Project](#)

    – [Living and Working on the Web University of Southampton](#)