

Student Assessment and Evaluation in Higher Education**PLENARY SESSIONS****KEYNOTE 1 (May 28)****Julia Zabala-Delgado**

(Universidad Politecnica de Valencia)

**Challenges of computer-based language assessment: Designing better tasks**

Advances in technology from the second part of the 20th century gave rise to technological approaches to language assessment that could improve the efficiency of assessment practices. Since then, the availability of personal devices with internet access, together with changes in society and more recently, the arrival of a worldwide pandemic, have exponentially multiplied the need, and consequently use, of computer and online-based assessment. In principle, this approach to language testing is all but advantageous, faster delivery times, adaptative, capable of providing and recording multimedia content, automatized scoring, etc..

However, and notwithstanding the benefits, it is not such a straightforward matter as introducing our assessment tasks into a computer platform. A language test, independently from the way in which it is administered, needs to comply with the basic principles of language testing: reliability - to ensure results are consistent and dependable; validity - to guarantee that the inferences made from the results are meaningful and in agreement with the purpose of the test; authenticity - to provide a correspondence between the characteristics of the test and the actual target language tasks; practicality - to ensure its feasibility with the resources available - and washback - to control the effect of the test inside and outside the classroom is a positive one. However, these principles are not properties of the test, but rather, properties of the use of the test, which can vary depending on how the test is implemented and interpreted.

Computer-based language testing is here to stay, and the question is not whether to use it or not, but rather how to design better tests to by-pass the challenges and particularities of a field

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that is in constant and rapid evolution. What are the effects of the use of computers on candidates as regards cognitive demands, anxiety or motivation? Does the performance of candidates vary depending on the means used to implement a test? Does the use of technology modify the construct of the language ability measured? Does the use of technology affect the nature and typology of the tasks? These are the questions we need to answer to ensure our tasks are appropriate for our goals, and most importantly, fair to our students.

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Speaker

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KEYNOTE 2 (June 4)**Aleksandra Opacic**

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**Möglichkeiten, Vorteile und Herausforderungen der Integration von Peer-Feedback / Opportunities, benefits and challenges of integrating peer feedback**

Lernen ist ein von den Studierenden selbst gesteuerter Prozess, bei dem Feedback einen hilfreichen Impuls geben kann, um die Selbstorganisation des Lernens zu verbessern und ggf. Strategien anzupassen. Peer-Feedback ist besonders wertvoll, da es von Kommilitonen gegeben wird, die sich in der gleichen Situation befinden und eine Insider-Perspektive auf Aufgaben und Ergebnisse haben. Diese Keynote untersucht die Vorteile und Herausforderungen bei der Integration von Peer-Feedback in den Bewertungsprozess und bietet einen Überblick über die Methoden (z.B. Peer-Review und Peer-Assessment), Werkzeuge, Strategien und Benotungsmöglichkeiten.

Learning is a process managed by the students themselves where feedback can provide a helpful impulse to enhance self-organization of learning and, where necessary, adjust strategies. Peer feedback is particularly valuable, as it is given by fellow students, who are in the same position and have an insider perspective on assignments and results. This keynote explores the benefits and challenges of integrating peer-feedback into the assessment process and offers an overview of methods (e.g. peer review and peer assessment), tools, strategies and grading options.

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Speaker

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Aleksandra is a board member of the association Alpha DaZ (Literacy and Basic Education in German as a Second Language) and a member of the Swiss Association of Teachers of German Ledafids. She has also participated in several (inter)national research projects and is an academic writing consultant.

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