

Using Dynamic Assessment of Writing to Promote Technology-Enhanced Learning in Higher Education

Abstract

Responding to students' request for the use of digitally-enhanced formative assessment practices, this project used a dynamic assessment approach that has been developed within the Vygotskian sociocultural theory of learning. It aimed to develop students' professional skills, i.e., digital skills, in blended learning by promoting experiential learning, improve students' writing performance and favourable attitudes towards learning and support their well-being in HEI especially in the post-Covid-19 era. Fifty final year students participated in this project as part of their module. Adopting a process approach to writing, the lecturer/researcher used three rounds of mediation. Round 1 (implicit) consisted solely of a scored and highlighted rubric, not identifying the location or nature of the erroneous parts and was provided by randomly chosen peers) via Padlet to ensure anonymity and allow students to experiment with digital platforms. Round 2 (relatively explicit) consisted of narrative explanations of problems provided at the end of each participant's report provided by peers and the lecturer via Padlet. Round 3 (most explicit) consisted of comment bubbles/specific comments that showed the student the location of the significant problems, explained the issues, and included recommendations for repair. The lecturer provided this form of feedback. The lecturer also asked students to provide anonymous feedback via Mentimeter during the implementation to explore their perceptions of the benefits and challenges related to this intervention. This project aimed to foster inclusion of the increasingly diverse student cohorts due to globalisation, develop students' digital, academic, and professional skills and innovate in tertiary education (HEA, 2020b, 2020c). As universities in the Anglophone world attend to operating on a global stage, linguistic diversity in the sector has intensified. New holistic approaches in language policy and assessment need to replace old traditions in a globalized world.