



PART OF THE **INTO** GROUP

*The interaction between  
teaching, testing and  
technology*

**Thom Kiddle**

NILE Director

CEBS – October 2018

[www.nile-elt.com](http://www.nile-elt.com)

“It is...advisable that the teacher should \_\_\_\_\_, and even be able to criticize, the general principles upon which the whole educational system is formed and administered.

He is not like a private soldier in an army, expected merely to \_\_\_\_\_, or like a cog in a wheel, expected merely to respond to and \_\_\_\_\_ external energy; he must be an intelligent medium of action.”



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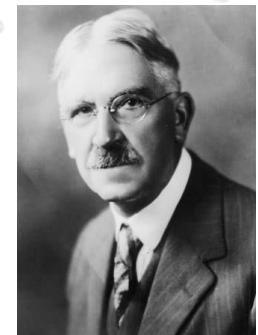
understand

transmit

“It is...advisable that the teacher should understand, and even be able to criticize, the general principles upon which the whole educational system is formed and administered. He is not like a private soldier in an army, expected merely to obey, or like a cog in a wheel, expected merely to respond to and transmit external energy; he must be an intelligent medium of action.”



John Dewey, 1895



# The Black Sheep of language teaching



# Teaching, Learning and Assessment



Luke Kiddle, 2012

# Teaching, Learning and Assessment

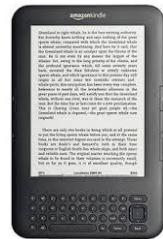


Luke Kiddle, 2012

1996



2018



# What potential does digital technology offer the developing teacher and tester?



Dean Burnett

@garwboy

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Last night my mate asked to use a USB port to charge his cigarette, but I was using it to charge my book.

The future is stupid.

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# What potential does digital technology offer the developing teacher and tester?

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**Australian immigration and asylum**

### Computer says no: Irish vet fails oral English test needed to stay in Australia

Louise Kennedy, a native English speaker with two degrees, says flawed technology is to blame

A photograph of Louise Kennedy, a woman with long blonde hair, smiling. She is wearing a dark polo shirt and jeans. She is standing next to a brown horse and holding a small black and white dog in her arms. The background shows a grassy field and a fence.

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Australian Associated Press

Tuesday 8 August 2017 07.55 BST

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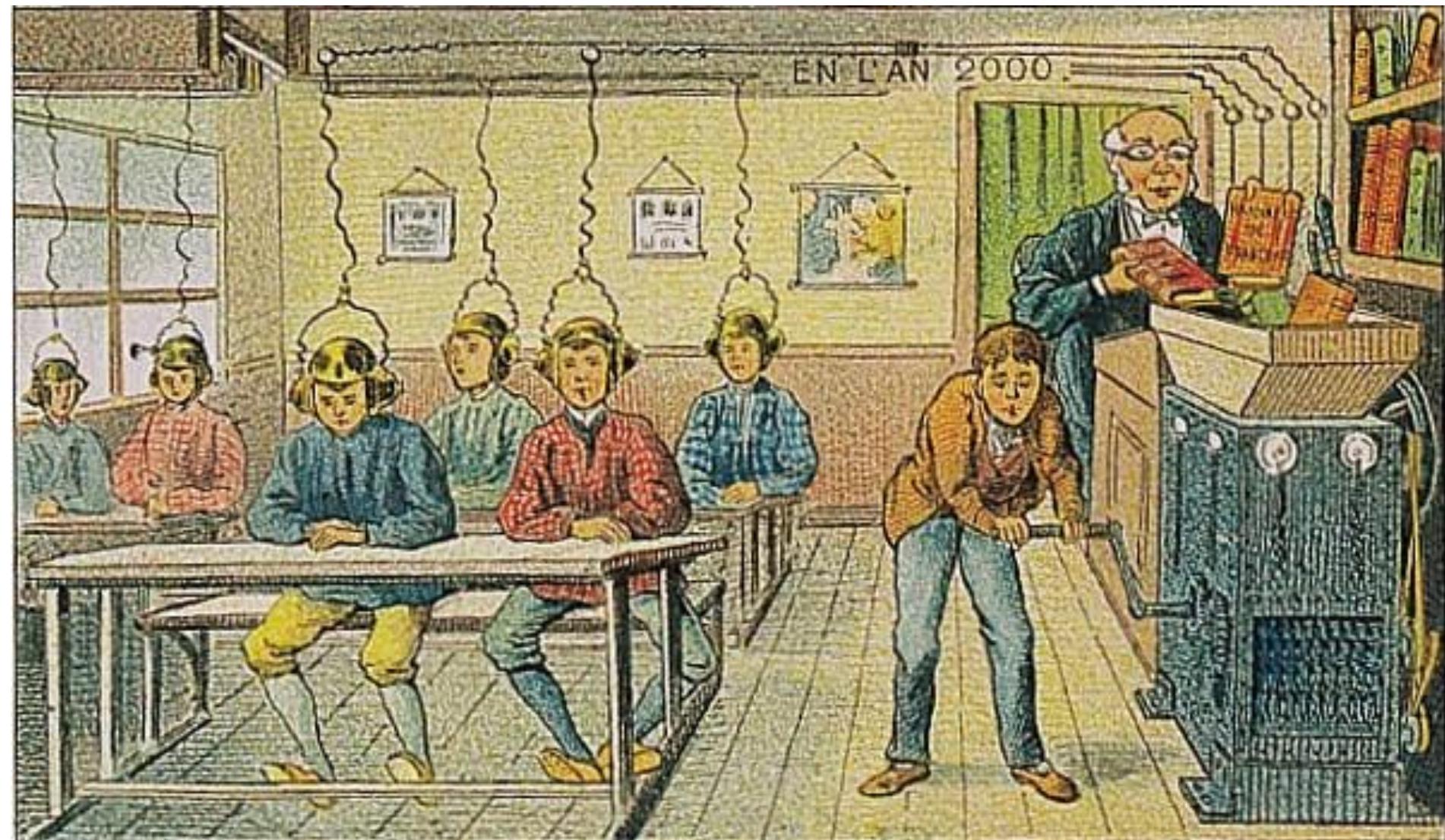
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Louise Kennedy is scrambling for other visa options after failing to prove she can fluently speak her own language in an online test. Photograph: Lucy Kennedy

# What potential does digital technology offer the developing teacher and tester?

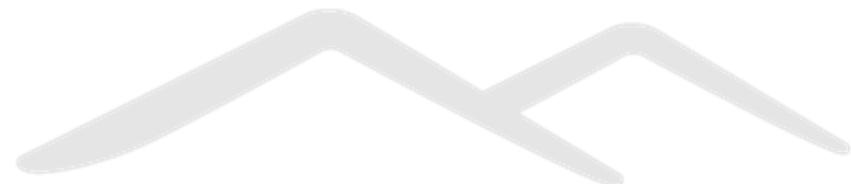


Villemard, 1910



## PLATO (Programmed Logic for Automatic Teaching Operations) 1960

“...contextual assessment of free-text answers, depending on the inclusion of keywords, and feedback designed to respond to alternative answers.” (U of Illinois)



"...the use of mechanical aids in the classroom is justified only if they can do something which the teacher unaided cannot do, or can do less effectively. "



Pit Corder, 1966



# Face-to-face teacher development



- Flexibility and control
- Time to consider responses
- Time to revisit and reflect
- Lower incidental costs
- Global classroom
- Studying in own context
- Cross-contextual comparison

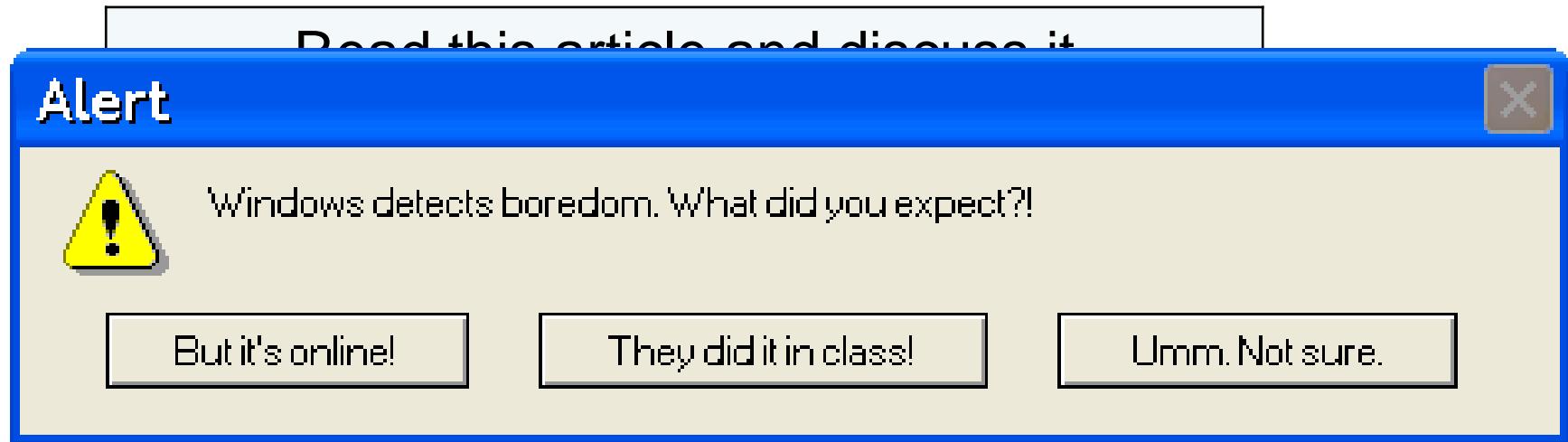
# Defining content and structure in a testing course for teachers

## Questionnaire for cohorts on TEA F2F courses based on Fulcher (2012)

Reliability	59
Validation	59
Rating performance tests (speaking/writing)	57
Deciding what to test	56
Classroom assessment	55
Writing test specifications/blueprints	54
Interpreting scores	52
Evaluating language tests	51
Washback on the classroom	51
Procedures in language test design	48
Selecting items for your own use	48

## Encouraging real engagement

Vary modes of delivery and interactions



# Bespoke collaborative tools: Community Wall

## Knowing a Word by Thom Kiddle

**Thom Kiddle**

1. Knowing how to spell it.

**Thom Kiddle**

Knowing a word means...

**Alicja Cholewa Zawadzka**

To know a word means to be also able to: \*understand its meaning(s) when it's used metaphorically; \*to form other words from it (prefixes, suffixes); \*to manipulate word forms to suit different contexts; \*to apply all syntactic/grammatical, etc. rules (e.g. verb endings).

**Emrah Volkan**

Knowing a word means knowing its meaning(s) and accurate usages in different sentences / situations. It also means how to spell it, with which words to combine it, how to...

**Buket Acargil Hepgünay**

knowing its meaning, being able to use it in a sentence correctly:)

**Sarah Zammit**

Mmmm..there are a number of points to consider:

1. recognise the word and its definition
2. lexical category/part of speech
3. phonologically
4. how it collocates
5. where it derives from
6. synonyms, antonyms, homonyms etc

**Irem Gedil**

It means being able to use it correctly in the corre

**Monika Sc**

Words hav

**Andrea Borsato**

There's an important distinction to be made between passive and active knowledge of vocabulary

**Kes Poupaert**

Being able to understand it is not the same as being able to use it appropriately. This involves all the types of communication, including writing (e.g. phonological, orthographic, collocation, etc).



Knowing both the denotative and connotative meanings. This means that students can use word correctly denotatively but add meaning to an utterance they never intended because they are using words with a connotative meaning.

For example, a student might know the meaning of a word but not be able to use it in an appropriate context, knowing its register. Some of the students I have examined for example, would use a new word whenever it is appropriate or not just to...



For me, knowing a certain word means being able to attach a special meaning to it so that it can be recalled and used when necessary.

## 4.3 Part B: Dave Allan interview

In the video interview below, Dave Allan, NILE Director and testing specialist discusses three key questions in the design of Listening tests.

1. How long should a listening text be?
2. How many times should we play each text in a listening test?
3. To what extent should we use authentic texts in testing listening?

### Task

Listen to his responses to the questions, and respond to the tutor's questions at specific points in the interview.

The tutor's questions will appear below the video.

You can also ask your own questions or make comments at any point in the video.

The article by Gary Buck which Dave mentions is available to download [here](#).

### Question / comment

Your question or comment about this video...

POST



# Bespoke collaborative tools: Talkpoint

portfolio assessment Irem and Andrea by Andrea Borsato

## Reasons for the Need to Alternative Assessment

- Incompatibility of process learning and product assessment
- Discrepancy between the information needed and derived from standard testing

## Warning



Windows has detected other teachers nearby. They may steal your assessment practices!

Great. Let's compare!

More pilot participants!

Share the blame!



Comment from Thom Kiddle on Thursday, 19 November 2015, 10:34 AM

EDIT

DELETE



Comment from Alicja Cholewa Zawadzka on Wednesday, 18 November 2015, 1:56 PM

EDIT

DELETE

- Maximising relevance to local context
- Coverage of course content
- Relationship to participation throughout course
- Practicality of online delivery / marking / feedback
- Reliability of criterion-referenced marking
- Opportunity for collaborative submissions
- Future impact evaluation



# Where else might technology impact on the learning and assessment process



Professor Stephen Heppell  
<http://rubble.heppell.net/learnometer/>



Learnometer measures...

- Light levels

“...recent research confirms evidence that good lighting significantly influences reading vocabulary and Science test scores (Barrett et al., 2015).”



Learnometer measures...

- Temperature and humidity

“Zivin, [2015]...noted that ‘we find that math performance declines linearly above 21C’.”



Learnometer measures...

- Sound volume and rhythms

“...the classroom sound signature can affect how well students achieve (Picard and Bradley 2001).”



## Learnometer measures...

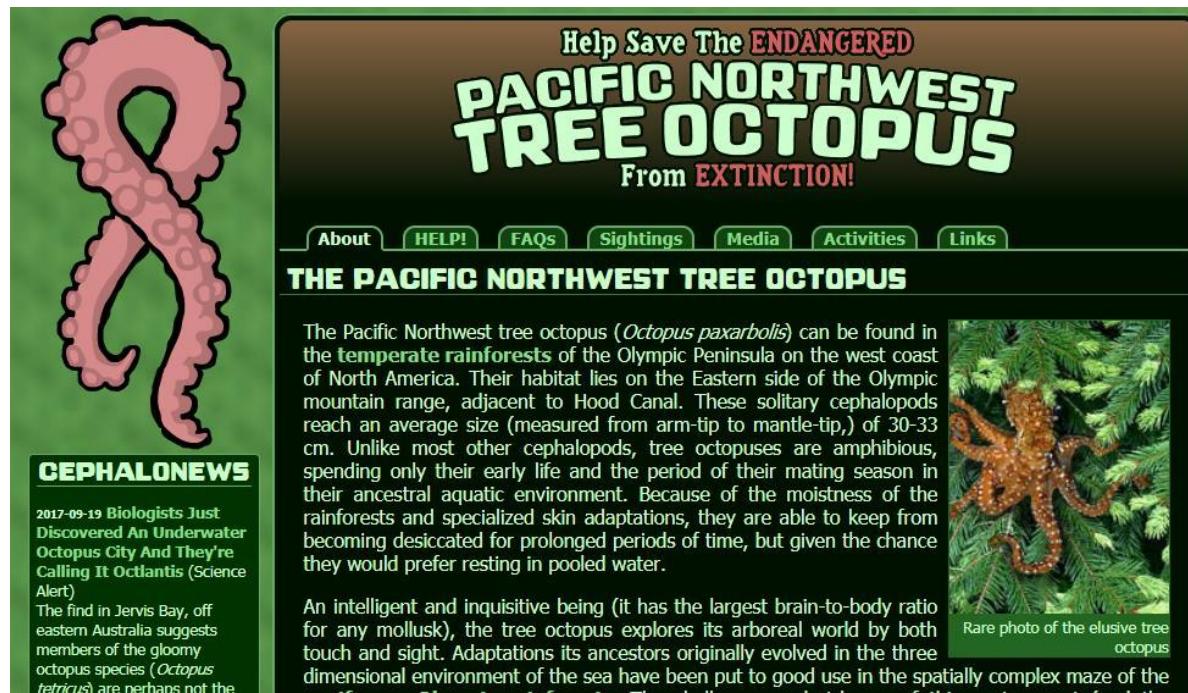
- Air pollution and CO<sub>2</sub>

“...we have been horrified by the damaging levels we have observed in examination and test rooms... above 2,000 parts per million, CO<sub>2</sub> will begin to induce sleepiness, poor concentration with heart rate and nausea increasing towards 5,000 ppm which is a workplace limit in most countries, but which many learning spaces can exceed.”

# What do teachers need to be aware of?

"We need to adopt new protocols for information-media hygiene. Would you feed your kids a half-eaten casserole a stranger handed you on the bus, or give them medicine you got from some lady at the gym?"

Andersen, The Atlantic, 2017



**CEPHALONEWS**

2017-09-19 Biologists Just Discovered An Underwater Octopus City And They're Calling It Octantis (Science Alert)

The find in Jervis Bay, off eastern Australia suggests members of the gloomy octopus species (*Octopus tetricus*) are perhaps not the

Help Save The **ENDANGERED**  
**PACIFIC NORTHWEST**  
**TREE OCTOPUS**  
From **EXTINCTION!**

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**THE PACIFIC NORTHWEST TREE OCTOPUS**

The Pacific Northwest tree octopus (*Octopus paxarbolis*) can be found in the **temperate rainforests** of the Olympic Peninsula on the west coast of North America. Their habitat lies on the Eastern side of the Olympic mountain range, adjacent to Hood Canal. These solitary cephalopods reach an average size (measured from arm-tip to mantle-tip,) of 30-33 cm. Unlike most other cephalopods, tree octopuses are amphibious, spending only their early life and the period of their mating season in their ancestral aquatic environment. Because of the moistness of the rainforests and specialized skin adaptations, they are able to keep from becoming desiccated for prolonged periods of time, but given the chance they would prefer resting in pooled water.

An intelligent and inquisitive being (it has the largest brain-to-body ratio for any mollusk), the tree octopus explores its arboreal world by both touch and sight. Adaptations its ancestors originally evolved in the three dimensional environment of the sea have been put to good use in the spatially complex maze of the

Rare photo of the elusive tree octopus

# Threats from technology to traditional practices in learning and assessment



“Google placed a Google Pixel 2 (with the Pixel 2) with the power to translate between 40 languages, literally in real-time. This technology could fundamentally change how we communicate across the global community.”

Engadget, October 2017

# Threats from technology to traditional practices in learning and assessment



“Speech recognition and the understanding of language is core to the future of search and information...But there are lots of hard problems such as understanding how a reference works, understanding what ‘he’, ‘she’ or ‘it’ refers to in a sentence. It’s not at all a trivial problem to solve in language and that’s just one of the millions of problems to solve in language.”



Google’s Head of Search, The Guardian, September 24, 2018

# Threats of technology to learning and assessment practices



“I am not  
be translated.

work to

**“The stone age did not end because people ran out of stones.”**

**Pinker (2018), Enlightenment Now, p.127**



# Embracing the potential – where do we want the technology to take us in bridging the gap?



# Embracing the potential – where do we want the technology to take us in bridging the gap?

One-stop e-  
portfolios

Video-based  
feedback

Mobile-first  
objective  
assessment

Video-led  
assessment and  
collaboration

Live teacher-  
tech digital  
assessment

“If you’re gonna try to walk on water, make sure you wear your comfortable shoes.”



The Arctic Monkeys, 2011

