

SOLSTICE & CLT Conference 2017

The Evolving Document: using Google Docs as both formative and summative assessment.

Dr Laurence Eagle, University of Sunderland

Edge Hill University



5th & 6th June 2017

Plan for Presentation

- Context
- Examples of Assessment
- Conclusions

Context

- Programme Leader of PG Cert in Academic Practice
- Staff need to collect evidence towards fulfilling HEA Fellowship requirements

Design of Assessment

- Staff must be able to provide evidence of their fulfilment of the [UKPSF](#) dimensions of practice.
- This is done via completion of the UKPSF Evidence [Form](#).

Why use Google Docs?

- I wanted to use a platform outside our VLE.
- I was inspired by a CPD panel last year in which I saw four people simultaneously edit a Google Doc.
- I wanted to get my participants to be able to not only interact with me, but also their fellow colleagues in offering advice on the completion of these forms.
- I first tried this out using an online [blog](#).

Examples of forms

- [Example 1 of Form](#)
- [Example 2 of Form](#)
- [Example 3 of Form](#)

Issues

- Participants were worried about their lack of familiarity with Google Docs
- I had trouble setting the correct sharing permissions for Google Docs
- Participant feedback was not as forthcoming as I had hoped!
- Lack of integration with our VLE

Way forward

- We are getting a new VLE so I will be exploring whether I can use its new functionality to replicate what I have with Google Docs.
- I may still use Google Docs but set more “checkpoints” to monitor its usage.



References

- Carless D (2016) Feedback as dialogue. In: Peters MA (ed.) Encyclopedia of Educational Philosophy and Theory. Singapore: Springer, 1–6.