WATCHME

Workplace-based e-Assessment Technology for Competency-based Higher Multi-professional Education.

Enriching an electronic portfolio through learning analytics

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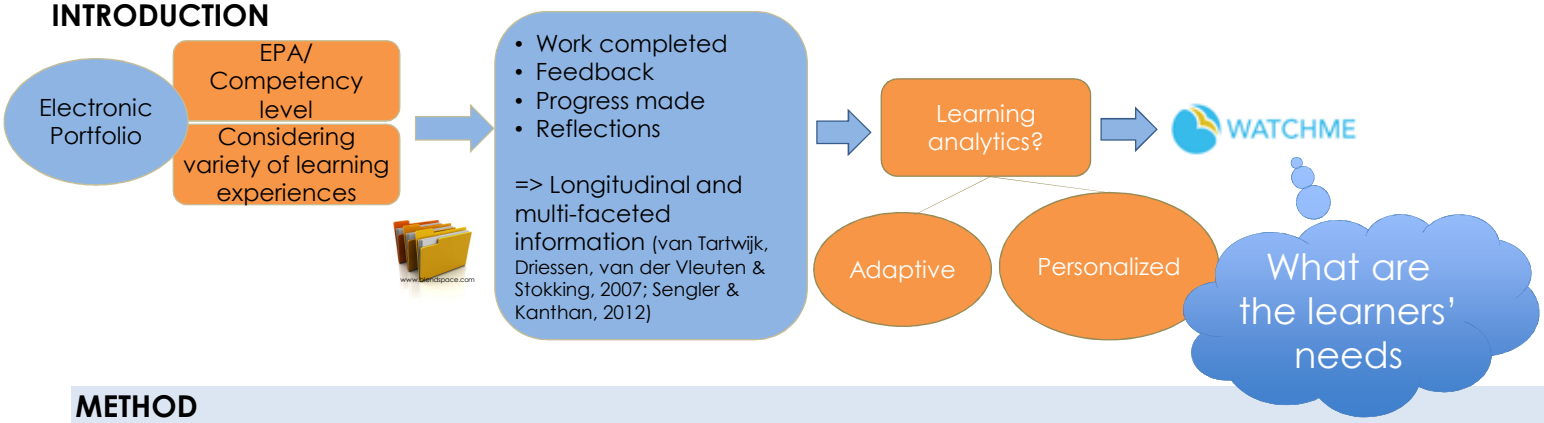
INTRODUCTION



METHOD

Participants

	N
Participatory design meetings	19
Workshop	20
Expert interviews	12

3 domains: medicine, teacher education, veterinary education

Design & procedure

Participatory design: identification stakeholders + what should the system do to comply to their needs?
format: small group discussions with presentation results to whole group

Workshops: focus on visualization module
format: brainstrom in small groups, discussion in pairs; each group worked out different visualization, discussed plenary

Expert interviews: identify pedagogical enrichment based on learning theories for the student model
format: individual skype or 'life' interview (30'-60')

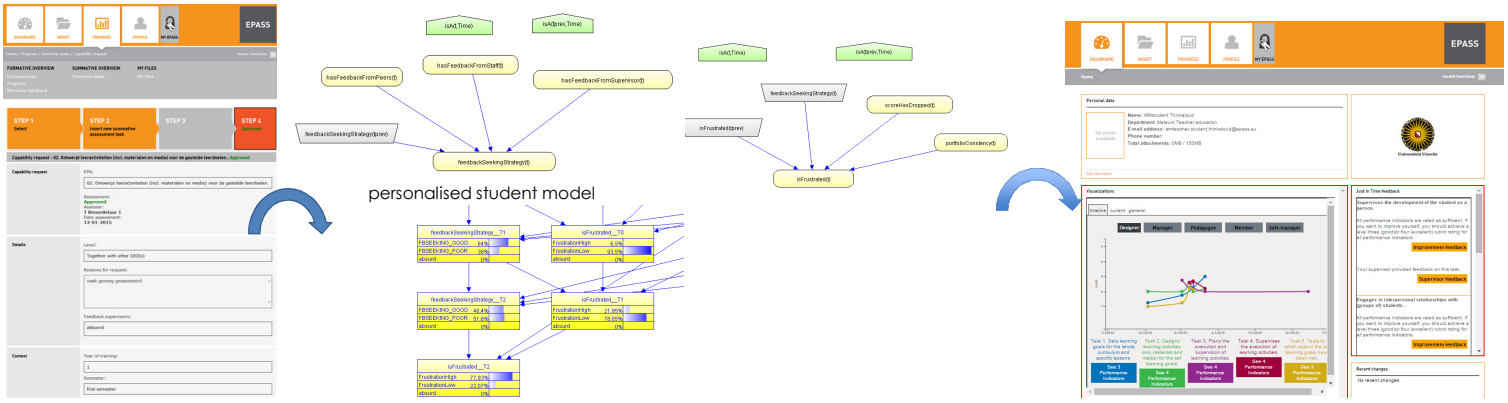
RESULTS

Identification of 42 requirement items:

- 8 relate to system requirements: e.g. usefullness of the feedback
- 7 relate to student model and underlying pedagogy: e.g. alerting for missing information, considering user's preference for feedback
- 10 items relate to just-in-time feedback: e.g. seeing it immediately, info on improvement strategies
- 17 items relate to visualization component: e.g. overview over time, history of the student.

CONCLUSION

Mixed methods resulted in inclusive representation of user needs and system requirements
Reveal need for extensive communication between technically and educationally oriented users and project participants



References:
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Senger, J-L., & Kanthan, R. (2012). Student evaluations: Synchronous tripod of learning portfolio assessment - self-assessment, peer-assessment, instructor-assessment. *Creative Education, 3*(1), 155-163.

http://www.project-watchme.eu/

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