

The e-scape project:

(e-solutions for creative assessment in portfolio environments)
 Assessing creativity in high stakes qualifications

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e-scape: The history of the Project

- ❑ Started in 2005 by *Goldsmiths College*, London, building on work done by Goldsmiths with the UK *Qualifications and Curriculum Authority* in 2003/04 through a project called 'Assessing Design Innovation';
- ❑ The project is funded by the *British Educational Communications and Technology Agency*, as well as *Edexcel*, and *Oxford Cambridge and RSA Examinations*;
- ❑ The focus of both projects was to find better ways to measure and assess 'creativity' and 'collaboration', initially within the context of a Design & Technology GCSE general qualification;
- ❑ The earlier project achieved this via the creation of a paper based 'storyline'. e-scape focuses on how technology can enable and enhance the process of 'telling an assessment story';
- ❑ The technology partners for the e-scape project are *Learning Ltd.*, and *Handheld Learning Ltd.*

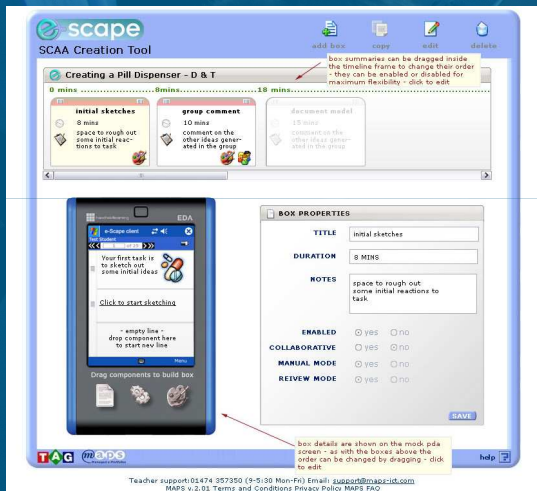
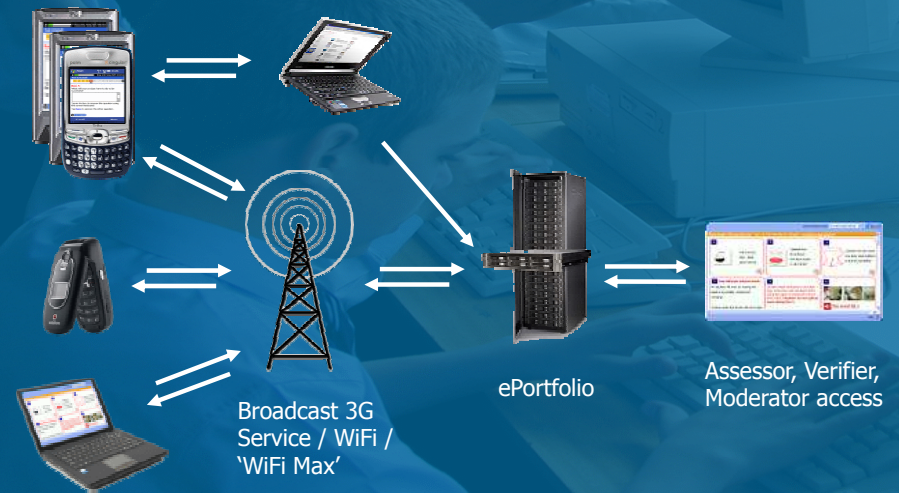
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e-scape: How it works

- ❑ The project centres around a 6 hour practical exam, broken down into a number of smaller timed activities;
- ❑ Students work collaboratively in small teams;
- ❑ Each student is given a PDA (T-Mobile 'AMEO'), which is equipped with a digital camera, voice recorder, and a touch screen/keyboard;
- ❑ The PDAs are connected wirelessly to a school based WiFi server, which in turn is connected to a central web-based e-portfolio system;
- ❑ The students receive instructions on what they should do for each activity directly to their PDA;
- ❑ They use the PDA to sketch their design, take notes, record digital pictures/movies and record voice notes and share their work as it progresses throughout the 6 hour exam;
- ❑ At the end of each activity, their progress is recorded back to the central web e-portfolio, so that it can be assessed/moderated.

Telling the story: example of a student ePortfolio

- Having successfully completed proof of concept trials with schools in the summer of 2007, the project moved into Phase 3 in September 2007;
- The aim of Phase 3 was to widen the project's scope by:
 - Delivering coursework 'controlled assessments' in qualifications within other subject areas – maths, science and geography;
 - Enhancing the flexibility of the connectivity between the PDAs and web-based e-portfolio;
 - Developing a tool to enable teachers to create their own e-scape timed assessments activities; and
 - Utilising technology to deliver more innovative forms of assessment.



- Activity Creation Tool for teachers:
 - Free text input;
 - Draw a picture (can be a collaborative task);
 - Take a photo;
 - Record a video;
 - Record a sound;
 - Arrange component order via a drag & drop timeline;
 - Preview task components in a PDA simulator.

What is it?

- Based on Rasch/Thurstone Analysis and **Law of Comparative Judgement**;
- More recent work from Alastair Pollit at the University of Cambridge;
- Method for assessing without recourse to scores?
- e-portfolios make this possible for the first time on a national scale!



- ❑ The project continues to move ahead very positively and has gained significant support from both students, teachers, accreditation bodies, policy makers and qualification regulators alike;
- ❑ Several new e-scape pilots will begin shortly both within the UK and in a number of other countries around the World;
- ❑ Within the UK the exam accreditation bodies involved in the project to date are already planning to roll out e-scape within a variety of live qualification contexts starting from 2009;
- ❑ The project itself remains focused on the key goals of facilitating the assessment of creativity and innovation through evidence based assessment and within a general qualification context;
- ❑ Next version of the technology will offer portable portfolios on USB keys and cross-platform compatibility for Windows, Mac and Linux based machines;

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