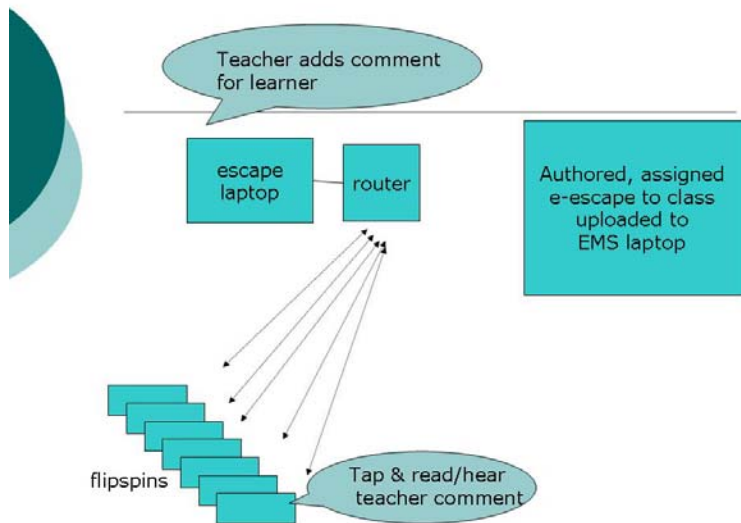e-solutions for creative assessment in portfolio environments

e-scape scotland:

The trace left behind the journey of designerly thinking and creative performance

'*I like the camera, voice recorder and that you can take videos the best because you don't have to type anything which makes it easier and you can show your model in a picture or video so people can see what it looks like.'* learner

'*You could have a quick timeline view of all the things you had done in this project. also this also meant that it was much harder to lose anything'* learner

'*Explain in your own words* (e.g. some audio tasks) *- very useful – also the work at home and feedback from the users* (about the design ideas). *Kids were qualifying their thoughts and decisions with examples like, mum didn't feel it would fit in the dishwasher… when qualified this indicated understanding…especially when they moved onto make changes of the design..'* Participant secondary teacher

'*…being able to input things using many modes, multi modal expression- without a doubt - just phenomenal particularly the audio and if they had become a little bit more comfortable, hopefully - video. Blown me away in terms of what you can gather..* 'Participant secondary teacher

'*I am going to revisit my planning- identify evidence sought at start of planning, especially language and skills in evaluating ideas (self and peer) and designs'* Participant primary teacher

e-solutions for creative assessment in portfolio environments
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The aims of *e-scape scotland* :

• To develop and extend an adaptation of the *e-scape* project which captures pupil performance, thinking and creativity,

• To encompass formative assessment strategies as learners work on design challenges

• To provide a range of evidence of assessment through various modes of expression

The main thrust of *e-scape scotland* project is to explore the potential of the *e-scape* methodology in classrooms where learning and 'Assessment is for Learning' (AifL) is the primary concern. *e-scape scotland* takes place in the context of sequential learning and teaching sessions, where intervention, ongoing teaching and formative feedback is provided throughout the project. Teachers and learners can view and interact with the e-portfolios at any chosen time. The learners can navigate through an authored task at their own pace. Throughout *e-scape scotland* activities, teachers can access the developing e-portfolio during and between the sessions to provide feedback, prompts, encourage reflection and set targets for the learner in text or audio format. The learner can access the feedback from the e-portfolio on the device before, during or after the subsequent session. The resulting e-folio is uploaded to the learner's web based portfolio for access and further reference e.g. summative assessment.

Portable lighting device

Movie files — Teacher feedback — Sound files — Still images — learner review post-its