

## Using the SAMR model to innovate assessment design

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Introducing change to assessment design can be a challenge, particularly in the higher education context where the reliance is still, largely, on written tests and final exams. However, one pathway College in Western Australia, used the Substitution, Augmentation, Modification, Redefinition (SAMR) model (Puentedura, 2006) to innovate assessment design for group presentations. Previously this assessment was designed to be presented in class, to a live student audience and in the final week of the study period. A very traditional approach repeated across the institution. Teachers also completed a grading rubric and feedback sheet in real time whilst observing the presentations. All students were expected to attend the full class and sit through all their peers' presentations waiting until the teacher provided their group's feedback at the end of the class. However, data collected from both staff and students indicated that learning outcomes were negatively impacted by this assessment design. In the context of the College Learning and Teaching Plan to develop more innovative ways to embed technology into assessment practices, the SAMR model was referenced to innovate the assessment design. Mobile phone technology, that every student already had access to, was used to redefine how presentations were captured and delivered. The result of this technology redefinition has resulted in overwhelmingly positive feedback from both students and staff in addition to unexpected benefits in relation to language proficiency, peer mentoring and an improved moderation process.