Multimedia Assessment Techniques Using Hand-held Technology

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Abstract

Authentic real-time documentation of teacher candidate performance using PDA (Personal Digital Assistant) technology.

1) Through immediacy, how to use PDAs for assessment of teacher candidate performance. Can both the teacher and teacher candidate get a fuller vision of classroom successes and individual teacher candidate needs,

2) Through convenience, can teacher candidates bring useful and relevant capabilities, as well as timely information, into the classroom,

3) Through support, can the PDA increase greater individualization and rubric-oriented assessment,

4) Through multimedia, can PDAs be used to quickly and effectively document with movies, pictures, and sound recordings teacher candidate performance and activities.

A current goal at many educational institutions is to develop authentic standards-based assessment and dispositions as part of the instructional process. Authentic assessment self-reflection, and subsequent documentation by teacher candidates requires on-the-spot observation and evaluation of performance. PDA technologies are well suited to meet these goals when partnered with rubric based assessment.

This proposal describes an ongoing Ameritech project directed at leveraging PDA technology in the implementation of teacher candidate self-assessment activities at Indiana University Southeast. PDAs with multimedia capabilities are being used for real-time self-assessment by teacher candidates in the reading/language arts practicum at a local elementary school. Taking still pictures and QuickTime videos of themselves and other teacher candidates they are able to document and reflect on their practicum experiences. They then take these multimedia recordings and place them in rubrics based on the INTASC (Interstate New Teacher Assessment and Support Consortium) standards. Using Microsoft Word documents with tables they insert the pictures and hypermedia links into their document. These documents have led to greater self observation and reflection that is not possible without the use of multimedia.

Accreditation pressures by national certifying organizations such as INTASC and NCATE and increasingly demand more frequent and authentic assessments. Teacher candidate cultural norms are evolving as well, multimedia is a medium they are familiar with and intrinsically interested in. In order to meet these converging needs contemporary solutions are necessary to not only prepare the teachers of tomorrow, but to meet the more routine needs of accrediting organizations.