

Leveraging Technology For Effective Assessment: An Approach To Evidence-Based Learning

Salina Bte Saiman

Ministry of Education, Singapore

Abstract

Davies (2011) asserts that 'Everything students do, say and create is potential evidence (of learning)'. To effectively monitor students' progress and provide feedback, teachers can employ triangulation in assessment, collecting evidence from multiple sources: observations, conversations, and student work products.

In Singapore, the implementation of Personal Learning Devices (PLDs) for all secondary school students, coupled with the Singapore Student Learning Space (SLS), has revolutionised this process. The SLS, a core teaching and learning platform developed by the Ministry of Education, enables real-time capture of rich learning evidence. This initiative is part of Singapore's broader strategy to transform students' learning experiences through purposeful technology use.

The SLS, designed to promote active learning through e-pedagogy, fosters a participatory, connected, and reflective classroom environment. By leveraging this platform, teachers can streamline the assessment process, reducing time spent on self, peer, and teacher evaluations while efficiently tracking evidence of learning.

Keywords: evidence-based learning, triangulation in assessment, feedback, real-time assessment, educational technology