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Learning/ Teaching Methodologies and Assessment- Technology-enabled Assessment

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Abstract

Assessment is an ongoing process of collecting evidence of student performance and understanding their learning progress. The research addresses how digital technologies and AI have steadily promoted assessment in British curriculum schools in the UAE. Through the continuous demand of integrating digital technologies and AI tools in the classrooms, schools are implementing a wide range of technology-enabled tools. Despite these new approaches and technological practices, the assessment approaches often continue to emphasize attainment rather than learning. It highlights the incorporation of digital tools to measure student progress, allow immediate feedback, and help teachers to alter their lessons accordingly. The aim of this study is to explore how digital changes in education has affected the assessment practices particularly formative assessment. This research also explains the practical problems including teacher workload, data ethics, and unbiased accessibility to technology. Collectively, the research will provide support for the effective use digital assessment and can contribute positively to the delivery of appropriate education and learning experiences for students in British Schools located in the United Arab Emirates.

Keywords: Technology-enabled-Assessment, Formative Assessment, Artificial Intelligence in Education, Digital Assessment, British Curriculum Schools, Uae Education.