7th Göttingen Workshop on
University Language Teaching, Learning and Assessment

Language Assessment in Times of Online Teaching
Sprachtesten in Zeiten von Online-Lehre

1 & 2 October 2021

Introduction: Background

Göttingen Workshop on University Language Teaching, Learning and Assessment

- 2009: "Testing Oral Skills at CEFR levels B2 / C1"

- 2011: "University Language Testing – CEFR levels B2 / C1"

- 2014: "How to design and conduct successful task-based writing assessment at university"

- 2015: "Assessing Speaking in an Academic and Task-based Context"

- 2017: "Teaching & Testing Materials in Task-based University Language Learning"

- 2019: "Integrating textbooks into a task-based approach"

- 2021: "Language Assessment in Times of Online Teaching"

Göttinger Workshops zum Sprachenlehren, -lernen und -testen an Hochschulen

- 2009: „Testen des mündlichen Ausdrucks auf GER-Niveau B2 / C1"
- 2011: „Sprachtesten an der Hochschule auf GER-Niveau B2/C1"
- 2014: „Wie kann ich Schreibfertigkeit im handlungsorientierten Konzept fachübergreifend oder fachspezifisch auf den jeweiligen Niveaustufen sinnvoll testen und fördern?"
- 2015: „Wie kann ich den mündlichen Ausdruck im handlungsorientierten Konzept fachübergreifend oder fachspezifisch auf den jeweiligen Niveaustufen sinnvoll testen und fördern?"
- 2017: „Lehr-/Lern-/Prüfungsmaterial für den handlungsorientierten Sprachunterricht an der Hochschule"
- 2019: „Handlungsorientiertes Arbeiten in Lehre und Prüfung mit bzw. trotz Lehrwerk"
- 2021: „Sprachtesten in Zeiten der Online-Lehre "

Programme

Language Assessment in Times of Online Teaching
Sprachtesten in Zeiten von Online-Lehre

- Considerable variety of different approaches
- Online exams vs. exams on site
- Changes in test formats
- Technology-driven task types
- Portfolio exams, open book exams
- New creative approaches, e.g. mindmap activity for reading comprehension
- Challenge: cheating

- *Große Unterschiede der verschiedenen Ansätze*
- *Online-Prüfungen vs. Prüfungen vor Ort*
- *Anpassung der Aufgabenformate*
- *Aufgabentypen in Abhängigkeit von den technischen Möglichkeiten*
- *Portfolio-Prüfungen, open book-Prüfungen*
- *Neue kreative Ansätze wie z.B. der Einsatz von Mindmaps für das Leseverstehen*
- *Herausforderung: Betrug*

Questions

- What type of exams are suitable in the context of online teaching? Do we need to adapt end-of-course exams to the new situation? If so, in which way?
- Which approaches to online language testing have been successful and have proven reliable and valid test formats?
- How useful, reliable, valid and fair are portfolio exams, project work, open book exams and alternative forms of assessment?
- How reliable, valid and fair are end-of-course exams administered on site if we have been teaching only online?
- Which approaches to testing individual skills have proven successful?
- Which compromises had to be made?
- What about cheating within the different approaches to assessment?
- Has the new situation had a positive or negative impact on task-based approaches to assessment? Or has it boosted discrete item testing formats?
- What has been the backwash effect of the new approach to assessment on the teaching?
- Which changes will we keep in the future?

- Welche Prüfungsform(en) machen bei einem online durchgeführten Sprachkurs Sinn? Müssen wir und wie müssen wir unsere Prüfungen an die veränderte Lehre anpassen?
- Welche Ansätze beim (Online-)Prüfen haben sich als erfolgreich, reliabel und valide erwiesen?
- Wie zielführend, aber auch reliabel, valide und fair ist der Einsatz von Portfolio-Prüfungen, Projektarbeit, Open Book-Prüfungen und weiteren alternativen Prüfungsansätzen?
- Wie zielführend, aber auch reliabel, valide und fair ist das Testen in Präsenz nach reiner Onlinelehre?
- Wie können die einzelnen Fertigkeiten sinnvoll getestet werden?
- Welche Kompromisse mussten geschlossen werden? Welche Kompromisse werden der „neue Standard"?
- Wie sieht es mit Betrugsfällen bei den verschiedenen Prüfungsformaten aus?
- Hatte die veränderte Situation einen Einfluss auf handlungsorientierte Prüfungsansätze? Wenn ja, war dieser positiv oder negativ? Oder hat sie „discrete item"-Testformate gefördert?
- Welchen Backwash-Effekt hatten und haben neue Prüfungsansätze auf die Lehre?
- Welche Änderungen werden wir in Zukunft beibehalten?

Programme
Programm

Day 1:	*Tag 1:*
• morning : Exchange of experience	• *Vormittag: Erfahrungsaustausch*
• afternoon: Lessons learnt	• *Nachmittag: Was haben wir gelernt?*

Programme

Day I:

Friday, October 1st, 2021	
10:00-10:30	*Plenary: Welcome and Introduction*
10:30-12:00	*Language-specific workshops: **Exchange of experience*** - How did the individual institutions cope with the situation? - How did you organise online teaching? - How did you organise assessment? - What has been successful? What has been less successful? - What are your plans concerning the assessment in the new academic year?
12:00-14:00	Lunch break
14:00-15:30	*Language-specific workshops: **Lessons learnt*** Summarising, structuring and prioritising the outcomes of the morning session.
15:30-16:30	*Plenary: Summary of activities and feedback* - How did we manage the new situation? - What has been the impact of the pandemic on teaching? - What has been the impact of the pandemic on assessment? - What lessons have been learned for teaching, learning and assessment at university / for our CercleS network?

Programme
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Day 2:

Tag 2:

Models for the future

Modelle für die Zukunft

Programme

Day 2:

Saturday, October 2nd, 2021	
10:00-10:30	*Plenary: Welcome and Introduction Day 2*
10:30-12:00	*Language-specific workshops:* **Models for the future** - Which (new) approaches to assessment have proven successful and will be continued? - Which approaches to assessment seem to be promising in HE but need further development? How will we continue our work? - Washback effect: Which approaches to online teaching in HE will we keep in the future? How will we improve teaching and make our language classes even more successful and bring them in line with the action-oriented approach of the CEFR and CEFR Companion Volume?
12:00-13:00	Lunch break
13:00-14:00	*Language-specific workshops:* **Models for the future** *(continued)* Summarising, structuring and prioritising the outcomes of the morning session
14:00-14:30	*Plenary: Summary of workshop activities and feedback*

GEORG-AUGUST-UNIVERSITÄT
GÖTTINGEN

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- Day 1 -

1 October 2021

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Day 1:

- morning : Exchange of experience

- afternoon: Lessons learnt

Tag 1:

- *Vormittag: Erfahrungsaustausch*

- *Nachmittag: Was haben wir gelernt?*

Questions Day 1:

Exchange of experience → Lessons learnt

- How did the individual institutions cope with the situation?
- How did you organise online teaching?
- How did you organise assessment?
- What has been successful? What has been less successful?
- What are your plans concerning the assessment in the new academic year?

Language Specific Workshops

- Zoom

  - Pad

https://edl.ecml.at

Outcomes Day 1:

Summary of activities and feedback

- How did we manage the new situation?
- What has been the impact of the pandemic on teaching?
- What has been the impact of the pandemic on assessment?
- What lessons have been learned for teaching, learning and assessment at university / for our CercleS network?

Outcomes Day 1 – Language-specific workshops:

- diversity of approaches
- mixed experiences
- positive impact on innovation
- teaching: use of webcam is important, more writing, sometimes lower results in speaking
- assessment: increase in using continuous assessment and portfolio exams, more authenticity and learner autonomy, integrated skills assessment
- needs: pool of tasks
- progress in technology literacy, but not necessarily progress in the quality of teaching

Programme

Day 2:

Saturday, October 2nd, 2021	
10:00-10:30	*Plenary: Welcome and Introduction Day 2*
10:30-12:00	*Language-specific workshops:* ***Models for the future*** - Which (new) approaches to assessment have proven successful and will be continued? - Which approaches to assessment seem to be promising in HE but need further development? How will we continue our work? - Washback effect: Which approaches to online teaching in HE will we keep in the future? How will we improve teaching and make our language classes even more successful and bring them in line with the action-oriented approach of the CEFR and CEFR Companion Volume?
12:00-13:00	Lunch break
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14:00-14:30	*Plenary: Summary of workshop activities and feedback*

Aspects (from the CEFR Companion Volume) to keep in mind:

- action-oriented and task-based approach
- the learner as a social agent
- co-construction of meaning, of concepts
- relevant and meaningful tasks

Points for discussion:

- portfolio exams and open book exams
- integrated skills assessment
- new ideas for meaningful assessment practices

Questions Day 2:

Models for the future

- Which (new) approaches to assessment have proven successful and will be continued?

- Which approaches to assessment seem to be promising in HE but need further development? How will we continue our work?

- Washback effect:
  Which approaches to online teaching in HE will we keep in the future? How will we improve teaching and make our language classes even more successful and bring them in line with the action-oriented approach of the CEFR and CEFR Companion Volume?

Outcomes Day 2

Outcomes Day 2 – Language-specific workshops:

see padlet: https://padlet.com/johannfischer/bgnr3bdghu5g9wkf

Main outcomes – areas for future development:

- online collaborative writing, online speaking
- mediation
- portfolio exams and integrated skills assessment
- use of mind maps for integrated skills assessment
- use of moodle tools
- (immediate) feedback
- buddy partnerships in class
- increase of technology literacy

➢ innovation, autonomy, creativity, improvisation, harmonization

➢ rethinking former approaches

Results of our workshop (both days):

see workshop pad at:

https://pad.gwdg.de/XrQPUsDcRjKfBCMeD0y9oA#

This URL provides links to the language specific groups, i.e. their discussions and outcomes.

Thank you very much for your active participation!

Vielen Dank für Ihre aktive Mitwirkung!

See you again at our next workshop in Göttingen in 2023!

Bis zum nächsten Göttinger Workshop im Jahre 2023!