



Digital Assessment for Learning informed by Data
to motivate and Incentivise Students



DALDIS

Denmark Executive Summary Report

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Executive Summary

Initially in Denmark, the DALDIS project focused on AFL for English as a foreign language. However due to significant material being available in the Aarhus Kommune for EFL from traditional publishers there was not much demand for the material produced among teachers. The DALDIS Danish project therefore switched its focus to the History curriculum where commercially produced products are less readily available. Resources were produced to support six areas of the curriculum covering the following topics:

- **Ancient Times**
- **The Roman Empire and Julius Caesar,**
- **The Viking Age**
- **The Renaissance,**
- **The Coup d'État in 1660,**
- **The Age of Enlightenment.**

Students from 5th-7th grade level were the target group and History teachers were involved in developing their courses for the DALDIS/JC Quest programme.

Two schools participated in the project; both are located in the southern part of Aarhus Municipality (Maarslet Skole and Tranbjerg Skole). Five teachers were involved, teaching seven classes with approximately 150 to 170 students.

Teachers used the platform for pre-testing and post-testing to get the results from the students and, in keeping with core principles of Assessment for Learning (AfL), to adjust their teaching in response to the information gathered. When each unit was finished, students were assessed using DALDIS/JCQuest so that both teachers and students had clarity about what was learned.

The participating teachers perceived the DALDIS/JCQuest teacher platform as easy and manageable. In particular, they valued the opportunity to review and test their own materials while producing the resources. This involvement in the design and development process made their teaching more personal and targeted to individual classes. The training courses provided by the DALDIS project assisted teachers in how to prepare the DALDIS history resources to support assessment for learning. The majority of teachers (71%) viewed the students' usage of DALDIS/JC Quest as positive, and 51% reported having a better insight into students' learning. The majority (71%) also declared they would like to use the platform again.

The students experienced DALDIS as a helpful teaching tool and experienced general academic progress in using DALDIS/JCQuest. Almost all (92%) students used DALDIS/JCQuest in History, and most (75%) experienced positive academic progress. In addition, 72% reported that they would like to use DALDIS/JCQuest again.

However, the implementation of DALDIS in Denmark was impeded by two major obstacles. The first of these relates to the proprietary nature of the Unilogin system which is the national online system in operation in Danish schools. This was incompatible with the DALDIS /JCQuest Google supported login system. Despite numerous offers by the project's technical partner, EdTech Ventures to meet with the Unilogin operator to resolve this, this did not happen, partly due to the Covid disruption in schools at that time and other priorities related to this. This difficulty was further compounded by a decision by the Danish Protection Agency in 2022 to put an embargo on Google workspace and similar Microsoft platforms in schools, effectively meaning that Danish students and teachers could no longer use their personal Google or Microsoft Accounts to log on to online portals like Daldis/JCQuest. Nonetheless 150 users trialled both the History and early EFL resources in Denmark and as the case study reports shows experience with the history materials was positive with the use of high quality video resources an additional bonus.



DALDIS(Digital Assessment for Learning informed by Data to motivate and incentivise students)

The DALDIS project comprising 8 partners will address open access e-assessment for learning through the application and dissemination of innovative assessment for learning techniques which are established in different curriculum contexts and then tested in schools in 6 European countries. Innovative data analysis processes will be applied to support learners and teachers, and to evaluate the most effective questioning and learning models. The project, based on Study Quest technology (www.study-quest.com), will drive student learning progression using well designed question sets and student feedback to help the student build their knowledge and understanding and support the investigation of key curriculum concepts. The key objective is to evaluate 'assessment for learning' (AFL) informed by feedback using digital technology in 6 countries with a focus on Science teaching and learning (Physics, Chemistry, Biology and Earth Science), and modern foreign language (through the teaching of English and French) in years 11 through 18.

For more information

 daldis.eu/

 jcquest.ie



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