

REUSING MULTIMEDIA RESOURCES IN ASSESSMENT ITEMS

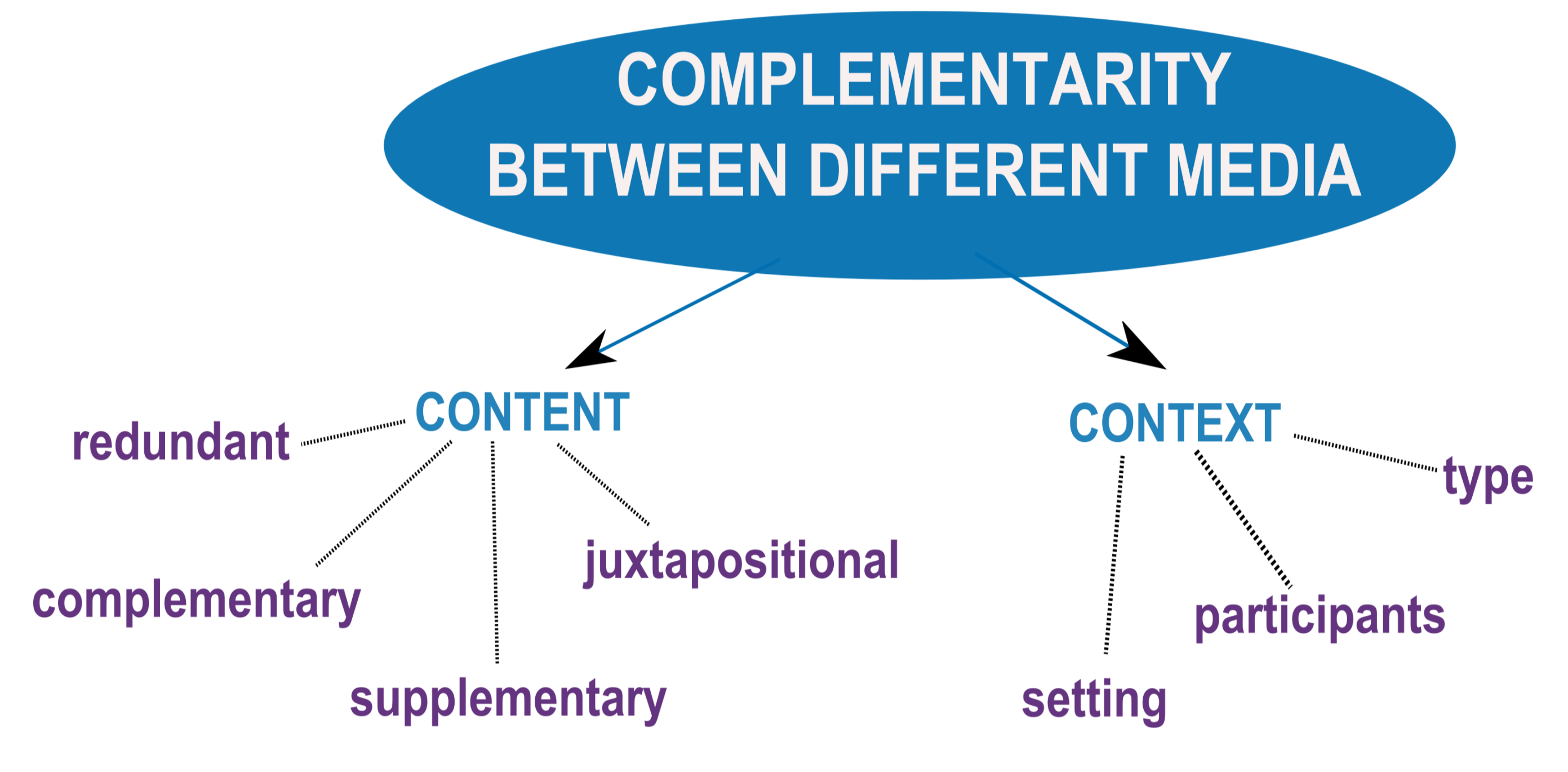
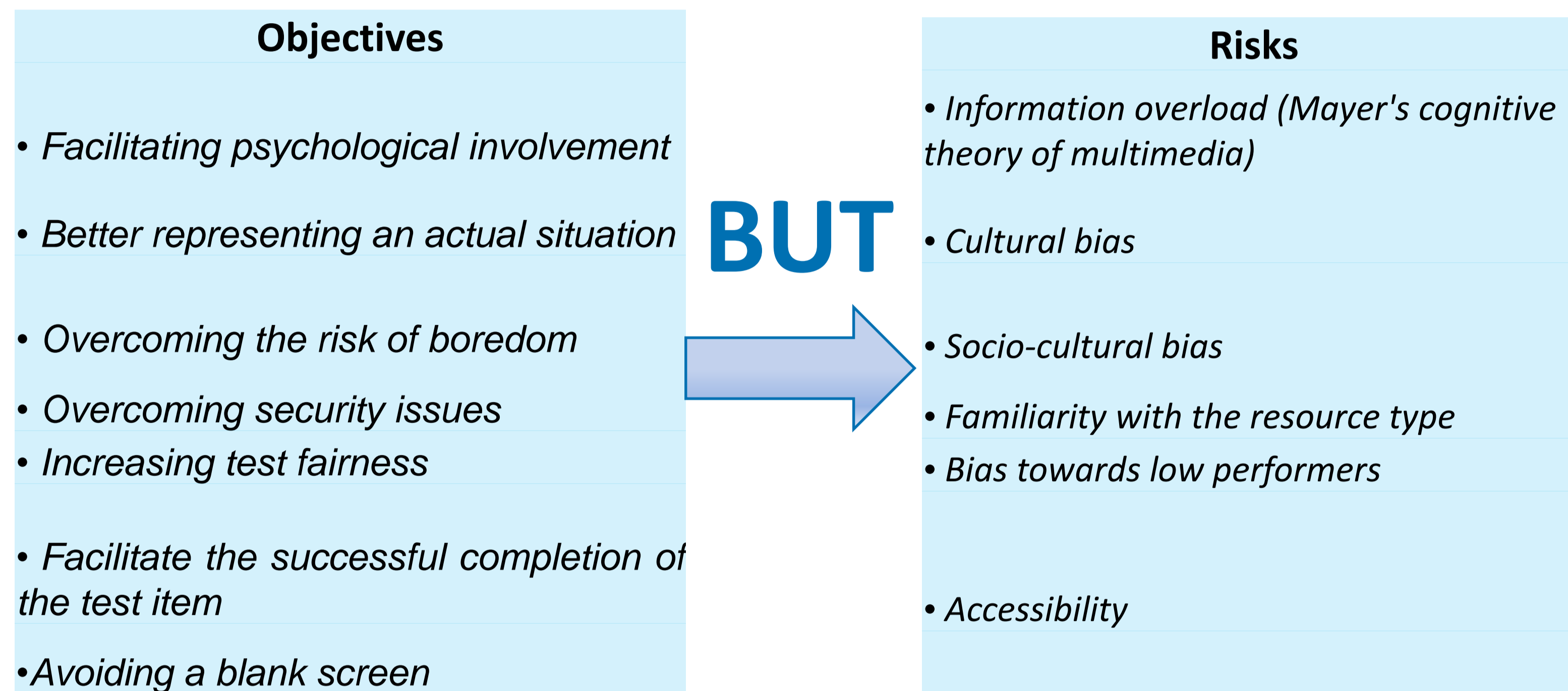
Practices and Impact

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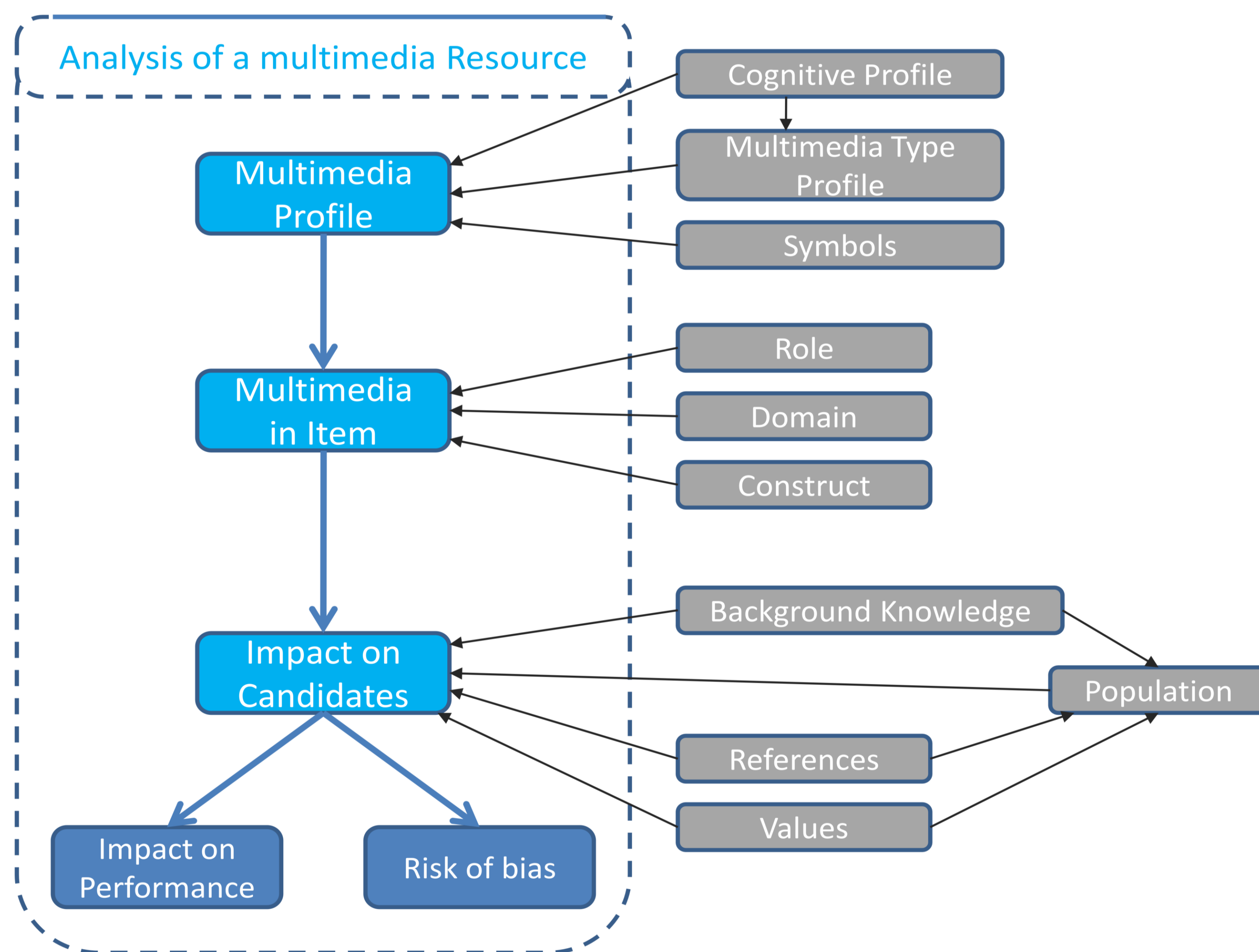
1 - Why including multimedia resources?

2- What is the role of multimedia resources?



3- Can we create a framework of analysis of multimedia resources?

5- Which semantic annotations do we need for multimedia resources?



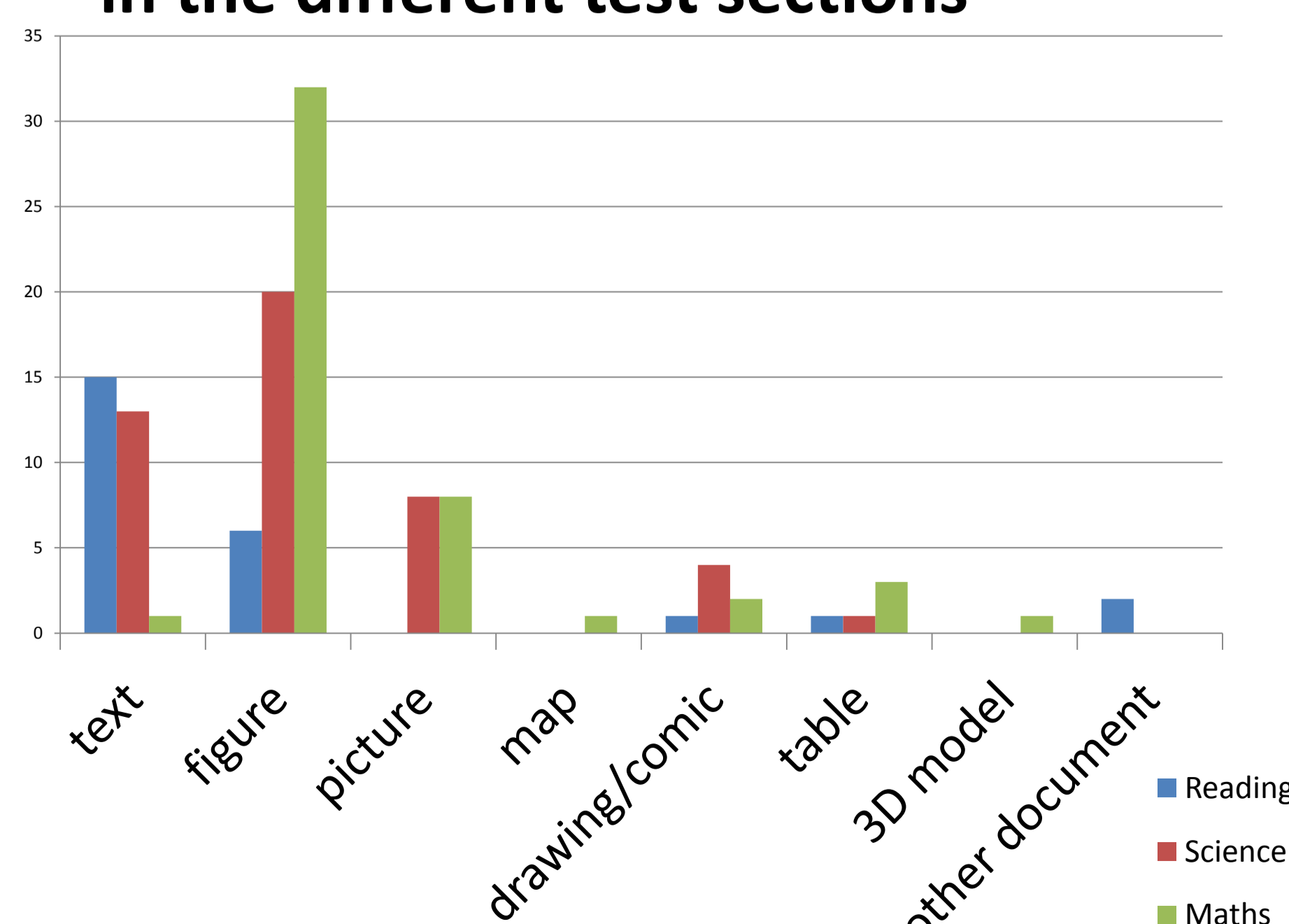
Example search criteria

(Bejar et al. (2000), Ginther (2001, 2002), Suvorov (2008, 2009))

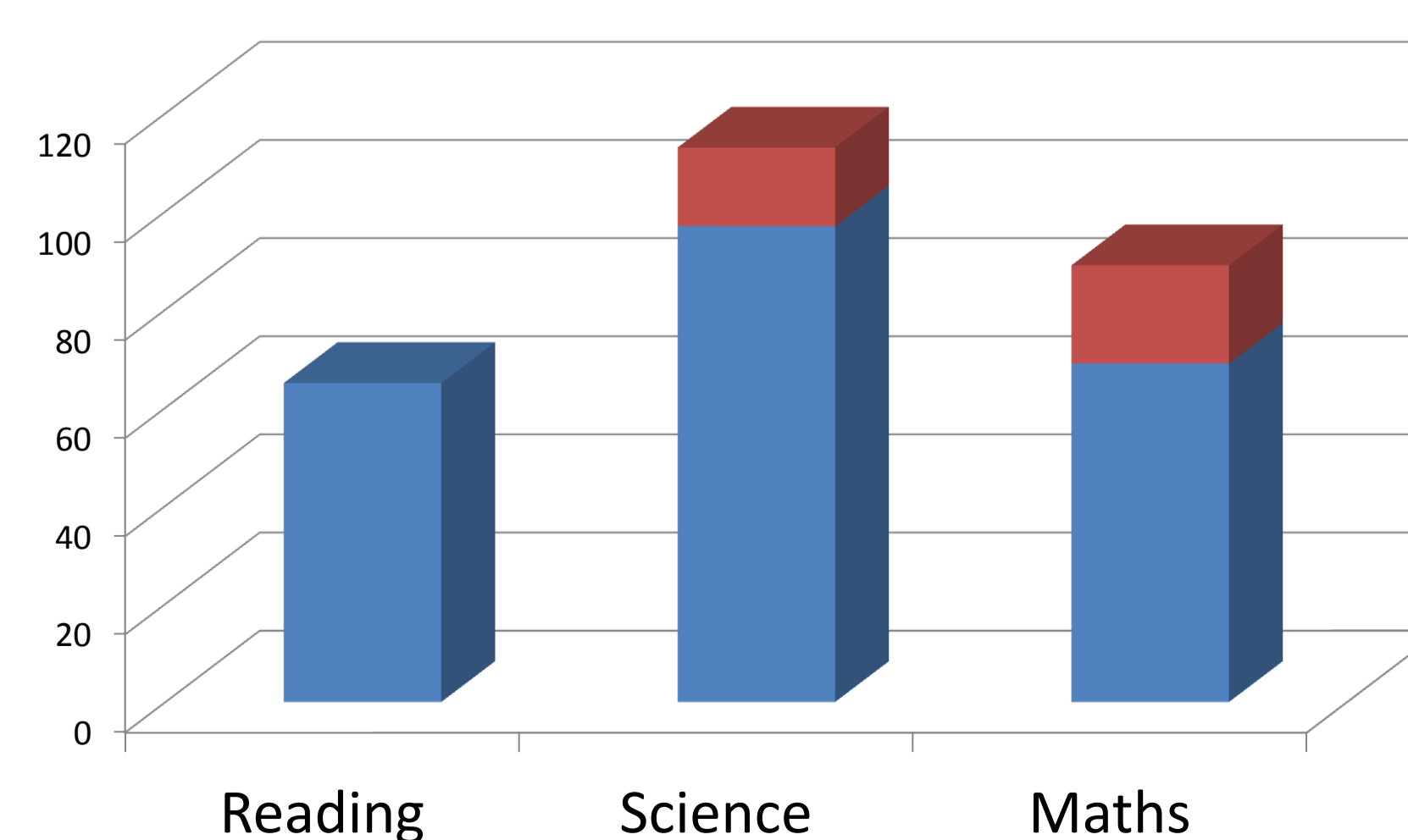
Role of the multimedia item	Illustration	Search criteria
Situational/context information : setting	The place where the conversation takes place	Type: still image Location: A school, a hall
Situational/context information : participants	People involved in the conversation	Type: still image People: A male and a female, teenages
Situational/context information : text type	Visual of a student giving a presentation	Type: still image Activity: student presentation People: young adult
Content information	Anything the content is about	Type: still image Thing represented on the resource: an object (e.g., a car), a situation (e.g., a conflict, a person, ...)
Stimulus	A literary text with passive grammatical construction	Type: text, literature Language: contemporary English Language level: accessibility to 6 th grade Full text: passive construction

4- What do people actually do? Practices in the PISA 2009 sample

Number of resources used in the different test sections



Number of questions (in blue) having direct or indirect influence of a multimedia resource



Role of resources in different test sections

	stimulus	supporting	context/ illustration	answer
Reading	93,85%	4,62%	7,69%	3,08%
Science	24,78%	4,42%	67,26%	3,54%
Maths	57,30%	0,00%	32,58%	10,11%
Total	52,43%	3,00%	41,20%	5,62%