

# The pedagogies of on-line assessment

Flipcharts from the discussion  
Newcastle 28<sup>th</sup> November 2002







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# A 20 minute activity to focus participants on key issues

The session was used as a productive 'icebreaker' to form active groups that would generate ideas and concerns over the current state of on-line assessment, identify areas where advances need to be made and isolate issues which would be key to the adoption and delivery of on-line assessment.

# Activity – 15 mins only!

-  Form groups of 4 or 5
-  Using the flipchart provided, identify the Strengths, Weaknesses, Opportunities and Threats of on-line assessment.
-  Once the chart is complete, identify the CSFs – the Critical Success Factors – which must go right for the process to be a success.
-  Post the chart on the wall for discussion



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# Group 1

 Strengths

 Weaknesses

 Opportunities

 Threats

S = ASSESS LARGE NOS  
AUTOMATED MARKING  
CHEAP

W = CAN BE TRIVIAL  
LIMITED ON SKILLS  
THAT CAN BE TESTED  
INFLEXIBLE  
DOESN'T TEST HOW  
KNOWLEDGE IS CO-ORDINATED

O = FLEXIBILITY OF ASSESSMENT  
PARTICIPATION  
SAVING STAFF TIME  
LOOKING AT QUALITY OF  
ASSESSMENT.

T = NO NEED FOR LECTURER?



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# Group 2

 Strengths

 Weaknesses

 Opportunities

 Threats

Strengths

(S)

- EFFICIENCY — MARKS LOTS FAST!
- WORKLOAD REDUCTION  
↳ (@ THE END, AT LEAST)
- FORMATIVE USE  
↳ AVAILABILITY (REMOTE, 24/7)
- IMMEDIATE FEEDBACK
- SAVES TREES!
- MIGHT QUALITY OF PRESENTATION  
↳ IMAGES, MOVIES, ANIMATION
- QUICK TEST OF KNOWLEDGE
- ADAPTABLE TO LEVEL
- ANALYSIS OF QUALITY
- PLAGIARISM DETECTION

ACCESSIBILITY  
↔

Opportunities

(O)

- ↑ BANDWIDTH WILL MAKE  
REMOTE DELIVERY MORE  
FEASIBLE
- STUDENTS OWN COMPUTERS.

Weaknesses

(W)

- VALIDITY OF TESTS — DIFFICULT
- TECHNICAL DEMANDS
- LIMITED ARRAY OF SKILLS  
TESTED
- SECURITY ISSUES
- TIME DEMANDS

Threats

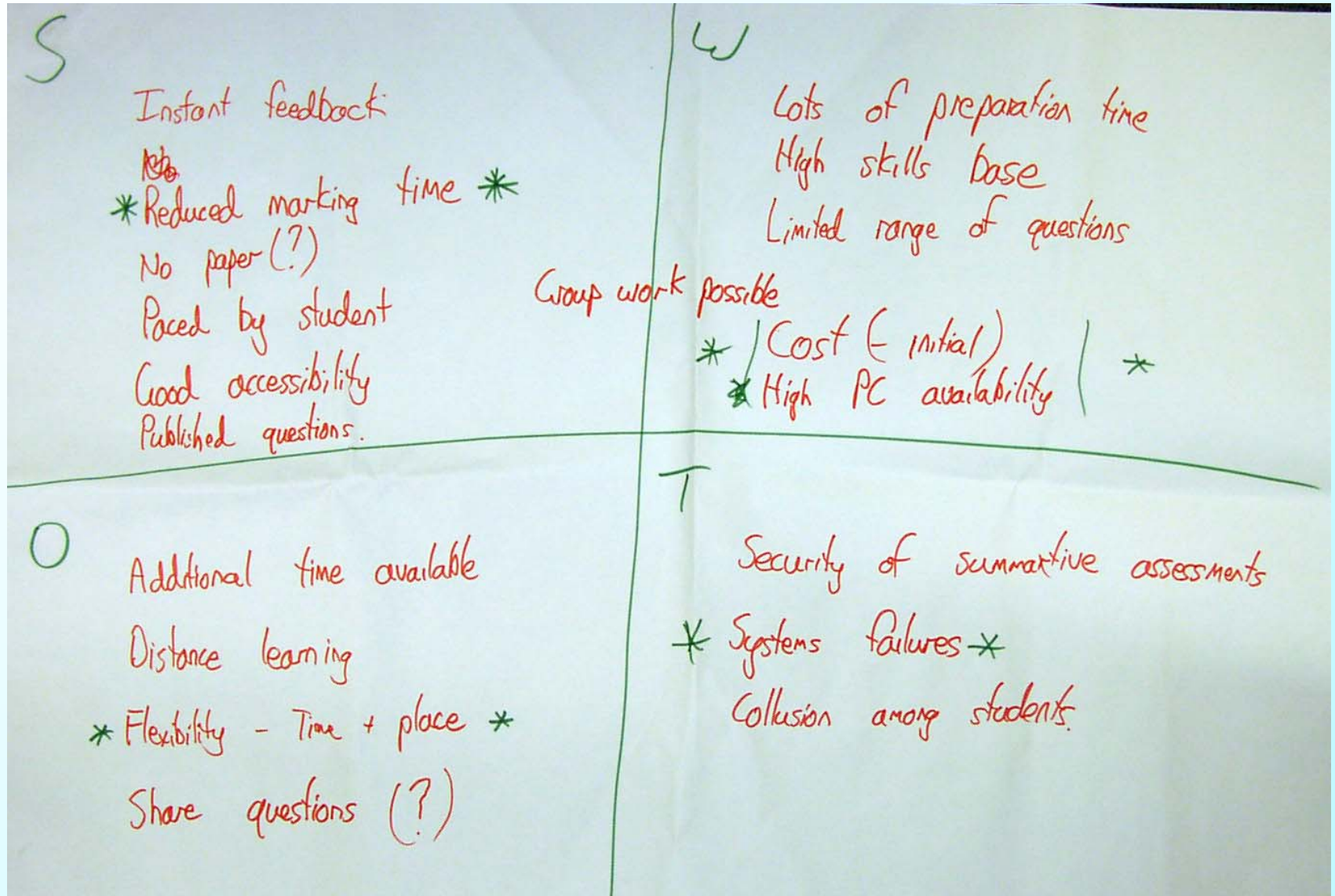
(T)

- QAA ISSUES
- OBSOLETE SYSTEMS / INTELLIG.



# Group 3

## Strengths, Weaknesses, Opportunities, Threats





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## Group 4

 Strengths

 Weaknesses

 Opportunities

 Threats

STUDENT INTEREST

S STAFF TIME SAVED IN ASSESSMENT PROCESS






W ACQUIRE NEW SKILLS BY ~~STAFF~~  
NEEDS ROBUST I.T. \*

O SHARING RESOURCES  
WITHIN/BETWEEN INSTITUTES  
FORMATIVE ASSESSMENT

T SECURITY \*  
? QUANTITY OF TEST \*

\* C.S.F.

# Summary 1 - Strengths

-  Rapid response – student feedback is immediate. Students value this highly.
-  Re-use – time and effort saved ‘over the long run’. Cost benefits ?
-  Convenience – anytime anyplace anywhere
-  Volume – larger groups make computer based assessment more viable
-  Flexibility – questions can be tailored with respect to performance.



## Summary 2 - Weaknesses






- ✎ Limitations on the skills that can be tested
- ✎ Security – risks for high stakes testing need careful management
- ✎ Technical demands – is the platform in place and robust ?
- ✎ Time demands for 'getting started' – development of appropriate staff skills.









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# Summary 3 - Opportunities

-  Students better equipped technologically
-  Broadband networking supporting remote delivery
-  Flexibility
-  Saving staff time
-  Sharing content resources between institutions

# Summary 4 - Threats

-  Security of delivery
-  Security of 'testee' – remote candidate validation
-  Collusion among students
-  Obsolete systems – investment in system must be returned; essential to select a 'future proof' system.
-  QAA issues
-  Future role for lecturers ?

# Critical Success factors

Each group was also asked to (quickly) highlight KEY CSF factors – the elements that MUST be right to make the process successful. These were investigated with each of the products used in the days activities.

**Security - Robust I.T. and candidate validation**

**Availability of content - question resources**

**Workload reduction overall for a perceived benefit**

**Cost benefit**

**QAA benefits evident**

**Flexibility used**



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# Discussion summary

 Time constrained discussion followed (5 mins). A brief report of the discussion is available.