Online Assessment and Marking

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Overview

- Assessment
- Assessment which can be done online
- Innovative? Assessment types
- Online marking ideas
Does assessment drive what students do?
"From our students' point of view, assessment always defines the actual curriculum…that is where content resides for them, not in lists of topics or objectives” (Ramsden 1992)
“it is in our assessment practices and the amount of content we cover that we demonstrate to undergraduate students what competence in a subject really means” (Ramsden 1992)
“Most students concentrate more on passing the examinations than on understanding the subject” (Warren Piper, Nulty & O’Grady, 1996)
Should assessment drive what students do?
“The only real test of any learning material is its use under normal course conditions. This means it must be integrated with other methods, the teacher must build on the work done and follow it through. And most important, the work students do with ICT media must be assessed.” (Laurillard 2002)
Assessment Practices

• In many institutions, assessment practices and policies have not responded to changes brought about by ICT

• It may be that these policies mitigate against the effectiveness of ICT in education
Assessment Terminology

• Formative Assessment
  – providing students with feedback on their progress

• Summative Assessment
  – making judgements about an individual student's achievement of subject objectives
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Which types of assessment can be offered online?

- Activity
- Brainstorm assessment types

What Can’t Be Assessed Online?

• Is it the nature of the assessment or the nature of the learning outcomes that determines what can and can’t be assessed?
Manual and Oral Skills

• If these are important graduate attributes...
• ...they should be modelled and practised in real life
• ...they should also be assessed in real life
Conclusion

• The issue is not about the appropriateness of the online assessment...
• it is about the appropriateness of online teaching and learning approaches
Reference


Summary

• The intended learning outcomes determine the nature of the assessment
• Most types of assessment can be replicated online
• Some learning outcomes, such as oral and practical capabilities, can only be assessed in real life
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Assessment Snapshots Activity

• Four different handouts
• Read examples on handout and discuss
  – About good and bad
• Follow instructions!
• Report back
Discussion
Examples of Assessment for Deep Learning

• Open-Book Open-Web Exams
• Authentic Assessment
Open-Book Open-Web (O wow) Exams


## An OBOW Exam....

<table>
<thead>
<tr>
<th>Description</th>
<th>Concise example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Context</strong></td>
<td>Describes a real-world problem</td>
</tr>
<tr>
<td><strong>The Task</strong></td>
<td>Describes the role the student is playing and what needs to be done</td>
</tr>
<tr>
<td><strong>Guide to the Task</strong></td>
<td>Provides suggestions about how the student might go about addressing the problem without being overly prescriptive</td>
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</table>
Authentic Assessment

• More tomorrow, but

(Herrington, Reeves & Oliver, 2010)
<table>
<thead>
<tr>
<th>The exam?</th>
<th>The <strong>reflective exam</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Two hour exam (required 30% supervised assessment)</td>
<td>Give students eight questions 4 weeks ahead</td>
</tr>
<tr>
<td>• Hand written (in a technology unit?)</td>
<td>3 would be chosen for exam</td>
</tr>
<tr>
<td>• How to make it <strong>authentic</strong>?</td>
<td>1 question unseen</td>
</tr>
<tr>
<td></td>
<td>Discussion forums on each question on the LMS</td>
</tr>
<tr>
<td></td>
<td>Panic, nerves, rage, generosity, support, sharing</td>
</tr>
</tbody>
</table>
The exam

• Describe a lesson, in a subject area of your choice, where you begin the lesson by asking students to take out their mobile phones and switch them on.

• A community group has offered your school solar electricity panels, and the Principal has asked each class to create a project around the issue of sustainable resources.

• Describe an authentic learning project that your class could do using technology?

• Describe five ways you could use technology (applications, hardware, software, web tools, etc.) to engender a sense of community at your school.
Transforming Assessment

- Geoff Crisp & Matthew Hillier
- http://www.transformingassessment.com
- Practical Overview for Teachers
- Practical Overview for Senior Managers
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Online Marking Ideas

• What are your best tricks?
Online Marking ideas

• Track changes in Word - but you do this
• Abbreviation library
• iPads/ tablets
• Audio feedback- embedded or separate
• Dynamic feedback - Camtasia
Challenges

• To reconfigure teaching and assessment strategies
  – to best satisfy the learning outcomes
  – to make best use of ICT

• Come tomorrow to put this in context