

eAssessments

In today's rapidly evolving educational landscape, technology continues to shape the way we teach, learn and assess. Higher education institutions are embracing innovative solutions to enhance their assessment practices.

Join us as we explore the potential of technology in assessment practices.

Benefits of eAssessments

- 1 eAssessment tools can provide standardised evaluations, which means that subjectivity in grading is reduced.
- 2 Real-time feedback allows students to identify areas for improvement.
- 3 eAssessment platforms allow for adaptive testing. The level of difficulty can be adapted based on students' performance, creating personalised learning experiences.
- 4 eAssessments saves time for both the student and the lecturer by automating grading and reducing administrative tasks.

Challenges and considerations



Ensuring that students have reliable internet access.



Support for students during assessments.



Protecting the integrity of assessments.



Providing all students with equitable access to eAssessment tools with limited access to technological resources.



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ASSESSMENT OF LEARNING

assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability, and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.



ASSESSMENT FOR LEARNING

involves teachers using evidence about students' knowledge, understanding, and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.



ASSESSMENT AS LEARNING

occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.



The following assessment OF/FOR/AS learning table is a compilation of from a wide variety of resources that goes a bit further than simple definitions (Chappuis et al., 2012; Fenwick & Parsons, 2009; McNamee & Chen, 2005; Rowe, 2012; Schraw, 2001; Sparks, 1999). We adjusted the table and added online tools that can be used for each assessment.

Assessment	OF Learning	FOR Learning	AS Learning
Type	Summative	Formative	Formative
What	Teachers determine the progress of application of knowledge or skills against a standard.	Teachers and peers check progress and learning to help learners to determine how to improve.	Learner takes responsibility for their own learning and asks questions about their learning and the learning process and explores how to improve.
Who	Teacher	Teacher & Peers	Learners & Peers
How	Formal assessments used to collect evidence of student progress for achievement grading on grades.	Involves formal and informal assessment activities as part of learning and to inform the planning of future learning.	Learners use formal and informal feedback and self-assessment to help understand the next steps in learning,
When	Periodic report	Ongoing feedback	Continual reflection
Why	Ranking and reporting	Improve learning	Deeper learning and learning how to learn
Emphasis	Scoring, grades, and competition	Feedback, support, and collaboration	Collaboration, reflection, and self-evaluation

Tools	OF Learning	FOR Learning	AS Learning
Type	Summative	Formative	Formative
How	<ul style="list-style-type: none"> SUNLearn quiz – see recordings for sunlearn quiz settings SUNLearn assignment tool 	<ul style="list-style-type: none"> Completion of SCORM or H5P content, could contain quizzes or essay type questions, Participation in Discussion forums, Journal reflection, Workshop tool for peer assessment, AMBOSS knowledge checks 	<ul style="list-style-type: none"> SUNLearn Journal tool for reflection Mahara – ePortfolio AMBOSS knowledge checks

NEW OSCE SYSTEM

The eSystem software allows the efficient and effective implementation of OSCEs. This software allows assessors to use tablets to input their marks and feedback which feeds to centralized location to process student results. This allows us to quickly and accurately evaluate OSCE performance. Additionally, this allows for the use of various psychometric tests to evaluate the reliability and validity of the assessment.



For more information on the eOSCE system watch this [recording](#)



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Missed Events



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Click [here](#) to watch the 30 Minute Tuesday: QBank, Question types and feedback

Upcoming Events



30 Minute Tuesday: 04 July 2023
Topic: Advanced Gradebook settings



Tech Thursday: 27 July 2023
[Watch this space](#)

References:

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