

## PREPARING FOR ONLINE ASSESSMENT

### WHAT do I need to know right now?

- *You are not alone – there is help available.* CTL advisors are available to help you think through and figure out how best to adapt module assessments during this time of change.
- You do not have to redesign all your assessment tasks. Start with what you have and adapt that in creative ways for the online environment and its affordances. Practical examples will be made available.
- You might have to give up some ideals, e.g. some outcomes might not be assessable in this space, but this unique situation also creates an opportunity to reach other, equally valuable, outcomes, like providing students with an opportunity to take responsibility for their own learning.
- An assessment system that relies more heavily on formative assessment tasks, with fewer, carefully selected and strategically planned summative assessments is recommended.
- Providing feedback on assessment tasks is especially critical for enhancing student learning in this new assessment format. Self- or peer assessment could be utilised.
- If you plan to have online summative assessment, preparing students for these is vital. Clear instructions should be given either in audio or video format or typed out.
- Everything is not going to be perfect, but it is OK.

### WHAT should I do right now?

1. Communicate. Assessment is upfront in students' minds. It is important to let them know that you realise circumstances have changed dramatically, but that you will provide them with all the information they might need. Start by sharing
  - a. when you will inform them about the alternative arrangements and
  - b. how you will share the information about the module assessment with them.
2. Look at what you had originally planned to assess during the first upcoming test period (A1) and think creatively how you could use it as formative assessment tasks in the online space. Reach out if you need somebody to bounce ideas against or to help you do this (refer to *Who can I turn to for support*, below).
3. Use the principles in the [SU Assessment Policy](#) to guide your planning, i.e. consider using projects and/or problem-based assignments as the validity, reliability and academic integrity of these are potentially higher in the online environment.
4. Bear potential network availability (and power cuts) in mind in terms of the duration of an online assessment opportunity. E.g., consider whether the assessment can be asynchronous. Quizzes on SUNLearn can typically be open for a week.
5. Ensure and communicate a backup plan.

### WHERE can I find more information?

- ✓ The T&L Hub or similar structure in your faculty, coordinated by the Vice Dean T&L.
- ✓ The online assessment resource available on the [Lecturer Support for Teaching Online](#) SUNLearn module.
- ✓ An invitation to sign up for webinars on online assessment will be shared early next week.

### WHO can I turn to for support?

- ❖ The [CTL advisor in your faculty](#).
- ❖ Colleagues who have the knowledge and experience of online assessment.
- ❖ The faculty BLC.

## Practical examples (more examples will be available soon)

For some of the examples below students can complete assessment tasks offline and submit their answers online. In other examples, you can make use of different assessment tools available on SUNLearn so that students can complete assignments online.

### 1. How you can use a test that you have already prepared (for example a test that was prepared for the A1 period):

A test that students have not written can be made available to students online so that they can complete it in their own time. When students have completed the test, you can ask them to do one of the following:

- Draw up a memorandum in groups (using the forum tool on SUNLearn)
- Students can use the above-mentioned “student-memorandum” (or a memo that you provide) and self-assess or peer-assess their own or a fellow-student’s work and give them feedback.
- Upon completion of the above feedback process, students can complete a self-reflection about what they have learnt in terms of the content, if a section of work is not clear to them, etc.
- Students can discuss online what they have learnt from prescribed questions, what value the process of receiving, giving and responding to feedback has meant to them.
- The above online discussion can be assessed, and you can allocate marks by using a rubric. (Advice about the use of rubrics will be made available.)

### 2. Examples of offline methods (for uploading online once completed)

- Concept maps where students indicate how concepts are connected.
- Projects and/or problem-based assignments
- Essays

\*\*\* With all these examples, a scaffolded approach can be implemented where students, for example, first upload their concept map and receive feedback from a peer / lecturer. Further drafts can be uploaded for additional feedback. The focus is therefore on feedback and assessment *for* learning, although marks can be allocated for concepts and attempts and/or the quality of feedback provided. A final summative assignment can be graded. Students can also submit a reflection piece on what they learned. This self-assessment can be graded.

### 3. Examples of online methods

- Quiz – various types of questions, such as MCQ’s or short answers.
- Clicker – set up a survey. This method can be used after students watched a podcast where the lecturer explained (for example) concepts. In this way you can obtain feedback about students’ comprehension of the concepts which will be valuable for you and them.
- Glossary – students contribute to a list of definitions, terms, concepts, etc.
- Database – students upload examples of e.g. solutions to problems, and videos.
- Workshop – students upload their work (word documents, videos, concept maps, etc.) which can be used for peer and self-assessment

\*\*\*these examples can be used for both formative and summative purposes.