Assessment of Learning

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Outline

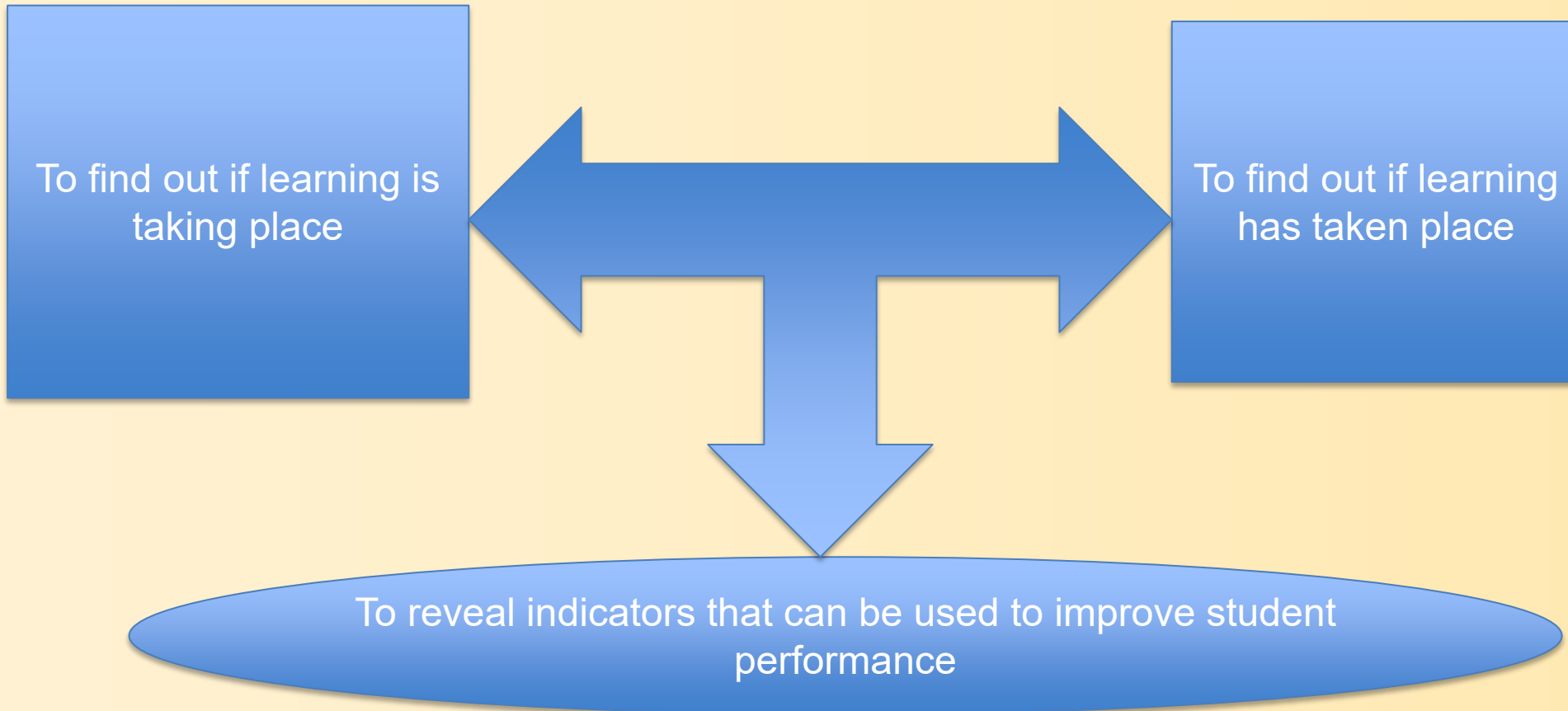Why, How and When do we assess learning?

Assessment Tools

Online learning assessment challenges

Using LMSs to manage online assessment challenges
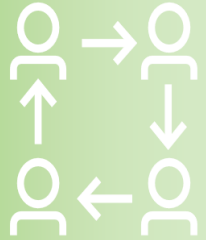
Why do we assess learning

To find out if learning is taking place

To find out if learning has taken place

To reveal indicators that can be used to improve student performance

How do we assess learning

Formative assessments
(Assessment for learning, or
as learning)

Summative assessment
(assessment of learning)

Provides feedback for teachers to adjust ongoing teaching and learning

Provides data for teachers to make evidence-based decisions for interventions

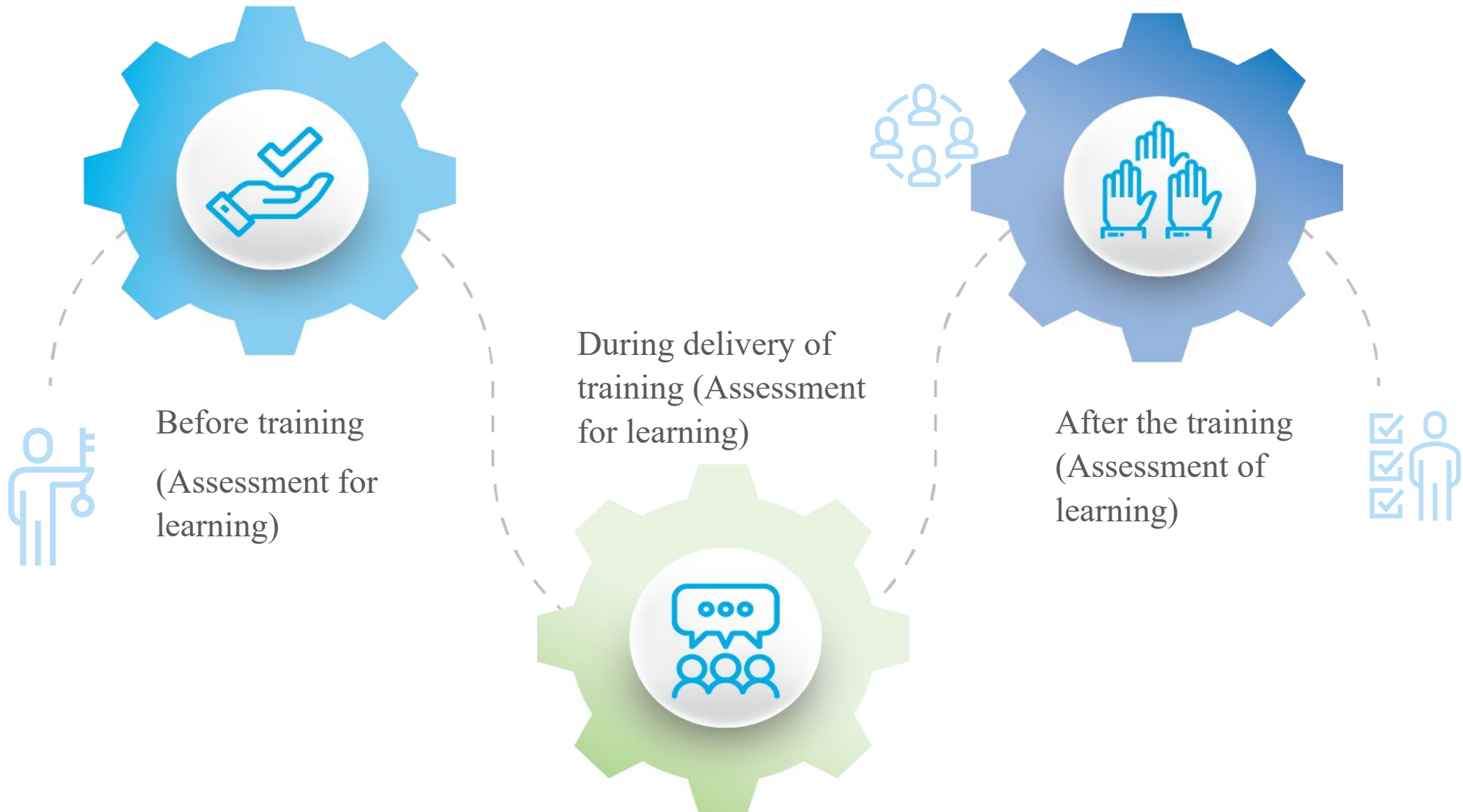*Used to improve students' achievement of intended instructional outcomes*
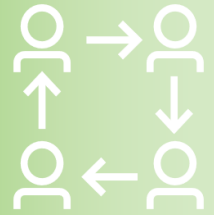
Used to find out if instructional goals have been met (pass or fail)

Provides data to adjust curriculum for future student cohorts

When do we assess

Before training
(Assessment for learning)

During delivery of training (Assessment for learning)

After the training (Assessment of learning)

Assessment Tools

Formative Assessments
(before and during training)

Face-to-face environment

❑ Group work

❑ Class exercises

❑ Peer evaluation and review

❑ Quizzes

Online environment

❑ Online quizzes

❑ Online forums

❑ Chats

❑ Video conferencing

❑ Gamified exercises

Assessment Tools

Summative Assessments

(At the end of the training)

1 Assignments

2 Country case studies

3 Practical exercises

4 Exams

Challenges of assessing in an online environment

Current types of cheating include:

Screen sharing

Having someone in the room to support with answers

Use of Bluetooth devises to communicate with other students

Accessing information from the web

Getting someone else to take the exam for them

Copy pasting answers pre-prepared prior to the exam

How LMSs can be used to manage cheating (summative assessments)

Within the LMS

Exams can be timed and have restricted attempts to prevent classmates sharing information or logging multiple times to "guess" the correct answer

Splitting students into groups to take different exams

Feedback does not inform of the correct answer until after the exam has closed and attempt has been finalized, there is also the option to hide the correct answer and just notify wrong answers or even only show points

How LMSs can be used to manage cheating (summative assessments)

Integrating LMS with other solutions

Anti-plagiarism software

(detect plagiarism of existing works in essays and short answer questions)

Proctor plugins

(continuous screen shots of the student's environment and what they see in their screen, detect face presence or loss, extra person presence, distracted eye movement, classifying suspicious behaviors)
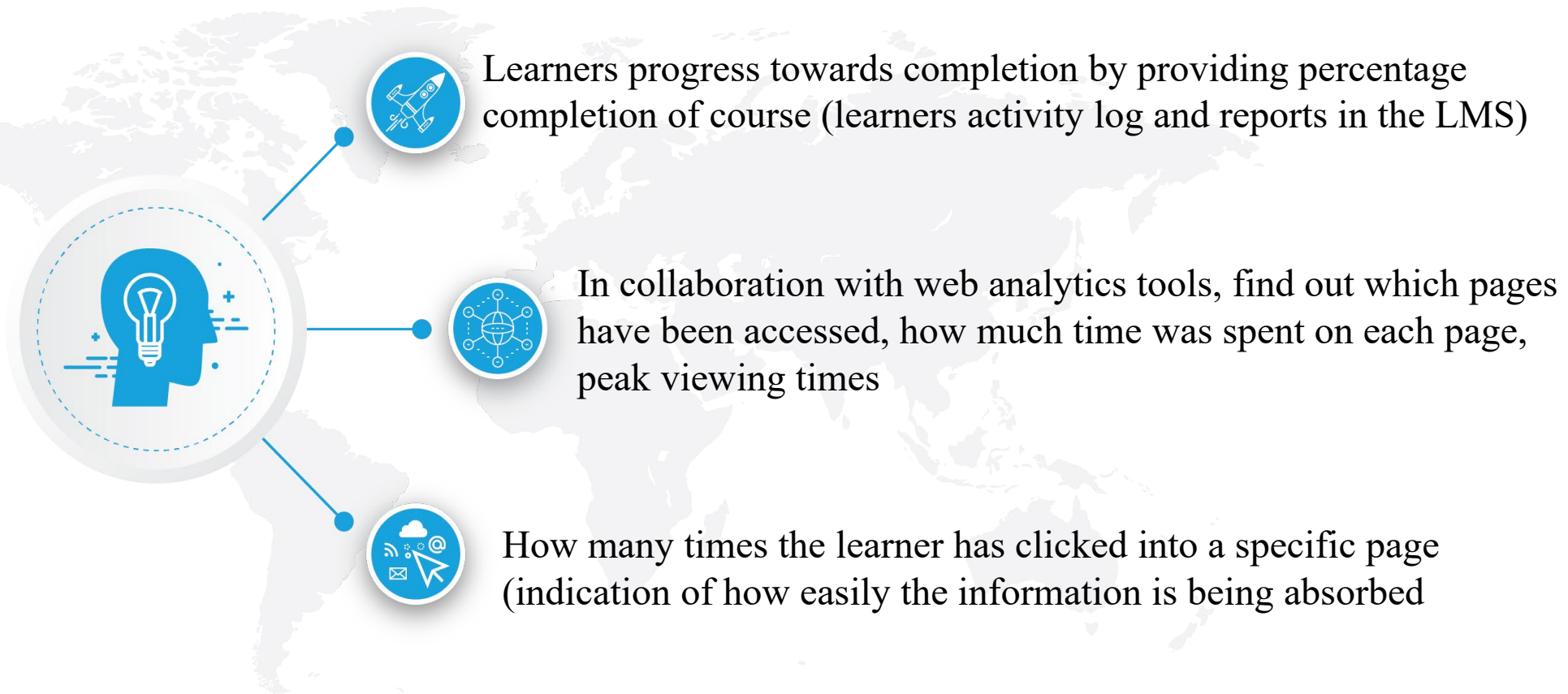
Safeexambrowser

(locks the browser so that no new sessions can be opened until the current exam is completed)

Additional Functionalities to track student activities (Formative assessment)

LMS platforms adhere to a particular standard (eg SCORM, EXPERIENCE API), provides easy data transfer of learner activity reports Which include,

Learners progress towards completion by providing percentage completion of course (learners activity log and reports in the LMS)

In collaboration with web analytics tools, find out which pages have been accessed, how much time was spent on each page, peak viewing times

How many times the learner has clicked into a specific page (indication of how easily the information is being absorbed

In conclusion

The main objective of assessment is to reveal indicators that educators could use to make informed decisions about strategies for intervention

It is therefore important that the assessment data is analyzed to unearth these indicators

Questions to think about:

1. Are we using assessment tools effectively for the CoE programme?
2. Do we take time to look at the data and find evidence for needed interventions?
3. If not, what do we base our decisions on?

THANK YOU