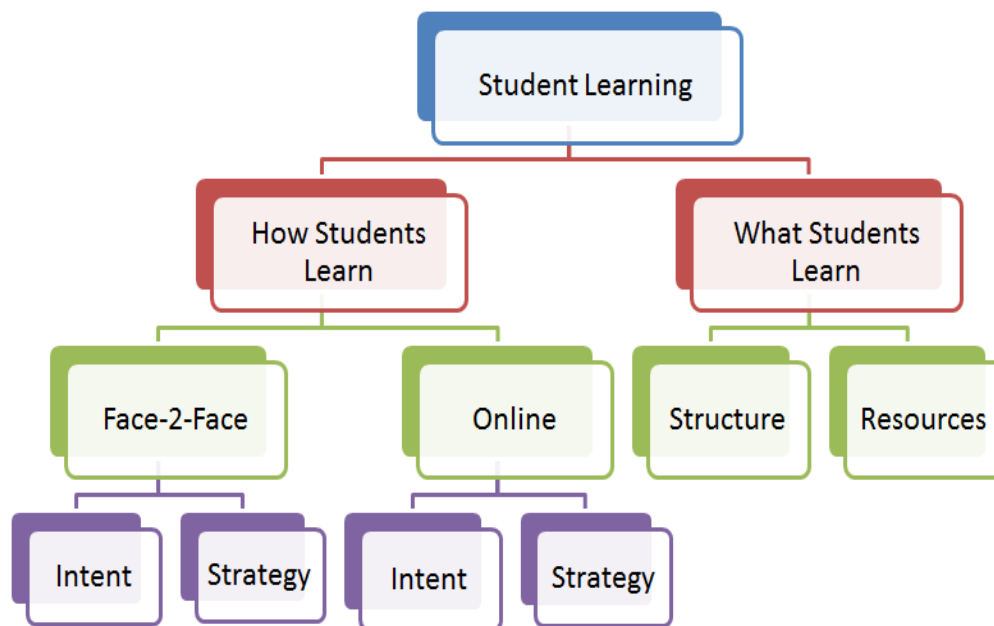




## Digital assessment options in fully online environments

Assessing in a fully online learning context requires effective planning and may involve a diverse range of learning activities. As students may not attend campus their entire learning experience will be fully online and therefore they need explicit support to complete digital assessments.



*Ellis & Goodyear, 2010*

Digital assessment means that we can obtain rich data around student progress and performance. You may already be using some vUWS tools to help make the submission process more efficient however there are also tools that enable us to capture different types of learning or overcoming some of the challenges with face-to-face assessment. There are two simple steps when designing for digital assessment. Firstly, we need to address our intentions for our digital assessment activities. Secondly, we can then match our assessment strategy and tools to support these assessment activities.

It is important to remember why we are using technology to assess work in fully online contexts. We may be:

1. Assessing **different types of learning** outcomes (for example: lower order understanding to higher order analysis, evaluation or creativity)
2. Assessing **learning processes** which have previously been difficult to capture (for example: contributions to group work or metacognition through reflection)
3. **Streamlining assessment administration** processes (for example: using Grademark for submission and distribution of work for grading)
4. **Enhancing feedback** (for example: the use of rubrics to guide student work and provide richer and more consistent feedback, along with peer or self-assessment)



As you consider your objectives for digital assessment, include the principles for good e-assessment:

1. **Scheduling** – Schedule assessments well across the unit and in line with other external factors as necessary.
2. **Assessment objectives** – These need to be clear to avoid misinterpretation. What will we assessed? When will it be assessed? What criteria will it be assessed against? How much is the assessment worth?
3. **Formative assessment** – During the course are there opportunities for students to gain confidence and feedback formative assessment activities such as draft submissions or peer reviewed work? This will be a special focus in a fully online environment as students won't have the 'incidental learning' that can happen in a classroom, for example when they can see each others' work.
4. **Suitable tools** – Are the tools used to assess the learning outcomes appropriate?

This resource helps you identify and design digital assessment based on learning outcomes, desired academic expectations or current practice. The table is loosely based on Blooms revised taxonomy and also reflects more holistic student competencies. When converting from an existing blended unit other assessment tools may be available to deliver a more valuable learning experience for students and more streamlined for academics.

What students are expected to achieve and demonstrate	Options for fully online digital assessment (with examples)
<p><b>Accessing and managing information</b> (Researching, investigating, interpreting, organising information, reviewing and paraphrasing information, collecting data, searching and managing information sources, observing and interpreting)</p>	<ul style="list-style-type: none"> <li>• <i>Group work using vUWS</i></li> <li>• <i>Annotate work using MS Word</i></li> <li>• <i>Peer assess work using vUWS Self and Peer Assessment tool</i></li> <li>• <i>Create a digital artefact</i></li> <li>• <i>Use library digital assets for research</i></li> <li>• <i>Discuss using Zoom or vUWS discussion</i></li> </ul>
<p><b>Demonstrating knowledge and understanding</b> (Recalling, describing, reporting, recounting, recognising, identifying, relating and interrelating, remembering, One and two-way communication, communication within a group, verbal, written and non-verbal communication. describing, presenting, using specific written forms)</p>	<ul style="list-style-type: none"> <li>• <i>Online quiz/test/assessment using vUWS</i></li> <li>• <i>Present to peers using Zoom</i></li> <li>• <i>Create an online glossary in a wiki</i></li> <li>• <i>Feedback in vUWS discussion forum</i></li> <li>• <i>Create a blog in vUWS</i></li> <li>• <i>Create a screen cast using Snag-IT, Screen-o-matic</i></li> <li>• <i>Discuss using Zoom or vUWS discussion</i></li> <li>• <i>Participating in webinars using Zoom</i></li> <li>• <i>Developing thought via vUWS wiki or journal</i></li> <li>• <i>Role play using Zoom</i></li> <li>• <i>Debate using a vUWS discussion forum</i></li> </ul>
<p><b>Application of knowledge</b> (Performing procedures and demonstrating techniques, taking readings, using equipment, following laboratory procedures, following protocols,</p>	<ul style="list-style-type: none"> <li>• <i>Create a video demonstrating skill</i></li> <li>• <i>Write a script for a video demonstrating understanding of process</i></li> <li>• <i>Online QA with expert using Zoom</i></li> </ul>



<b>What students are expected to achieve and demonstrate</b>	<b>Options for fully online digital assessment (with examples)</b>
carrying out instructions)	<ul style="list-style-type: none"> <li>• Peer assessment of a 'report' using Turnitin PeerMark</li> <li>• Collaborative document to collect data using a wiki</li> <li>• A group 'report' / presentation using Zoom</li> <li>• Case studies / media created or used to demonstrate processes (see Digital Learning Technology Toolkit)</li> </ul>
<p><b>Analysis</b> (Identifying problems, posing problems, defining problems, solving problems, analysing data, reviewing, designing experiments, planning, applying information and developing plans)</p>	<ul style="list-style-type: none"> <li>• Present a problem/trigger question/case study in vUWS discussion board or blog</li> <li>• Students work together on a project using vUWS Group tools</li> <li>• Students collaborate on a 'project', 'report' or 'digital artefact' and share with peers using a wiki, blog or Zoom.</li> <li>• Individual contributions presented for assessment after group work using Turnitin or vUWS Assignment Dropbox.</li> </ul>
<p><b>Evaluating</b> (Thinking critically, making judgments, developing arguments, reflecting, assessing, judging)</p>	<ul style="list-style-type: none"> <li>• Submit assignments via vUWS</li> <li>• Link to article in discussion board, Facebook group or using a Twitter hashtag and ask students to review and critique</li> <li>• Post trigger questions on a blog and ask students to review, comment, critique and debate the topic</li> <li>• Students join a professional network to review or discuss online</li> <li>• Comment on an article or forum/wiki post</li> <li>• Students use a virtual space to work on a group project</li> <li>• Students present or discuss a media release using vUWS discussion board</li> <li>• Conduct a role play using Zoom</li> <li>• Quiz/test to gauge student understanding and progress using vUWS assessment tools</li> <li>• Students submit a video online to explain the process of an assessment</li> </ul>
<p><b>Designing, creating, performing</b> (Imagining, visualising, designing, producing, creating, innovating, performing)</p>	<ul style="list-style-type: none"> <li>• Online portfolio of work for assessment in a variety of media</li> <li>• Video of a task/tasks</li> <li>• Creating an asset (image, audio, video etc)</li> </ul>



<b>What students are expected to achieve and demonstrate</b>	<b>Options for fully online digital assessment (with examples)</b>
	<ul style="list-style-type: none"> <li>• <i>3D design – rapid prototyping</i></li> <li>• <i>Create a blog to illustrate concepts for formative, peer and self assessment</i></li> <li>• <i>Share and discuss artefacts created using a blog or discussion board</i></li> <li>• <i>Story boarding a process using step-by-step images with captions to illustrate a concept</i></li> </ul>
<p><b>Managing and developing oneself</b> (Working co-operatively, working independently, learning independently, being self-directed, managing time, managing tasks, organising)</p>	<ul style="list-style-type: none"> <li>• <i>Time management – study planner and vUWS Calendar</i></li> <li>• <i>Group work using vUWS Group tools</i></li> <li>• <i>Discussions set around weekly focus to extend learning with online forums</i></li> <li>• <i>Produce a self-assessed asset outlining key information</i></li> <li>• <i>Develop self-assessment opportunities using vUWS reflective journal</i></li> <li>• <i>Social media to share and communicate around a subject</i></li> <li>• <i>Developing own revision notes / note taking strategies using BYOD</i></li> </ul>
<p><b>Feedback</b> (Academic, Peer feedback, formative feedback, reflect, suggest, inquire)</p>	<ul style="list-style-type: none"> <li>• <i>Discussion forums for the group</i></li> <li>• <i>Discussion forums for particular topics</i></li> <li>• <i>Blogs and comments from others and the academics, tutors or others</i></li> <li>• <i>Journal for reflection</i></li> <li>• <i>Video feedback addressing common concepts</i></li> <li>• <i>FAQ using vUWS discussion board or announcement</i></li> <li>• <i>Polling</i></li> <li>• <i>Group work using vUWS Group tools</i></li> </ul>