Sector Capability

E-Assessment.
What is e-assessment?

**E-assessment** is a broadly-based concept that covers a wide range of activities where technology is used in the designing and delivery of assessments.

It also includes the processes of reporting, storing and transferring data associated with assessments.

*Callan, V: & Clayton, B: (2010) E-assessment and the AQTF: Bridging the divide between practitioners and auditors. Australian Flexible Learning Framework, Commonwealth of Australia*
Valid, reliable, fair and flexible assessment is the cornerstone of the Australian VET system.

The validity of using e-assessment for one or more of the stages of the assessment process is becoming a more hotly debated topic and research on e-assessment and compliance has recently been completed.

Callan, V: & Clayton, B: (2010) E-assessment and the AQTF: Bridging the divide between practitioners and auditors
Australian Flexible Learning Framework, Commonwealth of Australia
Assessment in the VET Sector

www.dtwd.wa.gov.au

- Training Providers
  - VET Practitioners
    - Resources and tools
Designing Assessment Tools

Online session by Claire Werner
What is the end goal of competency based assessment?
<table>
<thead>
<tr>
<th>Traditional Methods of Assessment</th>
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</thead>
<tbody>
<tr>
<td>Skills</td>
</tr>
<tr>
<td>Knowledge</td>
</tr>
</tbody>
</table>
## Assessment Technologies

<table>
<thead>
<tr>
<th>Function</th>
<th>ITC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan assessment</td>
<td>Forums, blogs, email, voice boards and VOIP.</td>
</tr>
<tr>
<td>Gather evidence</td>
<td>Mobile devices, video (POV), ePortfolio, blogs, wikis, digital stories, VOIP, virtual classroom, quiz, digital simulation, forum, etc.</td>
</tr>
<tr>
<td>Support candidate</td>
<td>Virtual classroom, LMS, CLMS, etc.</td>
</tr>
<tr>
<td>Assessment decision</td>
<td>Quiz, simulation, etc.</td>
</tr>
<tr>
<td>Provide feedback</td>
<td>Email, SMS, LMS, virtual classroom, blog, forum, mobile phone, VOIP, etc.</td>
</tr>
<tr>
<td>Record /Report</td>
<td>LMS and designated databases, etc.</td>
</tr>
<tr>
<td>Review process</td>
<td>Forums, blogs, email, voice boards and VOIP.</td>
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</tbody>
</table>


Current location: [http://www.voced.edu.au/content/ngv%3A46939](http://www.voced.edu.au/content/ngv%3A46939)
NQC e-assessment Guidelines structure

Five broad categories

- Infrastructure provision
- Technical standards
- E-assessment development and maintenance
- E-assessment practices
- E-assessment context
Download NQC guidelines to your mobile device

http://www.voced.edu.au/content/ngv%3A46939
<table>
<thead>
<tr>
<th>Sector Capability</th>
<th>Evidence types</th>
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</thead>
<tbody>
<tr>
<td>Direct</td>
<td>Indirect</td>
</tr>
</tbody>
</table>


How do you authenticate your students' identity for traditional assessment?

How do you authenticate their evidence?
Evidence Collection

- LMS Assignment
- LMS Quiz
- Gradable activity
- Journal
- Photo/video submission
- Live stream
- Email
- Cloud storage
Let’s Assess someone’s ability to make this:

https://www.youtube.com/watch?v=tryzvm9bA0o
## Direct Observation Assessment Event

### Did the student demonstrate:

<table>
<thead>
<tr>
<th>Did the student demonstrate:</th>
<th></th>
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<tbody>
<tr>
<td>Ability to prepare the working environment with appropriate materials?</td>
<td></td>
</tr>
<tr>
<td>Correct use of PPE?</td>
<td></td>
</tr>
<tr>
<td>Ability to multitask by singing <em>(or humming)</em> the Muppet theme <em>tune</em> while completing the task?</td>
<td></td>
</tr>
<tr>
<td>Ability to conduct the task in a safe and sustainable manner?</td>
<td></td>
</tr>
<tr>
<td>Ability to create a paper plane resembling the design provided?</td>
<td></td>
</tr>
<tr>
<td>Successful test flight of the plane in a safe and controlled manner?</td>
<td></td>
</tr>
<tr>
<td>Great sense of humour</td>
<td></td>
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</tbody>
</table>
Marking / Assessment Guides

- Print, mark, scan, return
- Mark online (including mobile marking)
- LMS tools (rubric, grading scale, marking guide)
Feedback and comments

- Automated feedback (quizzes)
- LMS grading tools feedback fields
- Email / written
Record keeping / Data retention

- Print and store as normal
- Backup with student data
- Archive email evidence
- Same regulations as any other type of evidence.
Activity
Which four of the guidelines do you think are the ‘most important’ to consider in selecting an e-assessment resource or approach?
NQC e-assessment Guidelines seen to be the most important.

1.1
3.2
5.2
1.2

Rated by participants from the Australian Flexible Learning Framework 2011 face-to-face workshops
E-Assessment myths

**Myth 1**
Online assessment just isn’t as good as face-to-face

**Myth 2**
Online assessment is not up to the same standard as offline assessment
Online exams accessible when needed
Myth 3
It is not possible to tell if it’s the candidate who has completed the assessment.
Something to ponder

“Don’t ask what the technology can do for you, rather what the pedagogy needs.”

Gilly Salmon

Higher Education Funding Council for England (2010) “Effective Assessment in a Digital Age” – A guide to technology-enhanced assessment and feedback”; United Kingdom

Is e-assessment useful and/or appropriate for the delivery of your qualifications?
Why e-assess?

For e-assessment to add value to current practices, it must:

• Make assessment more authentic or appropriate
• Enable learners to monitor and correct their own learning
• Increase validity and efficiency of assessment
• Improve the quality and timeliness of feedback

“Effective Assessment in a Digital Age”
– A guide to technology-enhanced assessment and feedback; United Kingdom
Benefits of e-assessment

- **Improved** quality of assessment evidence
- **More efficient** assessment feedback processes that promote learning
- **Reliable** submission, storage and retrieval of assessment evidence
- **Improved** validity and reliability of assessment through use of authentic assessment tasks
- **Enhanced** learner engagement through interactive assessment with adaptive feedback
- **Choice** in timing and location for assessment
- **More accurate** and timely information on program effectiveness that can be used to inform program design and delivery
- **Reconstruct** the purpose of assessment in VET.

Case studies

- Video RPL – Taree Community College
- ePortfolio – Western Sydney TAFE
- Mobility – iPhone Tasmanian Skills Institute
- Virtual classroom – Canberra Institute of Technology
Contact and support

Yvette Drager

Yvette Drager – (08) 6212 9718
yvette.drager@dtwd.wa.gov.au
@Yvette_elearn

Chris Winter

Chris Winter – (08) 6212 9702
chris.winter@dtwd.wa.gov.au