



Switching to online assessments

This isn't about quizzes; ok we do mention quizzes, but when you think 'online assessment' it's more than multiple choice questions. Having said that *you* do have multiple choices to make when moving your assessments online.

What we'll cover:

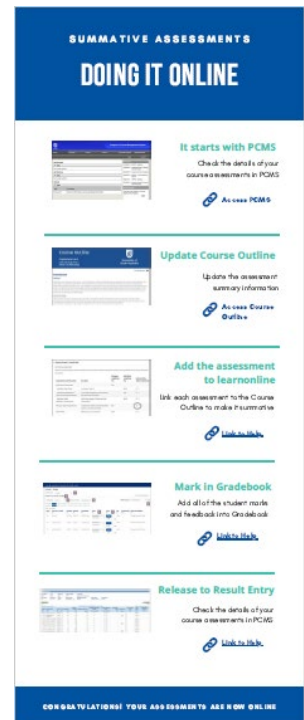
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Changing your assessment

Under UniSA's summative assessment framework, all approved assessments are recorded in PCMS (Program and Course Management System). The information in PCMS feeds into Course Outline which is then connected to your assessments in **learnonline**. This is how you make your assessments summative so they can be graded and ultimately released to Result Entry.

You can select the infographic on the right to see this process in full and find links to further help.

When it comes to creating assessments, marking and releasing grades in **learnonline**, we're going to refer to this simply as 'Gradebook'.



If you want to change your assessment(s) you can. There is extensive support and information on our [Process for changes to assessment related to COVID response](#) website.

Let's look at why....

We always advocate that you design your assessment in a way that best extracts the learning that students have developed, which should be based on your course objectives (Biggs 1996).

Now you might choose **not** to link your assessment to the course outline if you are more familiar with grading offline using spreadsheets and entering the final marks directly into Result Entry. You can still do this, but there are a few benefits if you do link your assessments to the Course Outline.



First is the reduction of transcription errors - from learnonline to the spreadsheet and from the spreadsheet to result entry. Next is the alignment of course outline submission dates and times with the submission tool on your website. A third reason is that linking your assessment to your course outline simplifies the display that students see. Another reason is the removal of calculation errors - the gradebook does all of the calculations for you.

Assessment narrative

Think about your lectures and tutorials. How much information, and encouragement, did you provide to help students understand the assessment requirements?

This 'voice' needs to be present in your online course now and/or replicated in any zoom sessions. We call this a 'narrative'; it's the teaching moments you gave students, not what they learned from readings or power points.

It can be hard to replicate this narrative in a written form so make a short video about the assessment as if you were in the lecture or tutorial.

Face-to-face assessment, just through a screen

A classic face-to-face assessment is a group in-class presentation.

Or is it? Social distancing aside for the moment, intrepid students have found ways they can still record their group presentation online. Some have used a virtual room (yes, Zoom can be used as all students have a corporate Zoom account and can conduct their own group meetings and group presentations) to record together at the same time or individually record their part of the presentation and then 'stitch' them all together in



a video. Either way, the resulting video can be submitted, assessed and grades/feedback returned to the students without ever having come face-to-face. And the video can be shared in your learnonline course for other students to view. Although you may want to do this after the assessment due date once all students have submitted their own.

What if you have an assessment that students need to do in a laboratory? Let's complicate it more and say they can't get to a laboratory right now (true). So now they don't have the physical elements to conduct the work needed to demonstrate their learning. Can you find an online laboratory like this [electrical circuit simulator](#)? This isn't a quick solution because such alternatives need to be evaluated against your discipline's criteria and assessment policy criteria. But you get the idea. Start looking now for alternatives that, given time to evaluate, may become online alternatives in the future.

Did we mention (summative) quizzes?

That's a true/false question if ever we saw one. There is so much more you can utilise than multiple choice and true/false questions in a quiz.

Let's start with quiz design. You want to design questions that are suited to your discipline and year level. For example, in an Anatomy 1 course questions that require knowledge recall is actually pretty good design. In a Marketing course though you probably want more of a scenario type question.

Quizzes are self-marking on a number of question types, at least where the answer is definitive. Answers for questions like the scenario one for Marketing can also be made definitive, but a word of caution. Test these with others from your discipline to see if they can find an alternative answer because, if they do, you'll need to adapt your question.

For higher order thinking you could have an oral question, like a viva. Students can record their answer on their phone, save and upload the video. There are some things to consider here, but it's worth getting in touch with us if you are keen to know more.

And create a bank of questions (e.g. 100) and use the quiz settings to randomly select questions (maybe 30) for each student so no quiz is the same.

Here is the link to the [learnonline help resource for Quizzes](#).

Technology choices

There's a 'golden rule' – design your assessment first, then ask how it can be done online.

Here's our 'silver rule' – use technology that is supported by UniSA wherever possible. Why? Because we will have already tested and validated its effectiveness, evaluated its accessibility, ensured there are no major security flaws and often will have integrated it as part of **learnonline**.

And it means if you, or your students, need support, the Help Desk know the technology and can work through (most) problems.

Within **learnonline** (besides quizzes) there are Wikis, ePortfolios, H5P, Lesson and Workshop activities that could be used for summative assessment. Using these will need some planning so get in touch if you'd like to explore these alternatives.

See the [Matrix of online tools](#) for converting traditional face-to-face assessment to an online environment.

What you can do in Gradebook

learnonline Gradebook has undergone significant enhancement to enable UniSA requirements for assessment submission, marking and return. Staff and students can both manage assignment submission and return through a common software interface. The text comparison software Turnitin is seamlessly integrated with Gradebook and all text based assignments are automatically submitted to Turnitin. The Turnitin similarity report is published to Gradebook and can be accessed by staff and students.

With online assessments in Gradebook you can:

- create links for students to submit assignments electronically
- download submissions
- mark submissions
- record grades for manual submissions
- send files to Document Services for printing
- add feedback forms
- return submissions with feedback
- publish results to students
- send results to Result Entry

Other considerations

There are things we haven't covered because they each warrant their own guide. We're either working on these or have already added them to the [TIU Support during COVID-19](#) website.

- online exams – there'll be an update on exams on 27th April
- academic integrity – goes without saying really



- staff workload to review, recreate and mark new assessments
- feedback, online rubrics and marking guides

You can probably think of assessments that don't translate easily into an online alternative. Well, we love a challenge. Get in touch with us through any of the suggested methods below.

If you would like to ask online teaching and learning questions related to your course, you can look through our [FAQs](#), [write to TIU@unisa.edu.au](mailto:TIU@unisa.edu.au), [have an online consultation with a member of the TIU](#), attend a [Zoom workshop](#) or [sign up for the 1-week course, *Introduction to Engaging Learners Online*](#).

References

Biggs, J.B. (1996). Enhancing teaching through constructive alignment. *Higher Education*, 32, 1-18.