Assessment of Learning

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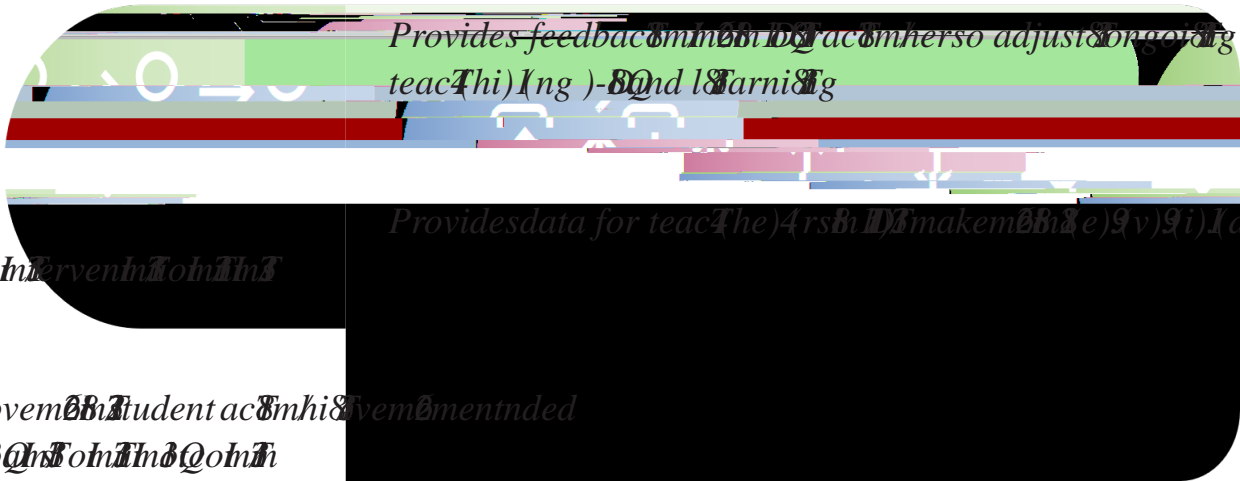
To find out if learning is taking place
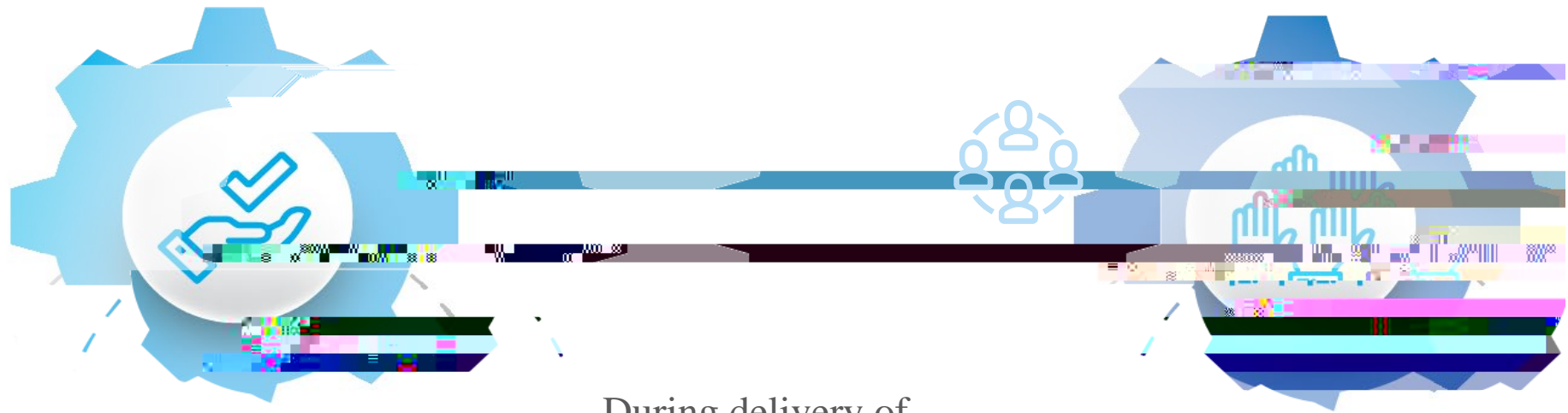
To find out if learning has taken place

To reveal indicators that can be used to improve student performance

Provides feedback to teachers so adjust ongoing teaching and learning

Provides data for teachers to make decisions for final judgement

formative intervention

Improvement in student achievement

Before training

(Assessment for learning)

During delivery of training (Assessment for learning)

After the training (Assessment of learning)

Face-to-

Assignments

Country case studies

Practical exercises
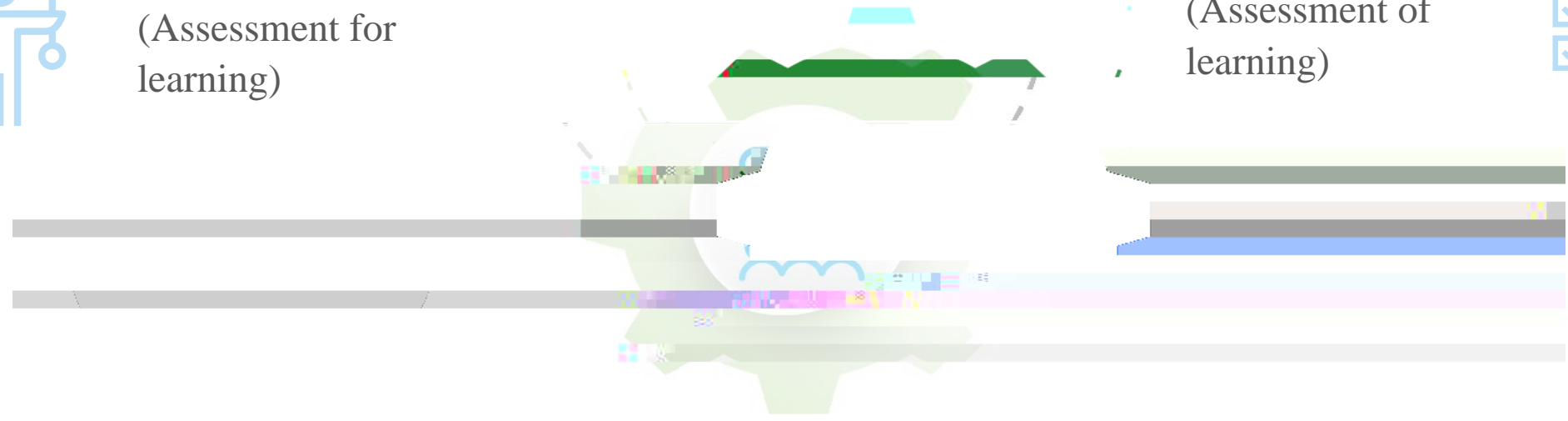
Exams

Summative Assessments
(At the end of the training)

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

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

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)

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

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?