Considerations for lecturers, if adapting, for an online assessment

Key Purpose

To provide assessment information that will help you make decisions about how to modify and or change your assessment, with a continued lock down.

1. You will need to decide if you will make a significant or minor change. The Approvals to change document and the Assessment in Lockdown document can help you to do this. Both these documents can be found on the Nest Covid page.
2. If you need to make a significant change you will need to complete the ARC form.

Supporting documents

- NZQA Online assessment- guidance for providers

Check

Before considerations to any changes or adaptions to move an assessment online, you need to check the following information

What	Where to find
Course descriptor for your course	\\uniad.unitec.ac.nz\staffshare\2. Academic Development\E-Academic Library\3.0 Programme Library (The link is not live but provides a pathway)
NZQA Assessment. nature of /type/method of assessment e.g., Exam, test, assignment, report, portfolio, practical, essay, posters, presentation, projects	On your course descriptor
The learning outcomes the assessment is assessing. Look for the content, context, and what students are being asked to do, that is the action verb. E.g., explain, describe, demonstrate, apply, analyse critically examine, evaluate, etc. Learning outcomes CANNOT be changed or altered	On your course descriptor
Programme document Look in the section on assessment to check The following list what has been approved.	\\uniad.unitec.ac.nz\staffshare\2. Academic Development\E-Academic Library\3.0 Programme Library (The link is not live but provides a pathway)
Regulatory body requirements if required	Each programme with a regulatory body, will have contact details

Student Centred

Student wellbeing Online assessments should	1. Include a contingency plan, shared with students, for connectivity issues (learner access may cause issues e.g., loss of internet) 2. Allow extra time e.g., add 10-15% to the time it would take in an on-campus setting 3. Where possible allow students the opportunity to "practice" in the new assessment conditions 4. Be timetabled to avoid clashes for students across the courses in the programme. 5. Embed An Academic Integrity Statement
Research and TKK analysis of the student course surveys show that students learn best with timely feedback that allows them to check their thinking and correct misconceptions, as well as understanding their grade results.	**Clear and Timely Communication** 1. Upload your weekly Online Learning Plan to Moodle . Announcement forums in Moodle 2. Clarity of assessment task requirements and expectations 3. Give timely feedback and grade results Rubrics or marking schedule
Student Support Learning advisors	See the range of opportunities for support that you can share with students. https://www.unitec.ac.nz/current-students/study-support/learning-advisors
Student Support Learner Outreach	If you are concerned about a student, contact your Academic Programme Manager (APM) to get the contact details for the Learner Outreach support person.

Assessment design and academic integrity

Good assessment design can support and enhance higher order thinking and application of knowledge in more authentic and real-world settings, as well as discouraging student recall, sharing and "googling" of answers. The following list provides some guidance on how assessment could be adapted.

Adapting assessments

Assessments can be adapted for the online assessment environment with the recommendations as outlined below:

At all times communicate clearly with students about

- Changes to assessment type or method and conditions
- Assessment dates and times

Existing assessment as outlined on the course descriptor	Suggested adaptions/changes	Considerations
Exam Time constrained unseen exams and invigilated	If it is **critical** that these are time-constrained and invigilated, defer to the end of semester if possible	Consider the proximity of the assessment to the learning programme. It may be necessary to provide preparation/catch up workshops

Exam That can be adapted to an online assessment. NB we cannot call them online exams **Permission required by ARC for changes to type of assessment** **Regulatory bodies** Consultation and agreement from regulatory bodies may be needed for any changes.	Dependent on the learning outcome action verb • Switch to Moodle Quiz • Replace with an online assignment that can be uploaded to Turnitin • Combination of Moodle quiz and short answers	See the Test in class section below for considerations for moodle quiz **Assignment** • Consider the action verb (i.e., explain, evaluate, analyse) from the course descriptor and select an appropriate way of assessing. • Consider problem solving, scenarios, case studies and students providing commentary on how and why they have come up with solutions • They could provide reasoning alongside creative in-depth solutions • This lessens the opportunity to "google" the answers • Upload through Turnitin • Consider the use of randomised calls for verbal clarification of answers if there are academic integrity concerns
Exams/Tests **Take home/open book**	Continue as normal	• As with normal take-away papers, because students have access to materials, the design of questions may need to be reframed to move away from recall-based tasks to questions that require students to demonstrate how they ***use*** information rather than reiterate what they have learned. It will be important, therefore, to provide guidance for students in the change in orientation of the task. It is also good practice to re-run any changes to question formats through the usual moderation processes.
Test in class May be time constrained and invigilated	A moodle quiz (this can include multi choice, short answers short paragraphs Instead of asking students to select the correct answer, have them explain why it is the best answer Moodle quiz is the best option as it is supported by Unitec and any issues can be investigated This resource from the University of Melbourne provides some useful ideas	• Consider students connectivity and or access to devices. • Consider the learning outcome from the courses descriptor and rely less on recall and where possible on application of knowledge • Length of quiz. Consider breaking a quiz into smaller quizzes to allow for connectivity challenges, breaks etc. • Include readings as part of quiz so questions are applied • Where tools like multi-choice are used, good practice would be to use a randomised question bank • Consider negotiating the best time to open the quiz to ensure fair access for students. • Ability to reset quiz attempt/re-enter quiz • Have a lecturer online for the first 15-20 for questions or issues

	for moving from closed to open book exams and tests.	• Where possible have had a Moodle quiz practice with students • Embed an academic integrity statement • Consider the use of randomised calls for verbal clarification of answers if there are academic integrity concerns **Do not** ask questions that can be googled **Do not** "invigilate" by requiring cameras on, in zoom
Tests with long paragraphs/essay	• Suggest online in open book conditions • Students complete offline in a Word format and upload to Turnitin	• Longer form essays and problems designed for an exam situation can be translated to a take-home, open-book, exam but may need to be modified to ensure that there is not one way of answering. • Consider problem solving questions using scenarios, case studies and students providing commentary on how and why they have come up with the solutions/approaches. • Students provide their thinking and reasoning alongside creative in-depth solutions as a way to mitigate against copying and sharing. • Turnitin should be a deterrent for sharing with other students
Presentations individual	**Online presentation** **Asynchronous** Students upload an annotated audio PPT or video presentation to Assessment Dropbox **Recording synchronously** in Zoom and teacher can mark as the students presents as well as having the recording. If there is a second teacher, they can moderate at the same time	• Narrated presentation in electronic form which can be lecturer marked • Power point is most familiar for students and offers slide by slide narration. • Provide students with a presentation time slot Does the mark schedule fit with an online environment? • Ensure that all students know that they have access to the software required for their assessments
Presentations group	• Present via zoom as a group, each individually one after the other Or • Individuals record themselves presenting their part	• Provide students opportunities to practice • Ensure that all students know that they have access to the software required for their assessments.
Portfolio Hard copy	Move to online e portfolio for example, in Moodle and MyPortfolio.	
Lab Work	• Replicate some aspects of lab work through	• Consider what the Learning Outcome asks the students to be able to do in a lab

	simulations in which students are presented with data sets and required to interpret them. • Simulations can also be used remotely so students can 'see' data produced elsewhere and be asked to comment/interpret. • Lab-work scenarios could be provided with a set of short answer questions about the quality of the process described.	• If students can be provided with *different* data sets for personal interpretation, this can mitigate the risk of 'over-sharing' or impersonation.
Practical May include • Performance-based assessments (e.g., fine arts, dance, lighting etc). • Physical artefact development (e.g., engineering, trades, architecture, fine arts etc). • Psychomotor skills (eg osteopathy, nursing, medical imaging, sport coaching/leading) • Interpersonal skills (e.g., Social Practice, ECE, sport coaching/ leadership, nursing, medical imaging, etc).	• Video-based uploads of tasks performed in home environment • Online simulation-based tasks (e.g., pre-existing computer-based sims). • Providing a portfolio rather than making a single piece of work in a scheduled time frame (e.g., a series of videos showing development of an artwork/artefact) • Critique and explanation of video practice • Real time observed practicals (very resource intensive). • Case studies with practical later in semester • Scenarios with practical later in semester/year • YouTube or video clips that show part of process and students	
Posters	Digital visual tools e.g., infographics, mind maps or other visuals which can be submitted	The student ability to use digital tools to develop a poster.
Clinical assessment and other tests requiring students to	• Digital portfolios containing, for example, videos of themselves performing a range of practical tasks.	• Regulatory bodies will need to be consulted If you defer consider

demonstrate a range of skills.	• Defer until students are able to engage in clinical settings	• The impact of students' course work in second semester • Student ability to work • Students who may have children if this goes into school holidays