

Teaching Remotely: Re-thinking your Assessment Strategy

Centre for Innovation and Excellence in Learning, Vancouver Island University

The following chart has been adapted from:

C Brown, S. & Sambell, K. (2020). Contingency planning: exploring rapid alternatives to face-to-face assessment. Microsoft Word Document, Staff and Educational Development Association, (SEDA), UK.

If you currently use....	You could instead consider using	To assure standards you might need to consider...
<p>Time-constrained unseen exams in invigilated exam rooms or in-class tests</p>	<p>“Take-away” exams, in which you set the questions or tasks virtually and ask the students to submit their responses electronically within a set period of time</p> <p>Remote proctoring often relies on students being able to use technology which can be problematic for home use, so is not a straightforward option.</p> <p>VIULearn can support the timed release of examination papers and corresponding submission</p>	<p>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 <i>use</i> 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.</p> <p>It is unlikely you will be able to put this in place for scalable numbers unless you already have systems in place, although various vendors are working hard to meet urgent demand.</p> <p>To deter cheating you could advise students that you will run ‘spot checks’ with a sample of</p>

	<p>facilities that can help support time-constrained exams. However, t's not a good idea for students to be submitting long-form (essay length) questions into a VIULearn quiz as if there is an internet interruption, their work would be lost.</p>	<p>the student population, where you will discuss their reasoning for the answers they've provided.</p>
<p>In-class presentations where students speak to an audience of their peers/others and are assessed not only on the content but also their presentation techniques.</p>	<p>Ask students (individually or in groups) to submit a narrated presentation in electronic form which can then be tutor-marked and peer-reviewed.</p> <p>PowerPoint is familiar to most students, and offers a slide-by-slide voice-narration recording facility</p> <p>Ask students to prepare a podcast on the topic to be submitted electronically.</p>	<p>You will need to take account of the fact that, given the recorded presentation format, students can have multiple opportunities to prepare the item they are submitting, rather than having to cope with the one-off nature of a live presentation.</p>
<p>Portfolio, logbook or assessment notebook</p>	<p>It is possible that the best solution here is to move hard-copy portfolios to e-portfolios, for example in VIULearn.</p>	<p>Where these have been partially completed already, assessors will have to use professional judgment to decide whether sufficient evidence of achievement has been achieved already by the time of university closure.</p> <p>For some students without ready internet access or lacking digital confidence the move to e-portfolios might be quite challenging, and they may need extra guidance. Taking photos of completed hard copy work and submitting those could be one alternative.</p>

Oral examination or oral assessment (e.g in language learning).	These could readily be undertaken by ZOOM	Students may need significant support in developing confidence to work virtually where they have no prior experience.
Assessed seminars, group discussions and other similar activities.	It is likely these could be held in an online platform already used within VIU such as ZOOM.	Staff as well as students may need be supported to learn how to use this approach if it isn't currently part of their normal learning experiences.
Lab work	<p>It may be possible to replicate some aspects of lab work through simulations in which students are presented with data sets and required to interpret them. Often this means focusing on <i>interpretation</i> of data rather than working in the lab to achieve the results personally</p> <p>Simulations can also be used remotely so students can 'see' data produced elsewhere and be asked to comment/interpret.</p>	If students can be provided with <i>different</i> data sets for personal interpretation, this can mitigate the risk of 'over-sharing' or personation.
Posters	You can potentially use a digital infographic, mind map or other visuals which can be submitted via email or uploaded to VIULearn for example, or posted in shared spaces, particularly if peer review is required.	To confirm authenticity of the submitter, you may wish to supplement this with a short online oral.
Clinical Examinations and other test requiring students to demonstrate a range of skills.	It may be possible for students to submit digital portfolios containing, for example, videos of themselves performing a range of practical tasks.	This may be problematic in professional disciplines where the achievement of specific capabilities is required at 100%
Peer assessments and support.	Peers can email each other drafts for comments or use a	

	virtual spaces such as discussion forums in VIULearn, collaborative documents and/or ZOOM.	
Theatre, dance and other performances	Individuals and groups can be asked to work off-site to prepare and submit videos of their work, alongside reflective commentaries/accounts	Group performances may well be complex to organise off-site Videos cannot replicate the authentic live performance element but may suffice in crisis times
Face-to-face feedback	Individual and generic group feedback can be delivered by tutors via audio or online means.	

Resources

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