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Research and evaluation
An investigation into online exams @Sydney

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Abstract
Higher education is increasingly moving online in the form of blended and fully online courses. Most higher education students undertake their studies using one or more electronic devices and can expect technology to be integral in their future workplaces. Given this context, the traditional pen and paper examination is fast becoming archaic (Mogey and Fluck, 2014). In contrast, e-assessment has become a more authentic assessment medium, relevant to students’ current studies and future lives, both professional and in the broader community context.

E-Assessment offers many other potential advantages, including improved accessibility, streamlined administration and automatic marking of some question types, enabling timelier feedback to students on exam performance. Feedback on exams constructed using meta-tags for individual questions can show students their areas of strengths and weaknesses, facilitating future learning. As part of the remit of the SEG Education Committee’s Educational Technology Working Group, we have been coordinating a project group with representation from faculties to explore the feasibility and potential of online exams at the University. The project group has been investigating exams that currently exist at the University, the examination requirements of different disciplines and ways in which online exams are being implemented at this and other institutions. We have identified four possible e-exam scenarios for the University. For each, we have examined the requirements at every stage of the assessment lifecycle, including content, technology, administration, personnel and security. We will present each of the e-exam scenarios and associated requirements. We will ask participants, working in groups, to comment on the appropriateness for their context and suggest modifications. Feedback from the groups will inform revisions of the project group’s final report, due in November.

References

Theme
Assessment that engages students in learning that is relevant to the disciplinary, professional and community contexts (theme 1)