ASSESSMENT IN ODL:
Facilitator Resources

This information is being provided to support facilitation of Assessment in Open and Online Learning (ODL).
There is one **Power Point Presentation** which covers each sub-topic.

The relevant slides will be indicated. Handouts have also been provided for students.

In addition there are links which can be useful to participants with Internet availability.

Introduction :
This introduces the assessment module; showing objectives and main topics
Slides 1 – 4.

Topic 1. Principles of Assessment.
 This unit highlights the **role** of assessment, the importance of using varied **modes** of assessment and ensuring a high degree of **reliability** and **validity** results in open and on-line learning.
(Slides 4 - 14)

Objectives

In this unit we will:

- Define the term 'assessment'; 'e-assessment'
- Explain the role of assessment
- Describe the main modes of assessment
- Outline procedures to ensure high degree of validity and reliability of assessment results

The suggested **activities** will enable the participants to discuss, reflect and be actively involved in demonstrating their knowledge and skills related to the above objectives.

Activities and Reflection:

1. Brainstorming Exercise

In groups, discuss the role of assessment in general. Apply this to ODL situation. Report to plenary.

2. *Matching Exercise in student handout.*

3. *Opportunity is provided for the participants to practice writing assessment and to reflect on the task in their journal. It is suggested that this be done as a follow up for the topic activities. The assessment will be referred to in the next topic*

1. Explore the merits of ipsative assessment.
2. Apart from the four modes of assessment dealt with in Activity 1, Diagnostic Assessment is important:
3. Describe Diagnostic Assessment
4. Explain why Diagnostic Assessment would be useful to you as a facilitator / tutor
5. Utilize the factors outlined by Gronlund, 1998, 17 -27; Chapter 11:

- Outline procedures you can follow to enhance the validity and reliability of recent assessment results. 2. Find ONE other reference related to the topic and discuss the main ideas with a colleague.

Topic 2. Planning and Writing Assessment

This unit covers two areas:
- Self – assessment
- Tutor-marked assessment

In this Unit, you can provide the learner with resources to enable the **planning and writing** of assessment materials – for the learners as well as facilitators/tutors- as they reflect on the **content** and **form**. Active involvement, individually or in groups, in planning and writing, will provide useful practice in reflecting on and demonstrating their knowledge and skills.   (Slides 15 -25)

OBJECTIVES

> **In this unit participants will:**
>
> - **Discuss issues relating to planning and writing assessments**
> - **Identify self assessment tests techniques**
> - **Design diagnostic type self assessment questions**
> - **Give examples of what to test in self assessment formats**
> - **Explain the purposes of tutor-marked assignments**
> - **Select and write appropriate tasks for preparing tutor-marked assignments**
> - **Identify criteria for preparing a marking guides/schemes**
> - **Develop models for given tutor-marked assignments**

Introduction

Assessment of student learning outcomes is primarily a programme level responsibility. This is frequently embodied in observation, measurement and analysis of student achievement of demonstrable learning outcomes as stated in intended course goals, objectives, or competencies.

An assessment plan must adapted or developed in order to achieve effectiveness, continuity and sustainability of the assessment process. Course outcome assessment activities need to integrated components of any assessment plan.

It is worth noting that assessment in ODL adheres to the same guiding principles as face to face assessment. Therefore the following should be considered in planning and writing assessment for ODL.

- Is there a commonly accepted policy on the method of ODL course assessment?
- Is there a commonly accepted marking scheme?
- What are the individual parts of assessment in each course?
- What is the process of selecting the appropriate assessment?
- Does assessment contribute to the fulfillment of learning objectives?
- Does assessment correspond to workload (credits)?
- Are there specific marking criteria for each individual piece of assessment?
- Is the student informed about the assessment criteria and marking scheme?
- Is there provision for timely feedback? What is the form of feedback?
- Are there clear examination procedures?
- Are there effective ways in place to identify impersonation and plagiarism?

Here are a few activities:

Group Activity

Participants in groups discuss the following:

1. What methods can be used to build self assessment into ODL learning material?
2. What should the self assessment test?
3. How much self-assessment should be built into ODL courses?
4. What type of questions make good self-assessment?
5. How to give feedback from result of the self assessment tests?

Guide participants through the following task:

Individual Activity

1. Start by writing an idea for a question.
2. Write the answer that you expect.
3. Use answer to write a question that requires the answer.
4. Write down common errors that students may make.
5. Write the feedback to these common errors.

Participants can use the following **Example** of a set of typical test questions

Group Activity

- Design an assessment, taking care to indicate the following:
  - Purpose
  - Type:
  - Subject Area:
  - Topic (s):
  - Objectives: (Please indicate the levels/Bloom's Taxonomy)
  - Items: (Ensure each item is matched with one of your stated objective; try to include at least three types forms)
- Provide criteria for marking
- Provide a model answer.

See **Model answers** for samples.

Marking Guides

You will find that marking guides may vary depending on the facilitator. However, two concepts are of primary importance - *CONTENT* and *FORM*

You may search the following page for information related to

marking guides

marking assignments electronically

Feedback on Assessments

Students should be able to assess the adequacy of their responses to assessment exercises. Students need:

- to know how the right answer was reached
- information on their own performance, particularly where they may have gone wrong
- a clear picture of what they should do next; in what order
- confidence in assessing their own performance and thus becoming more self-directed in their learning

The following web resources can be useful:

http://en.wikipedia.org/wiki/Assessment

http://www.mcli.dist.maricopa.edu/ae0/al_what.html

http://en.wikipedia.org/wiki/E-a

http://apu.gcal.ac.uk/ciced/Ch21.html

http://www.collegeboard.com/student/testing/ap/biology/samp.html?biology

http://www.sddu.leeds.ac.uk/online_resources/assessment/administration/marking.htm

http://owll.massey.ac.nz/aw_assessment_1.htm

http://www.gcsesciencepastpapers.com/sci-examples.htm

http://wikieducator.org/images/1/1f/Freeman_Example_75.pdf