

Assessment methods for distance learners

Evidence-gathering techniques	Issues to consider for distance learners
Observation	<ul style="list-style-type: none"> •• Involve third party in undertaking observation using observation tool. •• Supplement with oral questioning (by phone) or other forms of evidence. •• Assessor can travel to learner for observation/verification and feedback on a range of evidence collection. •• Use information and communications technology, for example, webcam, blogs.
Simulation	<ul style="list-style-type: none"> •• Provide written case study for short-answer responses and oral questioning. •• Use video camera or video internet technology (if available) for role-plays or simulations.
Questioning	<ul style="list-style-type: none"> •• Use computer technology, written answers or phone. •• Authenticate written answers through use of third-party and/or phone discussions.
Review of products	<ul style="list-style-type: none"> •• Work samples or products can be posted to assessor. •• Draft versions can be sent in advance to help with authentication.
Portfolio	<ul style="list-style-type: none"> •• Portfolio evidence can be posted or emailed to the assessor. •• Proposed content and layout can be sent in advance to assist with authentication.
Third-party feedback	<ul style="list-style-type: none"> •• Can be obtained through phone, post or email with third-party.
Structured activities	<ul style="list-style-type: none"> •• Presentations can be made to workplace or community and then video sent to assessor. •• Learners can negotiate with workplace supervisor to undertake specified project team activities.
Knowledge-based tests	<ul style="list-style-type: none"> •• These can be undertaken online with additional evidence collected to establish authenticity. •• Third party can be involved to establish authenticity and ensure that learner completes test in appropriate time and environment. •• Short-answer 'open book' tests can be undertaken and supplemented by other forms of evidence to show consistency of competence over time.
Self-evaluation	<ul style="list-style-type: none"> •• Increased use of formative assessments, such as online self-evaluations can be used to better establish the learner's readiness for assessment and to enhance the assessor's ability to establish authenticity of evidence collected for the assessments.