

Best practices for Assessment: Online/ Offline Tools & Techniques

A Panoramic review of Assessment tools

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Abstract

Assessment is resource vicious and needs careful evaluation and response to a learner's objects and details of how the target was achieved. Although in educational training, assessment is largely conducted in offline mode, except for some computer-based constructive assessment in certain specific areas current COVID-19 extremity has opened the doors for introducing online inventions for assessment of scholars. The online assessment provides computer-rich, comprehensive, constructive feedback that can alter the literacy process and help the learner to tone- estimate and enhance their literacy outgrowth while preparing for summative assessment. It also eliminates the vexation due to rudimentary, traditional clinical assessments, for illustration, the need for examination halls, published paper, and accommodation, trip, and subsistence for both invigilator and examinee. The nethermost line of using-assessment tools in the field of education is that it offers substantial implicit benefits but needs to be precisely managed to minimize implicit pitfalls. This composition seeks to readdress introductory generalities of assessments and the ways in which it can support learners to develop sphere knowledge and professional chops with the stopgap of encouraging study and reflection among educational preceptors. In contemporary knowledge- excruciating, progressive education script, individual and societal development is largely steered by technological advances with prospects for enhanced access, freedom and involvement in the co construction of literacy, including assessment styles and protocols. Recent decades have witnessed a surge of technological advances, including technology-supported. Internet- advanced students – faculty relations and pupil-to- pupil networking have gained instigations the new norm in multifold advanced education programmes including education.

Keywords: Online assessment, Formative assessment, e-learning, COVID-19

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INTRODUCTION

Assessment is widely renowned as one of the most important and significant rudiments of an educational experience, as it provides observable substantiation of literacy, determines pupil's progress and demonstrates understanding of the class. Assessment also forms the base for pupil independence and aids in expansion of the necessary chops for independent and tone- directed (also lifelong) literacy. In contemporary knowledge vicious, advanced education learning; individual and societal development is largely steered by technological advances with prospects for enhanced access, freedom and involvement in the construction of literacy, including assessment styles and protocols. In one form or another assessment has existed around for added than two decades. Historically assessment has subsisted similar with the evolution of e-learning. The foremost forms of computer- assisted learning (CAL) substantially made use of multiple- choice questions (MCQ), with feedback or branching algorithms in reply to respective choices. Although e-assessments are unfolded from prevailing forms of assessment by proselyting paper- predicated interpretations of multiple choices, true false, multiple response and extended matching questions. Into e-formats, it has now been realized that it offers an opus of openings and advantages to metamorphose and complement conventional assessment making it more applicable, valid, and engaging as well as a meaningful process. E-assessment has served as an implicit catalyst to restate conventional assessment practices in response to arising assessment challenges similar as distance literacy, high pupil – faculty rate, ideal and high quality feedback.

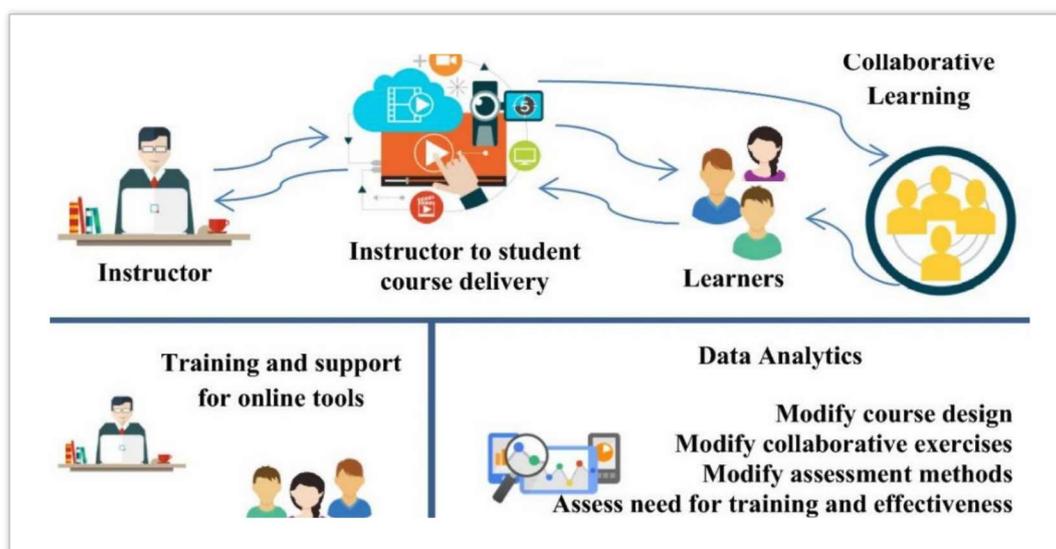
SPROUTING CHALLENGE

E-assessment has largely been used for constructive purposes. Entrance examinations to colorful courses in India are always conducted through online mode. The use of e-assessment for summative purposes is confined to 'digital portfolios'. But the current natural disaster of COVID-19 is challenging the use of technology for assessment. Lately, University Grants

Commission (UGC) in its revised guidelines has asked all universities in India to complete terminal semester/ final time examinations in offline, online or amalgamated mode by the end of September 2020. Next biggest chain is conduct of final examinations of undergraduate scholars. Teacher training being largely skill training necessitates face-to-face and existential literacy, as well as assessment using direct compliances. Although these can't be tested entirely by online assessments, vittles can still be made to conduct a large part through online mode, particularly during this extremity period. One should always contemplate that assessment is always related and aligned to literacy. If we're not suitable to educate due to COVID-19 then online assessment loses its meaning. So, we must use discretion and decide what needs to be assessed on precedence and what can be staggered for latterly occasions. One should not use online assessment blindly following the crusade. Although online assessment has enormous implicit, it shouldn't meet the same fate as other measures during nimbus extremity, like-people just put. Commodity on the face without bothering if it's the right material, covering the right area of the face or if it is guarding them at all. Online assessments should not be indulged in, simply because 'they are being done'; rather, a careful study must go in regarding their purpose and mileage.

RATIONALE AND MERITS

Procedure of online assessment within the academic environment shouldn't be considered as a very incremental exertion; its use should be predicated on an academic explanation and demonstrate how it supports and is supported by the class, departmental and institutional-learning strategies so as to enrich the scholars learning experience. The primary purpose of e-assessments is no different from conventional assessments; for students it can be attainment of the learning issues, entering constructive feedback, a grade or for instrument. E-assessment in medical education offers numerous advantages over conventional forms of assessment; for the scholars, preceptors, institutions and the broader educational pretensions.



(Source: <https://link.springer.com/article/10.1007/s40031-021-00581-x>)

CRITERION PRACTICES IN E-ASSESSMENT

Assessment, being a core element of teaching-learning process is at the heart of teacher-training courses. As of date, there are varied forms of e-assessment strategies that can be used; still, they should be pedagogically applicable' inferring that e-assessment needs to be so designed that the literacy issues are considered as the driving force to decide the ways in which the available technology can be brought to use while being completely apprehensive of what's practical and/ or doable in the scholars' individual literacy surroundings. Assessment of pupil literacy in an online setup can not be simply transferred from a conventional face-to-face classroom but needs redefining to weigh its benefits and downsides as a medium of communication. The e-assessment guidelines developed by the Canadian Association for Community Education can be applied to develop pedagogically applicable marks for benchmarking practices for e-assessment.

(Figure -1).

A broader view to the same guidelines combining the quantitative and qualitative assessment approaches has been suggested by Kendle and Northcote, (10) that concentrate on underpinning principles of variety, authenticity, collaboration, feedback, online references and pupil's responsibility.

Assortment

Both quantitative as well as qualitative styles of assessment should be included in order to feed to the different literacy styles. Encourage use of styles that ensures collaboration, feedback styles, problem- grounded.

Accuracy

Design and develop well-defined, assessments that pretend the real- time situations/ tasks scholars will come across after scale.

Association

Allow and encourage commerce between scholars, faculty, members of the global community and experts from other institutes. Dispatches technology existent within the online terrain should be made use of.

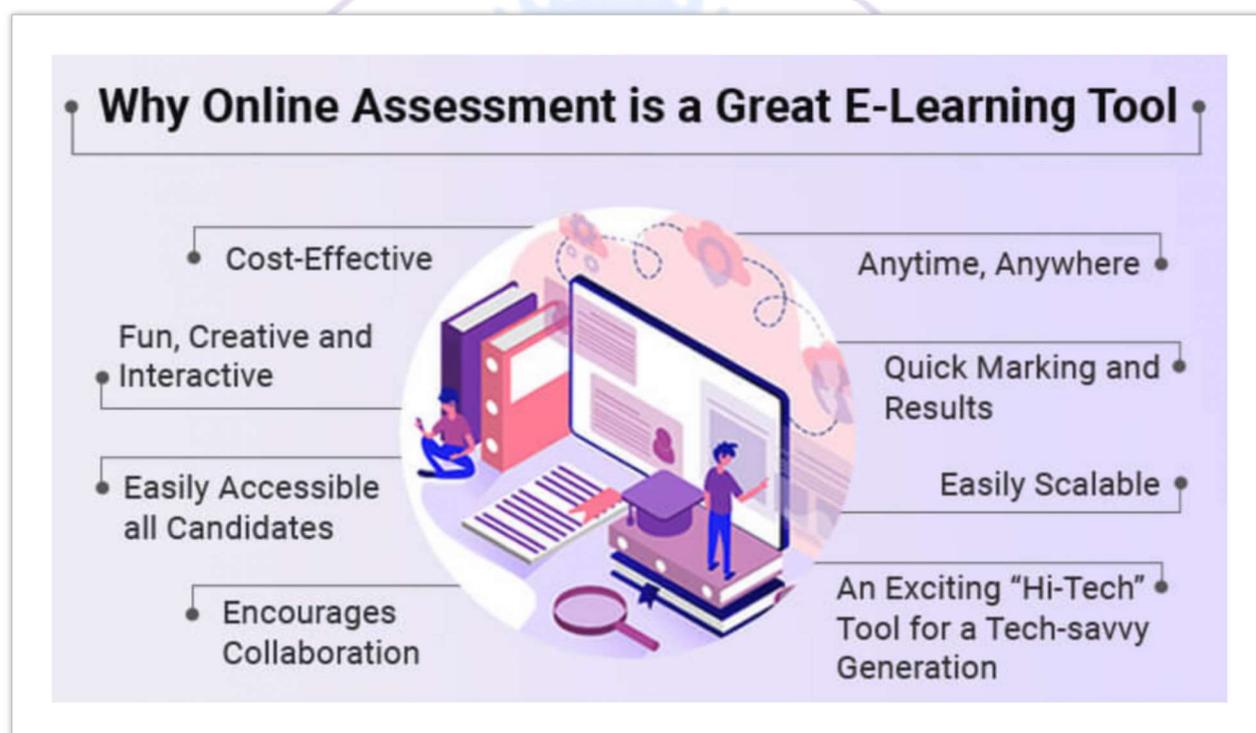


Figure-1 (Source: <https://www.iitms.co.in/blog/why-online-assessment-is-a-great-e-learning-tool.html>)

Feedback

Mechanisms for applicable, nonstop and timely feedback should be included throughout the online assessment process.

Online references

Students make full and applicable use of the multitude of references the web offers.

Pupil Responsibility

Give scholars with openings that encourage responsibility in course and assessment tasks. Similar responsibility of the literacy process takes care of individual pupil interests, therefore impacting motivational issues.

TYPES AND TOOLS OF E-ASSESSMENT

Considering the pivotal part online assessment plays in current epidemic and else, the following section outlines the colorful tools which can be efficiently utilized for assessment.

Computer-aided (or computer-assisted) assessment includes all forms of assessments students' progress, whether summative (i.e. tests that will contribute to formal qualifications) or formative (i.e. tests that promote learning but are not part of a course's marking), delivered with the help of computers. (https://en.wikipedia.org/wiki/Computer-aided_assessment)

Hot Spot questions, students are presented with an image and select a particular area as the answer. Examples of Hot Spot questions include these: **Anatomy: Locate parts of the body.**

Geography: Locate areas on a map.



(Source:<https://community.articulate.com/articles/why-hotspot-questions-are-hot-and-10-examples-of-ways-to-use-them>)

Moodle: is a free and open-source learning management system written in PHP and distributed under the GNU General Public License. Moodle LMS, the open source learning management system used by hundreds of millions of learners worldwide, is the heart of the world's most customizable and trusted online learning solution.

Clickers: Clickers are an interactive technology that enables instructors to pose questions to students and immediately collect and view the responses of the entire class. Clickers are an interactive technology that enables instructors to pose questions to students and immediately collect and view the responses of the entire class. This is how clickers work: Instructors present multiple-choice questions (verbally or with presentation software or with the i>clicker software).



(Source: <https://www.edutopia.org/article/using-clickers-note-caution-youki-terada>)

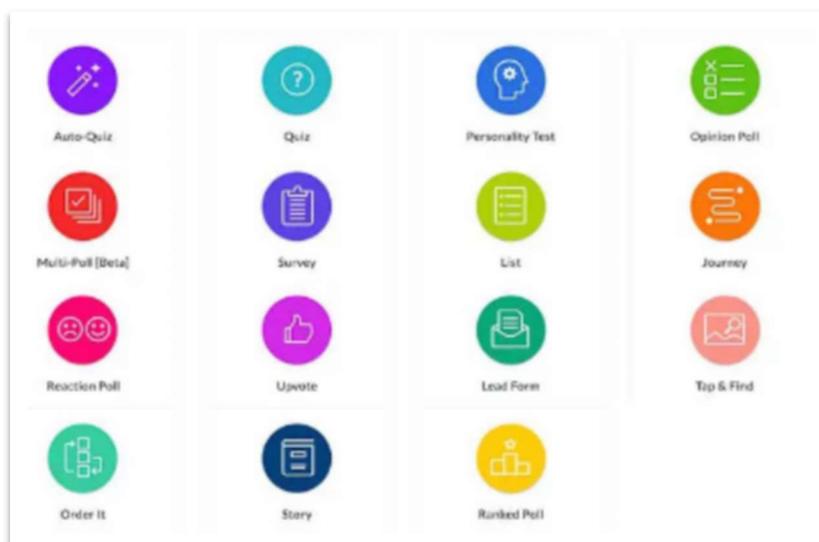
E-portfolio assessment: There are varied means to assess and record a person's acquired learning, e.g., test results and report cards in academy, performance appraisals at work, particular journals. The e-portfolio may be newest form of recording learning, but portfolio assessment has been used for a veritably long time. Hence, the electronic portfolio can make portfolio assessment more effective and effective.

Electronic logbook: An electronic logbook is a computer-based software program for recording (logging) states, events (teaching-learning process) or simply conditions used for complex machines like aircraft, nuclear plants, particle accelerators, various areas on board ships replacing paper-based logbooks, etc.

Simulation: A simulation is the imitation of the operation of a real-world process or system over time. Simulation is used in many contexts, such as simulation of technology for performance tuning or optimizing, safety engineering, testing, training, education, and video games.

(<https://en.wikipedia.org/wiki/Simulation#:~:text=A%20simulation%20is%20the%20imitation,process%20or%20system%20over%20time.&text=Simulation%20is%20used%20in%20many,%2C%20education%2C%20and%20video%20games.>)

Online quizzes: Online Quiz System (OQS) is a web-based examination system where quiz is taken online i.e. through the internet or intranet using computer system. The main objective of OQS is to efficiently evaluate the candidate through a fully automated system that not only saves lot of time but also gives fast results.



MAJOR PITFALLS IN ONLINE ASSESSMENT

Challenges in Technology Adoption

Implementing a new system may create a minor disruption and require a period of familiarization by the users. Any transition from traditional methodology to the online mode will require some investment from educational institutions to upgrade the systems. However, familiarizing both students and teachers with the transition is the ideal way forward. Such training would educate students and teachers about the new features and benefits of an online examination system.

Infrastructural Barriers

One of the major disadvantages of an online examination system surfaces in remote locations where access to electricity, stable internet connection and other basic system requirements are difficult to meet. Such barriers impede online exams. Therefore, while shifting to the online mode, institutions must consider whether all students can appear for the test and what arrangements can be made to ensure the same.

Difficulty in Grading Long Answer-type

Even though online examinations have eased the invigilators' job, the problem arises mostly with long answer-type questions. Subjective answers require manual grading, for which examiners need to invest additional time. This is where the modern system overlaps with the traditional one. As technology in the education sector continues to evolve, the grading of subjective answers would become easier.

Susceptible to Cheating

One of the major disadvantages of an online examination system is cheating. Especially in high-stakes exams, students often resort to impersonation, making universities suspect test-

takers' identity. Students may also get external help via smart phones or smart watches. The systems used by candidates also offer multiple cheating opportunities, such as connecting external storage devices, screen sharing, etc.

Transitioning to Open-Book Exams

Usually, the format of online exams is perceived as akin to open-book exams. Unlike a traditional exam setting where external materials are not permitted inside the exam hall, there is no such provision in the digital format. In fact, it is difficult to stop students from referring to their study materials during an online assessment. Moreover, there is a lack of supervision during the exam session, which jeopardizes the credibility of these tests.

However, an advanced online platform such as Mercer | Mettl or Eklavya offers several benefits of an online examination system to address the challenge in online remote proctoring. This unique service curbs cheating by providing online proctoring services to keep candidates from indulging in untoward activities. Using this service, teachers can safeguard examination integrity. If a candidate deviates from their computer screen to use reference material or seeks support from another person or attempts to open multiple tabs on the browser, proctors will flag such a suspicious behavior and take appropriate action.

(<https://blog.mettl.com/advantages-disadvantages-online-examination/>)

CONCLUSION

Although administration of assessment is lower time consuming, preparation time is more. Also, online assessment is completely technology grounded, therefore, incurring huge expenses, which isn't always doable for all institutes also, it's veritably delicate to assess and affective sphere from online assessments. Hence, we can take recreate corridors of online assessment and using online assessment for nonstop assessment, feedback and learning.

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