7 July 2021: 07:00AM UTC

e-Assessment Awards: Selected finalists showcase

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International Skills Development Corporation
UK/India

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We are sponsored by: CAULLT Council of Australasian University Leaders in Learning and Teaching
Session chair
Teresa Jacobs
Executive Director of Learning,
International Skills Development Corporation,
UK/India

for
eAVA
the e-Assessment
Association
The eAA is a not-for-profit membership body with three major goals:

1. To provide professional support and facilitate debate / discussion for everyone involved in this field of expertise.
2. To create and communicate the positive contributions that technology makes to all forms of assessment.
3. To develop statements of good practice for suppliers and consumers of e-Assessment technologies.

^42% increase in 2020
2,630 followers
276,000 impressions
543 tweets
520 company page followers
788 discussion group members
8 podcasts featuring
21 assessment experts
26 blogs published
14 case studies
40 news stories

June ‘20 - May ’21
The eAA is grateful for the continued support of all our sponsors:
Celebrating the diverse and innovative field of e-Assessment and the impact that it has across the globe. Sharing best practice from today’s diverse workplace, from Higher Education, vocational training, schools and colleges worldwide.

With thanks to the Awards headline sponsor:
Our 2021 Winners

**Lifetime Contribution**
Professor Geoff Masters AO

**Best Formative Assessment Project**
Prodigy Learning

**Best Summative Assessment Project**
Monash University

**Best Workplace or Talent Assessment Project**
Tata Consultancy Services

**Most Innovative Use of Technology in Assessment**
Bolton College

**Best Transformational Project**
Cirrus Assessment and Chartered Accountants Ireland

**Best Research**
Purdue University and RM

**Best International Implementation**
Excelsoft Technologies
Presenters for today

Best Summative Assessment Project
Monash University

Most Innovative Use of Technology in Assessment
Bolton College

Best Research
Purdue University and RM

Panel Q&A at the end of the session
Please use text chat for comments and questions.
Best Summative Assessment Project

Monash University

Panel Q&A at the end of the session

Please use text chat for comments and questions.
Transforming Assessment at Scale

eAssessment at Monash University

Kris Ryan
Pro Vice-Chancellor (Academic)
MONASH IS A GLOBAL UNIVERSITY WITH A PRESENCE ON FOUR CONTINENTS AND AMBITIOUS PLANS FOR THE FUTURE

As a young university, our outlook is progressive and optimistic.

We are focused on empowering our people to make positive and lasting impact.

- Established 1958
- 347 students commenced in 1961
- Now Australia’s largest university
OUR PEOPLE

77,000+ students from more than 170 countries

16,000+ staff

22:1 student to academic staff ratio

350,000+ alumni network across the world

MONASH University
Developing Authentic Assessment...

e-Assessment at Monash

Enabling authentic assessment
- Novel question types,
- Discipline specific, specialist software environments,
- Handwriting enabled,
- Audio and Video

Improved student experience
- Editing, formatting and question review capabilities

Improved assessment effectiveness,
- Reducing administration time,
- Simultaneous marking by multiple assessors, and
- Immediate mark entry to university systems

Co-developed with 600+ students and 100+ academic staff
Inbuilt eVigilation environment
Integrated support (network monitoring, invigilation support, technology support, health support)
Learning Analytics
The eExam Environment

GENERAL KNOWLEDGE PRACTICE EXAM

Rules
During an exam, you must not have in your possession any item/material that has not been authorised for your exam. This includes books, notes, paper, electronic devices, mobile phone, smart watch/device, calculator, pencil case, or writing on any part of your body. Any authorised items are listed below. Items/materials on your desk, chair, in your clothing or otherwise on your person will be deemed to be in your possession.

You must not retain, copy, memorise or note down any exam content for personal use or to share with any other person by any means following your exam.

You must comply with any instructions given to you by an exam supervisor.

As a student, and under Monash University's Student Academic Integrity procedure, you must undertake your in-semester tasks, and end-of-semester tasks, including exams, with honesty and integrity. In exams, you must not allow anyone else to do work for you and you must not do any work for others. You must not contact, or attempt to contact, another person in an attempt to gain unfair advantage during your exam session. Assessors may take reasonable steps to check that your work displays the expected standards of academic integrity.

Failure to comply with the above instructions, or attempting to cheat or cheating in an exam may constitute a breach of instructions under regulation 23 of the Monash University (Academic Board) Regulations or may constitute an act of academic misconduct under Part 7 of the Monash University (Council) Regulations.

Authorised Materials

Closed Book

Instructions
Once your exam finishes, you will be given time to scan a QR code and upload your answers using your mobile device and laptop.

Here’s how to do it.

Please note that this is a sample exam only and you do not have to enter correct answers - you can just enter whatever you like! Your answers will not be viewed. Can we please just request that you submit the exam at the end (no matter how incomplete it is) for statistical purposes only.

Note that normally in this section you would see specific exam instructions relating to the exam you are about to sit.
The eExam Environment
Hybrid Question Type
Recent Developments

Embedded Applications

Download/Upload

Flagging/Broadcast
Recent Developments

Download/Upload

Flagging/Broadcast
Recent Developments

Flagging/Broadcast
Academic integrity:
New capabilities in eVigilation
OUR APPROACH TO ONLINE INVIGILATION IS EVOLVING

2020 - Summer
External vendor did not meet expectations

2020 Semester 1
Launched Monash eVigilation
• Fully remote students, BYOD
• 1:4 supervision ratio
• Room scanning app ensures privacy & security
• Live supervision with manual flagging + recording (student & screen)

2020 Semester 2
Expanded Monash eVigilation
• Chat function

Semester 1 2021
Refining Monash eVigilation:
• Live supervision supported by Artificial Intelligence tools
• Stable and capable workforce
ONLINE INVIGILATION for 2021

- Standard supervision ratio 1:30.
- Artificial Intelligence supports invigilation.
- Improved student experience:
  - Scheduled on-boarding
  - Round-robin invigilators.
- Supports on-campus and remote locations (students and/or invigilators).
- Stable and capable invigilator workforce
Next Steps…
Pedagogic Transformation
Reimagining the capability of eAssessment at Monash
The Assessment Paradigm

How does assessment evolve to suit our growing needs?
The Assessment Paradigm

- Video
- Specialist software
- Data Manipulation

Assessment Environment

- Peer Assessment
- Teamwork
- Multi-stage case studies
- Links to portfolio

Question Type

- MCQs
- Fill in the blank
- Diagrammatic
- Numerical
- Essay Based

Assessment Mode

Monash University
Assessment Transformation

What if assessment could do this?

Five additional features
- Expert feedback (with side-by-side view)
- Peer Assessment
- Group Connect
- Cohort compare
- Student create

Non Negotiables
- Scalable
- Interdisciplinary applications
- Focus on student outcomes
- Focus on academic integrity

Expert Feedback, combined with clear rubrics enables quality peer assessment. Peer assessment forms part of KSA demonstration.
THANK YOU

FIND OUT MORE AT MONASH.EDU
Most Innovative Use of Technology in Assessment

Bolton College

Panel Q&A at the end of the session

Please use text chat for comments and questions.
FirstPass
Discover more with open-ended questions
What is FirstPass?

FirstPass supports teachers to present open-ended formative assessment questions to their students through a digital medium.

FirstPass is designed to offer students real-time feedback as they compose and refine their free form text answers before returning them back to the teacher.

Teachers offer final review and commentary.
Why Formative Assessment?

**Teachers**: Natural language classification services are well positioned to support teachers with the analysis of free form text answers from students.

FirstPass works on the behalf of the teacher to provide initial feedback to the student. Teachers can use FirstPass to provide additional commentary, advice and guidance that is tailored to each of their students.
Why Formative Assessment?

**Learners:** FirstPass supports students with real-time feedback as they compose free form text answers to open-ended questions. It supports students to become more confident and independent with their writing.

Important for students who may ask:

- Am I on the right track?
- I am not sure if this is right?
- I have no idea what my teacher is after?
The Value of Feedback

Real-time feedback enables students to act with a greater degree of autonomy. For instance we want to encourage students to ask the following questions as they use FirstPass:

• what have I missed?
• what do I need to write more about?
• have I answered the question?
• how can I improve my answer?
Discover more with open-ended questions

The use of open-ended questions enables students to demonstrate their knowledge and understanding of subject topics.

The versatility of the FirstPass platform will also support students to develop their writing skills as they analyse, appraise or critique many of the key themes or topics that are encountered during their studies.
Roadmap

• Refine textual and graphical feedback dashboard to students.
• Annotated and summative textual feedback from the teacher.
• Audio feedback from the teacher.
• Use natural language generation to support the delivery of automated textual feedback to students.
• Incorporate the use of a spelling, punctuation and grammar checker.
• Develop and refine theme extraction and context analysis.
Roadmap

- Develop a means to train classifiers by scraping data from documents and websites.
- Plagiarism checker.
- Computer mediated comparative judgement.
- LMS and online tutorial integration.
- Assessing verbal answers or student presentations.
Scaling Up

Goes live at Bolton College (Sept 2021)

We would welcome the opportunity to work with other educational institutions and organisations who wish to pilot and research the use of FirstPass during the 2021-22 academic year.

Please email aftab.hussain@boltoncc.ac.uk for further information.
Best Research

Purdue University and RM

Panel Q&A at the end of the session

Please use text chat for comments and questions.
Learning by Evaluating with RM Compare

Pete Collison
Head of Formative Assessment, RM

7th July 2021
Agenda.

- The Challenge & Hypothesis
- The Approach
- The Outcome
- Next Steps
The Challenge & Hypothesis
How to facilitate impactful formative assessment experiences…

…that are scalable across class cohorts, nationally and internationally…

…and which don’t add to the teacher's workload!
Empowering students to learn independently…

…and understand what good quality work looks like…

…so they can improve their own learning outcomes.
The Approach
The ambition of the challenge required a partnership approach.
The Methodology.

~ 550 Engineering Undergraduates

Cohort split into two equal groups

Control group taught as normal

RM Compare group exposed to a single, 20-minute intervention, at the start of a new module

Intervention showed the RM Compare group work from a previous year cohort

Intervention was student led with minimal instruction or support from teaching staff
The Law of Comparative Judgement.

- Leverages our natural ability to make accurate comparisons
- Is the underlying principle behind RM Compare
- Students to make simple, holistic assessments, on work and develop “a nose” for what good looks like
- Provides a rich source of qualitative insight and ideation for new learning topics
The Student Experience.

Your task is to write a report about the coat for the designer.

This coat was very comfortable. Whenever there was cold weather, I just hit the "heat me up" button, and I was warm again! It's a great design. On the little white space, I drew a little brown pony for my logo. I think it's a very good idea, as well as the digital display for time and news updates. It is very useful because if you don't have a watch, and you don't know what the time is, you could check on the sleeve of your coat! The pocket for the MP3 player is great! I loved playing music in it while coming home from school. The "heat me up" button is letting you drink a little, though. To keep the heat in the coat, sort of tightens around my waist, and the coat squeezes me a bit too tight. This makes me feel hot, and I always end up in a hurry to get the coat off! The color is great, too, and the price is good.

I think the "heat me up" button can be really useful, especially in winter. I'm not so sure about in the summer though; it might be extremely warm and not already making the button more or less useless. Since we're in England, I think it would be a real improvement if it was water proof (it rains so much in London).

The colours of the coat is a bit dark, if it was sunnier. The black would consume all the heat, making you hotting (no use in "heat me up" button anymore). If the colours were lighter, it would look more fashionable.
The Student Experience.

Your task is to write a report about the coat for the designer.

This coat was very comfortable. Whenever I just hit the “heat me up” button, and it’s a great design. On the little brown pony for my logo, I think as well as the digital display for the temperature. It’s very useful because if you don’t know what the time is, you can look on the sleeve of your coat! The pockets for the hips are great—I loved playing music in it while coming home from school. The “heat me up” button is letting you down a little, though. To keep the heat in the coat sort of tighter around my waist, and the coat squeezes me a bit too tight. This makes me feel too hot, and I always end up in a hurry to get the coat off!

The colours of the coat is a bit dark, if it was summer, the black would consume all the heat making you boiling (no use in ‘heat me up’ button anymore). If the colours were lighter, it would look more fashionable.
The Outcome
Knowing What Good Looks Like.

**Judge fit**

This shows you how aligned you and the Judges were on your overall judgements. Those in the highlighted area are the Judges whose judgements were more different to the others.

- Identify judges (students) that differ in opinion
- Provide targeted learning support
- Ensure that students do know what good looks like
What was the Impact?

“We found that students who had used RM Compare from the outset performed significantly better than their peers, despite it being a small and easy to implement intervention. It did not just benefit either the highest or lowest achieving students. It actually boosted the attainment of all the students who used it.”

Professor Scott R Bartholomew, PHD
Purdue University, USA
Next Steps
Where do we go from here?

- Three-year study with the DeKalb County School District in Atlanta, Georgia
- National Science Foundation funded research project starting in autumn ’21
- Exploring if the same method can be used in High School (Grade 9)
- Potential for use across 140 schools, 93,000 students and 6,600 teachers
More Information.

- Purdue Research Publication

- Video overview of research project
  https://youtu.be/VI0x3vED7B8

- Access RM Compare for free trial
  www.compare.rm.com/freetrial

- Questions:
  pcollison@rm.com
Thank you.
Thank you

Join the e-Assessment Association today. Individual membership is free.

www.e-assessment.com

Next: Panel Questions …
Panel Questions

Ask by: Text Chat or ‘raise your hand’ to request the Microphone.

Chair

Teresa Jacobs, International Skills Development Corporation

Our Panel

Kris Ryan, Monash University
(Best Summative Assessment Project)

Jonathan Hart and Aftab Hussain, Bolton College
(Most Innovative Use of Technology in Assessment)

Peter Collison (RM) for Purdue University and RM
(Best Research)
Webinar Session feedback

With thanks from your hosts

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Dr Mathew Hillier,
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Recording available
http://transformingassessment.com

Next session 4 Aug 2021
Object-Based Learning for Digital Assessment
Register
http://taw.fi/4aug2020

We are sponsored by: CAULLT Council of Australasian University Leaders in Learning and Teaching