To assess or not to assess?
That is the continuous e-question

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An army saying:

“If it moves - salute it
If it stands still – paint it”

Does the same apply to assessment in an online environment? Has it become an environment where every keystroke inevitably leads to an assessment event?
Assessment principles

- Engagement in learning through interactive tasks which interest and enlighten
- Formative feedback to add value
- Student’s own measurement of understanding

In other words:

Assessment AS Learning
Continuous summative assessment replaces formative feedback
Continuous summative assessment

In other words – formative feedback gets lost to continuous summative assessment
The students’ view

They see the course ‘racetrack’ from the finish line and may regard continuous summative assessments as a hurdle too many.
How to persuade students to undertake non-compulsory assessments

Make it fascinating i.e. engaging and valuable as feedback

“American education sucks: Too much emphasis on testing”

http://nz.youtube.com/watch?v=UNREAkZNFec
Results of excessive assessment (Biggs)

- Superficial learning
- Students counting the value of each ‘tick’
- Undue stress on students
- Antipathy towards course
- Leads to rote learning
- Increased teacher-centred power
- Extra work for lecturers
Final words

Use assessment as learning tasks but don’t carry out excessive summative assessments, just because you can.

Beware of continuous summative assessment.

Thank you
References


http://www.keele.ac.uk/depts/aa/landt/
