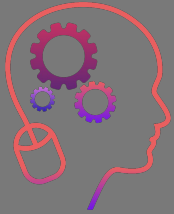


# Continuing professional development in digital education for VET



COVET

## Module 2: E-Learning for VET Teachers Unit 2.4: Assessment Process in E-learning



Co-funded by the  
Erasmus+ Programme  
of the European Union

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This training material is a part of the  
Continuing Professional Development (CPD) training program:  
Digital Training Delivery in Vocational Education and Training.

Entire training program is available at: <https://www.covet-project.eu/>

# Module 2: E-Learning for VET Teachers

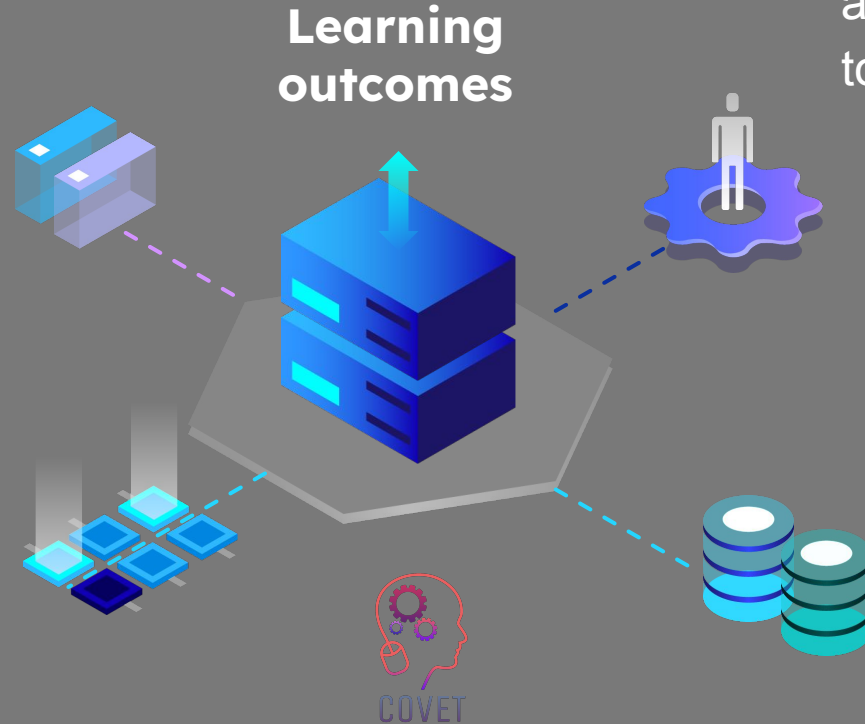
## Unit 2.4: Assessment Process in E-learning



# At the end of this Unit you will be able to:

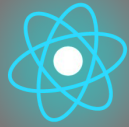
...understand best practices for assessment and feedback in your context.

...apply best practice principles of assessment in your module.



...decide what assessments are best to use in your module.

...know how to develop and use a grading rubrics.



The second part represents a delving into the issue that collects suggestions, ideas, and more details to explore.



The third part is a collection of videos, testimonials, written documents, cartoons, etc. to explore the focused issue surfing the Internet.



The first part let you to focus on the issue by an analysis of the Unit key words and by an expositive short text.

## Each Unit is composed of 4 parts



The fourth part is a testing section through which you can test yourself and reflect on what you learnt.

# Content of the Unit

- Principles of assessment
- Different types of assessment
- Using grading rubrics
- Providing feedback to learners



# Online Assessment

How do you know that your students have learned what you intended them to?

In order to do this, you need to think about assessing your students, for example setting them a final exam, a practical assessment, an essay or a report. Assessments such as these provide important information that tell us how students learned, how well they learned it, and where they struggled.

However, in the online environment, some traditional assessment methods might not work as well as in face-to-face teaching.

In this unit we will take a high-level overview of the principles of good assessment, different types of e-assessment and feedback. We will also look at grading rubrics and how we can design our assessment to follow best practice.

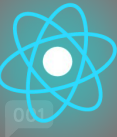


# Why do we assess?

We assess students work so that both the teachers and the students can see what students know, and what they need to know in order to improve.

As well as providing a grade or mark to a student, assessment should also be designed to help students to learn and to engage with their studies. Assessment can help teachers to develop a picture of their students and their journey towards understanding and achieving the learning outcomes that have been set for them.

Assessment should integrate grading, learning and motivation for your students.



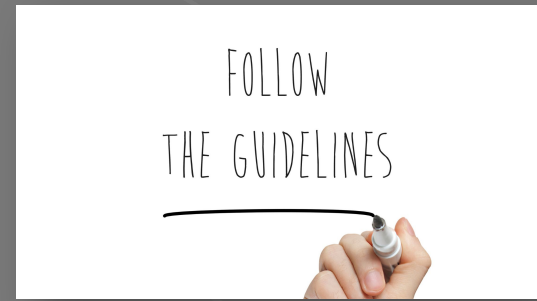
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*“The most important thing we do for our students is  
assess their work.”*

-Race, 2009

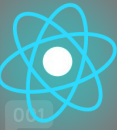


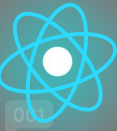
# Assessment Policies



The decisions you make in how you assess your students are usually determined by policies of the school in which you teach and set principles that they may have. Each VET school will have their own policies for dealing with assessment and feedback, to ensure the quality and consistency of the students' experience over the various courses that they take.

It is important to be aware that these policies exist and to find out where to access them, should you need to read more.





# Deep and Surface Learning

Students tend to approach learning in one of two ways, broadly defined as 'surface' and 'deep' learning.

Surface learning involves a basic engagement with the content, for example, memorising facts without understanding, while deep learning occurs when students engage with the task meaningfully and aim to understand underlying theories and principles. The approach a student takes to learning will frequently depend on the task and the situation.

It is important to try to encourage deep learning through assessment, and a positive learning experience can be created through careful alignment of assessment to learning outcomes.

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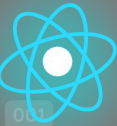


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“What and how students learn depends to a major extent on how they think they will be assessed.”

-Biggs, 1999





# Aligning assessment and outcomes

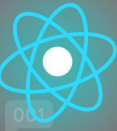
There should be an overall alignment in your modules, with all activities and assessments contributing to the achievement of the learning outcomes that you have stated at the beginning of the module.

It is important that you carefully consider these outcomes when planning what assessments you will use to help you align your modules and so that you can measure achievement of these outcomes.

With each assessment, you should check back to the module learning outcomes to ensure that you are assessing the skills you need the students to achieve.

This will help to motivate your learners to engage with the assessments and to see their value and purpose.



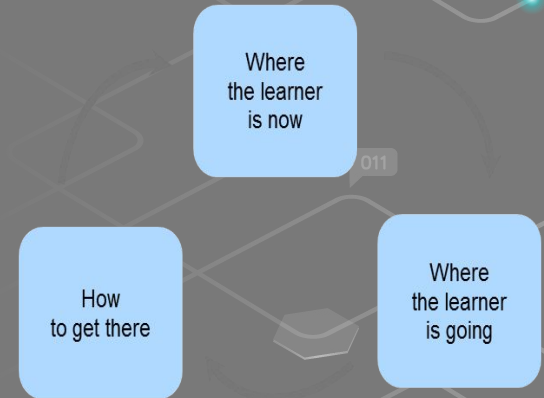


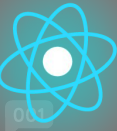
# What to consider

We have looked at ways in which we can get students to obtain the skills and knowledge that they need. We now need to look at how we will assess what they have learned.

When doing this consider the following:

- What are you trying to assess?
- What types of skills and knowledge do your students need to have when they finish the course?
- What is the best way for the student to acquire and demonstrate their knowledge and skills?
- What is the best way to do this in an online environment? What tools will you use?





# Authentic Assessment

Assessment techniques allow students to replicate the work they will need to do in the relevant profession are often referred to as 'Authentic Assessment'.

Authentic assessment is a form of assessment which involves students conducting 'real world' tasks in meaningful contexts (Swaffield, 2011). The outcomes of an authentic assessment should be in the form of a product or a performance. Teachers should carefully consider the tools used to deliver the assessment task.

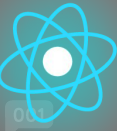
Examples:

Demonstrations, simulations, musical performance, product development, business plan, design project, interviews, blogs/vlogs, case studies.

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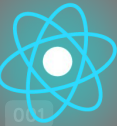


# Student Engagement

Students are much more engaged when they can see the relevance of the assessment, when they can actively learn through the process of assessment, when assessment is considered to be fair, and when they can enjoy it.

Some ways that you can motivate and generate engagement with assessment are:

- Include an element of choice (allows students to complete assessments using different formats such as video, audio, text).
- Make assessments challenging.
- Discuss approaches to assessment with students in advance.
- Provide examples of high quality answers so students know what is expected.
- Provide overview and personalised feedback.
- Discuss the relevance of assessment to real-world context.



# Principles of Assessment

- Assessment should be designed to enhance student learning.
- Students should be assessed against learning outcomes and expected levels of performance.
- Assessment should provide reliable information of student achievement.
- Assessment should be fair and provide all students with an equal opportunity to demonstrate their learning.
- Assessment should allow students to develop their own abilities and evaluate their own and their peers work.

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# Summative and formative assessment

Assessments can be summative, which means that the grade achieved for the assessment will be counted towards an overall mark for the module. They are usually completed at the end of a course to determine if students have achieved the learning outcomes.

Formative assessments are often used to teach a specific skill. They usually do not form part of the final grade and occur throughout the course to check understanding. They are an opportunity for the teacher to provide constructive feedback to the student and advice on how to improve for example quizzes, peer assessment.

Using a blend of both formative and summative assessments throughout a course can help to create meaningful learning experiences for students.



# Summative and formative assessment

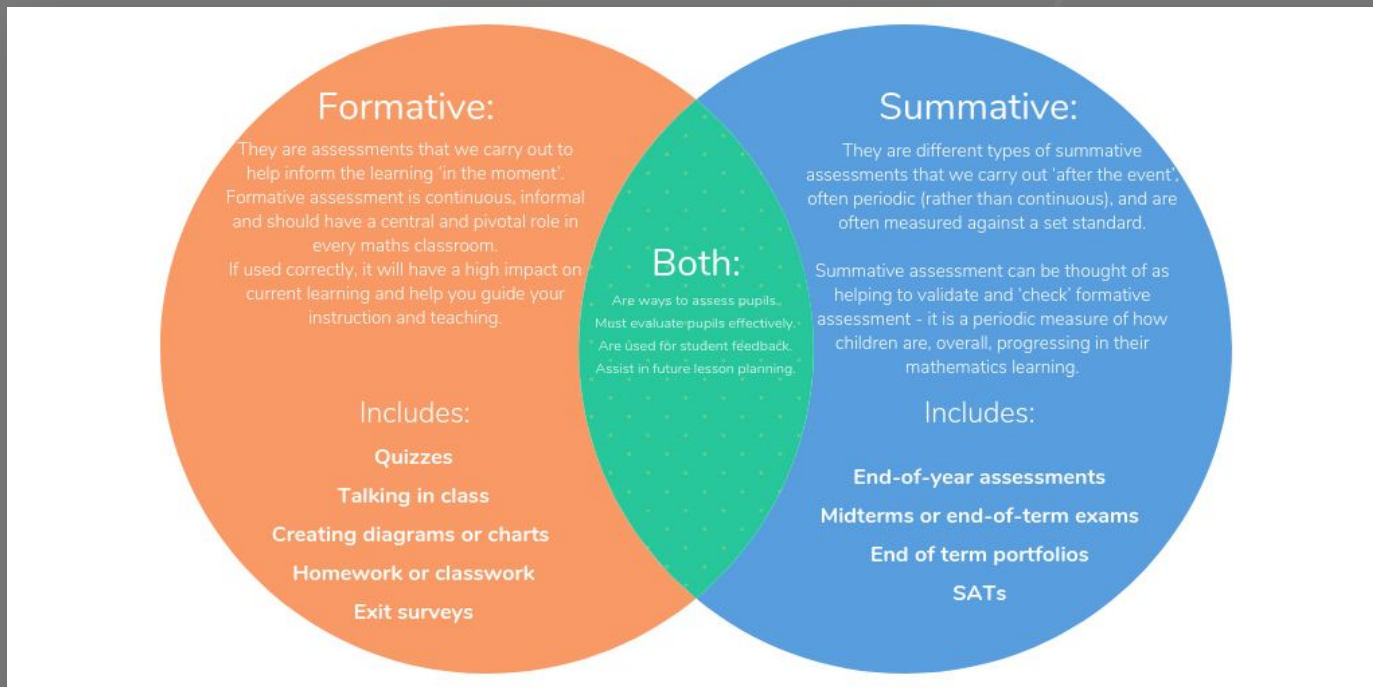
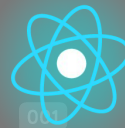
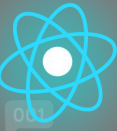


Image source: [Third Space Learning](#)



# eAssessment

E-Assessment involves the use of digital tools and devices to provide assessments, grades and feedback to the students.

These can be part of the LMS or external tools.

Types of eAssessment:

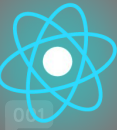
- Multiple Choice Quizzes (MCQ's)
- Independent/group work using digital tools
- Short answer, free text responses, essays (LMS based)
- Blogs and wikis, social networking
- Online polls
- Games-based assessment

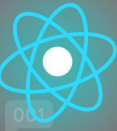


# eAssessment Tools

eAssessment enables the teacher to collect evidence that students have met the required standard of learning using digital devices, tools and apps. The use of technology can reduce the workload for teachers and trainers by monitoring student progress, facilitating feedback and providing automated feedback to students and allowing teachers to assess and adapt their teaching strategies.

The European Framework for the Digital Competence of Educators (DigiCompEdu) has included assessment as one of the key areas of competence and states that teachers need to be competent in using digital technologies for formative and summative assessment.

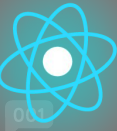




# Types of eAssessment

E-assessment tools for teachers are a necessary part of online and distance learning. Most traditional, classroom assessment methods can be used to assess students online, but they may need to be managed differently. There may also be some new online assessment methods which you haven't considered using before. Below are some examples:

	Discussion forums	Quizzes	Case studies	Reflective Journal	Online presentation	E-portfolio	Virtual lab/game	Collaborative project
Formative Assessment	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>			<b>X</b>	
Summative Assessment		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>



# Advantages of eAssessment

E-Assessment provides opportunities and advantages to teachers, students and schools.

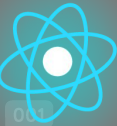
- It is more efficient and flexible. Assessments can be delivered and graded digitally. This saves time for the teacher and the student.
- Feedback can be provided immediately.
- A variety of assessments can be used.
- It can be engaging – use of virtual simulations, gamification and multimodal forms of assessment using video, audio and other media.
- Improves the student experience.
- Provides reporting, tracking and analytics of assessment.

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# Grading Rubrics

Grading rubrics are a set of criteria for students work that distinguishes between different standards of achievement and performance. They provide:

- A clear set of criteria or expectations;
- An explanation of the exact skills needed to achieve the learning outcomes
- A standard against which to judge your students' work

Rubrics can be built into most LMS's and can provide automated feedback to students.

Your school or teaching team may have a specific grading rubric which they wish to use.

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# Sample Rubric

<b>CRITERIA/ PERFORMANCE</b>	<b>1 NEEDS IMPROVE- MENT</b>	<b>2 FAIR</b>	<b>3 GOOD</b>	<b>4 EXCELLENT</b>
The student pronounces the vocabulary related to the topic correctly.				
The student uses the vocabulary related to the topic (conversation strategies) correctly.				
The student shows command of the grammatical structures related to the topic.				
The student delivers his/her ideas clearly (delivery, command of the topic).				
The student fulfils the task (content, timing, and materials).				

Image source: [ISL Collective](#)

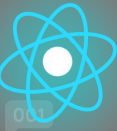


# Feedback

Providing feedback to your students helps them to improve their skills and to learn from their mistakes.

Principles of feedback:

- Feedback should be timely.
- Feedback should be positive.
- Feedback should be specific.
- Feedback should be aimed at the work, not at the person
- Feedback should be constructive, offering suggestions for improvement

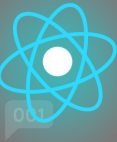


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# Why is feedback important?

- Improves student performance
- Improves confidence, engagement and motivation
- Identifies strengths and weaknesses
- Identifies gaps between current and desired performance
- Creates independent learners who take responsibility for their own learning

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# Interesting sources



E-Learning  
Assessment Methods  
to Track Learner  
Progress Online



Create your own rubrics  
online iRubric  
RubiStar



Effective Assessment in a  
Digital Age  
JISC



5 Best Online Assessment  
Tools for Teachers



5 Guidelines for Developing  
Good Online Assessments

# Test yourself

Question 1:

Traditional assessment methods are always successful when assessing students online?

a) True

**b) False**

Question 2:

Assessment should integrate grading, learning and motivation for your students.

**a) True**

b) False



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# Test yourself

Question 3:

What and how students learn depends to a major extent on how they think they will be assessed.

**a) True**

b) False

Question 4:

Deep learning involves a basic engagement with the content, for example, memorising facts without understanding.

a) True

**b) False**



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# Test yourself

Question 5:

Which of the following is an example of 'authentic assessment':

- a) Essays
- b) Case studies**
- c) Multiple choice quizzes
- d) Written exams

Question 6:

Deep learning involves a basic engagement with the content, for example, memorising facts without understanding.

- a) True
- b) False**

# Test yourself

Question 7:

Using a blend of both formative and summative assessments throughout a course can help to create meaningful learning experiences for students.

**a) True**

b) False

Question 8:

Rubrics can be built into most LMS's and can provide automated feedback to students.

**a) True**

b) False



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# Summary – key take-aways

In this unit we have looked at assessment and you should now be familiar with the following:

1. Why we assess our students and how assessment can help both the student and the teacher to identify what they have learned as well as gaps in learning
2. Why it is important to align assessments to learning outcomes
3. How designing authentic assessments can help to engage students and to transfer learning
4. The differences between deep and surface learning, formative and summative learning
5. What e-assessment is and different types of e-assessment that you can use in your own context
6. How to use grading rubrics and provide feedback to students



# Continuing professional development in digital education for VET

This training material is one of the outcomes of the Erasmus+ project: **“Continuing professional development in digital education for VET”** and it has been created to help teachers across Europe to address the challenging situation in online training delivery in VET.

The CPD program consist of three independent parts:

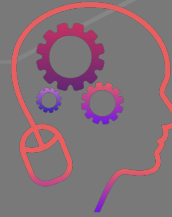
- Training modules
- Instruction set of sample online lessons
- Guide to the CPD training program

All project outputs have been produced by seven partners from seven European countries working together:

- ProEduca z.s., Czech Republic
- Archivio della Memoria, Italy
- Asociatia Pentru Sprijinirea Initiativelor Educationale, Romania
- Solution Based Training & Consultancy (SBTC), Turkey
- CEBEM FORMACIÓN PROFESIONAL SL (Daniel Castelao), Spain
- TUS Midwest, Ireland
- Northern Regional College, UK

All materials are available (downloadable) free of charge from the project web-page: <https://www.covet-project.eu/>





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2020-1-CZ01-KA226-VET-094350



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