

“An Investigation on the importance of On Line Assessment in the E Learning process”

By

Emdad Aziz (E.Aziz@exeter.ac.uk)

Alison Buckman (A.Buckman@exeter.ac.uk)

INTO University of Exeter



Introduction

Literature Review

Gibbs et al., (2004) discussed the benefits of On Line Assessment in the E Learning process. They mentioned that it improves authenticity and alignment with learning outcomes, helps to clarify marking criteria, spreads the assessment load to staff and students, improves student engagement and promotes deeper learning, increases flexibility and provides readily available statistics on student performance.

Literature Review

National Student Forum Annual Report (2009) discussed some disadvantages of On Line Assessment. The report mentioned that it might be costly and time consuming, accessibility issues, lack of face to face interaction and identification problem.

Literature Review

However Booth et al., (2003) argued that On Line Assessment could save time for teachers and cheaper for institutions in the long term since the system could have the characteristic to automate the marking. They also mentioned that On Line Assessment can minimize the academic dishonesty by having an online database of assessment and create consistent and standardised assessment which can be monitored.

Literature Review

On Line Assessment provides more effective use of Rubrics and according to Brookhart (2013), Rubrics help teachers teach, help students learn and help coordinate instruction and assessment.

Conrad et al., (2018) mentioned that On Line Assessment can be more effective in Formative Assessment as it focuses on improvement of a learner whereas the purpose of the Summative Assessment is to judge a learner.

Research Methodology

Feasibility research was performed on the formative assessment of 2 modules. The modules are Foundation Business (Accounting & Finance) and International Year 1 Business (Management). Currently teachers are mostly doing paper based formative assessment and feedback for these modules. Formative Assessment was intended to give the students preparation for their Summative Assessment later at the end of the semester.

Research Methodology

Students have uploaded one individual formative work (essay) on to Turnitin software available in the Virtual Learning Environment (VLE) which also contained the relevant question and detailed guidance on how to answer the question.

Research Methodology

After that teachers provided marks and feedback using Rubric Mark Sheet (with direct link to the Learning Outcomes) and Comments in Turnitin which can be viewed by the teachers and students outside of the class room at a convenient time.

By the end of the marking process of the formative work, feedback was collected from the students and teachers through questionnaire.

Feedback through Turnitin

The screenshot displays the Turnitin Feedback Studio interface. The main document area contains the following text:

method of budgeting has many advantage and disadvantage. Firstly, it can make resource allocation more efficient and It also can respond to changes in the environment in time. Secondly, it encourages management to find alternatives when problems arise. This analysis method can also identify inadequate and outdated actions and prompt managers to remove those actions that affect the company's budget. However, there are some disadvantage appears. At the first point, this method is a time-consuming work, and managers may overemphasize short-term benefits, resulting in the neglect of long-term goals, after that there are huge hidden dangers for the company's future development.

At Caen Ltd, they only made a budget for three months, which did not consider though it was good for improving the budget management consider the long-term interests fairly and did not consider

...e how can manage budgeting. A zero-based budget ...ility and credibility of the budget, and the total amount of ... to individuals, specific funds and amounts can be seen by the outside world. Budget management is closer to reality, control is stricter, and the implementation of the budget has been improved. However, the allocation of funds may have a subjective impact, easily leading to argument

The interface includes a top navigation bar with the user's name 'Xinyi Zheng' and the document title 'Xinyi Zheng Shannia Budgeting'. A progress indicator shows '57 /100' and '1 of 1' page. On the right, a 'Feedback Summary' panel is visible, containing a 'Voice Comment' section (0:00 / 3:00) and a 'Text Comment' section. The text comment includes two markers:

- First Marker:** You have described the advantages and disadvantages of budgeting well. However to achieve higher marks you need to apply your knowledge (ie make links between the theory and specific examples). Your analysis, again, should be much more closely linking the theory to the case study you have been given.
- Second marker:** You needed to include more disadvantages in your analysis

The bottom of the screen shows a Windows taskbar with the search bar, taskbar icons, and system tray showing the time '10:39' and date '14/06/2019'.

Feedback through Turnitin

The screenshot displays the Turnitin Feedback Studio interface. At the top, the browser address bar shows the URL: https://ev.turnitinuk.com/app/carta/en_us/?u=8742190&lang=en_us&o=108716470. The page header includes the user name "Xinyi Zheng" and the document title "Xinyi Zheng Shannia Budgeting". The document progress is shown as "57 / 100" and "1 of 1".

The main content area contains three paragraphs of text. The first paragraph discusses budgeting at Caen Ltd. The second paragraph describes a zero-based budgeting method, with "Viewability" and "outside world" highlighted in yellow. The third paragraph discusses the objectives and costs of budgeting. The final sentence, "To sum up, according to Caen Ltd.'s budgeting, this company can make profit in the next three months.", is also highlighted in yellow. A blue speech bubble icon is visible next to the highlighted text, and a blue button labeled "Analyse content" is positioned below it.

On the right side, there is a "QuickMarks" sidebar for "IB MYP5 Lit and Lang". It features a search bar and a list of feedback tools, including: "Analyse content", "Appropriate formatting", "Connect ideas", "Effective organisation", "Explain purpose", "Formal language", "Format appropriately", "Improve style", "Justify ideas", "Make connections", "Organise ideas", "Rephrase ideas", "Strong analysis", "Strong connections", "Strong language", "Strong support", "Strong writing", "Use terminology", and "Write formally".

At the bottom of the page, the footer shows "Page: 1 of 1" and "Word Count: 341". The Windows taskbar at the very bottom includes the search bar, system tray, and taskbar icons for various applications. The system clock shows the time as 10:43 on 14/06/2019.

Feedback through Turnitin

MyExeter - University of Exeter | Turnitin Submission (Essay Quest) | Feedback Studio

https://ev.turnitinuk.com/app/carta/en_us/?u=8742190&lang=en_us&o=108716470

feedback studio Xinyi Zheng | Xinyi Zheng Shannia Budgeting 57 /100 1 of 1

At Caen Ltd, they only made a budget for three months, which did not consider for the long term. Although it was good for improving the budget management level, they did not consider the long-term interests fairly and did not consider the future interests.

This method improve how can manage budgeting. A zero-based budget increases the **Viewability** and credibility of the budget, and the total amount of expenditure allocated to individuals, specific funds and amounts can be seen by the **outside world**. Budget management is closer to reality, control is stricter, and the implementation of the budget has been improved. However, the allocation of funds may have a subjective impact, easily leading to argument between departments and between staff.

On the one hand, it has clear objectives give priority to programs. On the other hand, it needs to analyze the needs and costs of various departments of the enterprise. Whether it will show how is the budget different from the previous budget, it should be based on future needs. So, this increases the accuracy and detail of the budget.

To sum up, according to Caen Ltd.'s budgeting, this company can make profit in the next three months.

Analyse content

Feedback Summary

Voice Comment 0:00 / 3:00

Text Comment

First Marker:
You have described the advantages and disadvantages of budgeting well. However to achieve higher marks you need to apply your knowledge (ie make links between the theory and specific examples). Your analysis, again, should be much more closely linking the theory to the case study you have been given.

Second marker:
You needed to include more disadvantages in your analysis

Page: 1 of 1 Word Count: 341 Text-only Report High Resolution On 10:43 14/06/2019

Feedback through Turnitin

The screenshot displays the Turnitin Feedback Studio interface. The main document area contains three paragraphs of text. The first paragraph discusses budgeting at Caen Ltd. The second paragraph describes a zero-based budgeting method and its benefits. The third paragraph discusses the objectives and needs of budgeting. A yellow highlight is present under the sentence: "To sum up, according to Caen Ltd.'s budgeting, this company can make profit in the next three months." A blue speech bubble icon is positioned below this highlight, and a blue button labeled "Analyse content" is located to its right. The right-hand side of the interface features a "Rubric" panel for "INT 0006 Intro to Act & Fin". The overall score is 0.57 / 1, with a blue "Apply to Grade" button. The rubric includes three categories: Knowledge (Level 4, 66-85%) with a score of 0.85; Application (Level 2, 26-45%) with a score of 0.45; and Analysis (Level 1, 0-25%) with a score of 0.25. Each category has a horizontal slider indicating the score. At the bottom of the page, the status bar shows "Page: 1 of 1", "Word Count: 341", and "Text-only Report" options. The Windows taskbar at the very bottom shows the time as 10:44 on 14/06/2019.

At Caen Ltd, they only made a budget for three months, which did not consider for the long term. Although it was good for improving the budget management level, they did not consider the long-term interests fairly and did not consider the future interests.

This method improve how can manage budgeting. A zero-based budget increases the **Viewability** and credibility of the budget, and the total amount of expenditure allocated to individuals, specific funds and amounts can be seen by the **outside world**. Budget management is closer to reality, control is stricter, and the implementation of the budget has been improved. However, the allocation of funds may have a subjective impact, easily leading to argument between departments and between staff.

On the one hand, it has clear objectives give priority to programs. On the other hand, it needs to analyze the needs and costs of various departments of the enterprise. Whether it will show how is the budget different from the previous budget, it should be based on future needs. So, this increases the accuracy and detail of the budget.

To sum up, according to Caen Ltd.'s budgeting, this company can make profit in the next three months.

Analyse content

Rubric

INT 0006 Intro to Act & Fin

0.57 / 1 Apply to Grade

Knowledge 0.85
Level 4 (66-85%)

Application 0.45
Level 2 (26-45%)

Analysis 0.25
Level 1 (0-25%)

Knowledge

Level 1 (0-25%)

Level 2 (26-45%)

Level 3 (46-65%)

Page: 1 of 1 Word Count: 341 Text-only Report High Resolution On 10:44 14/06/2019

Feedback through Turnitin

Expanded View - Google Chrome
https://ev.turnitinuk.com/app/expanded_rubric/en_us/?lang=en_us&cv=1&aid=10343985&cid=4092082&u=8742190&hash=I3BhcGVyLzEwODcxNjQ3MC9yZWFKLzQ5NzM1MzAz&&isjson=false&iptcid=expanded_rubric_1560505476070#paper/108716470/read/49735303

INT 0006 Intro to Act & Fin Xinyi Zheng | Xinyi Zheng Shannia Budgeting

Criteria	Scales				
	Level 1 (0-25%) 0.25	Level 2 (26-45%) 0.45	Level 3 (46-65%) 0.65	Level 4 (66-85%) 0.85	Level 5 (86-100%) 1.00
Knowledge 40 %					
Application 40 %					
Analysis 20 %					
Total Score: 0.57/1					

[Apply to Grade](#) [Close](#)

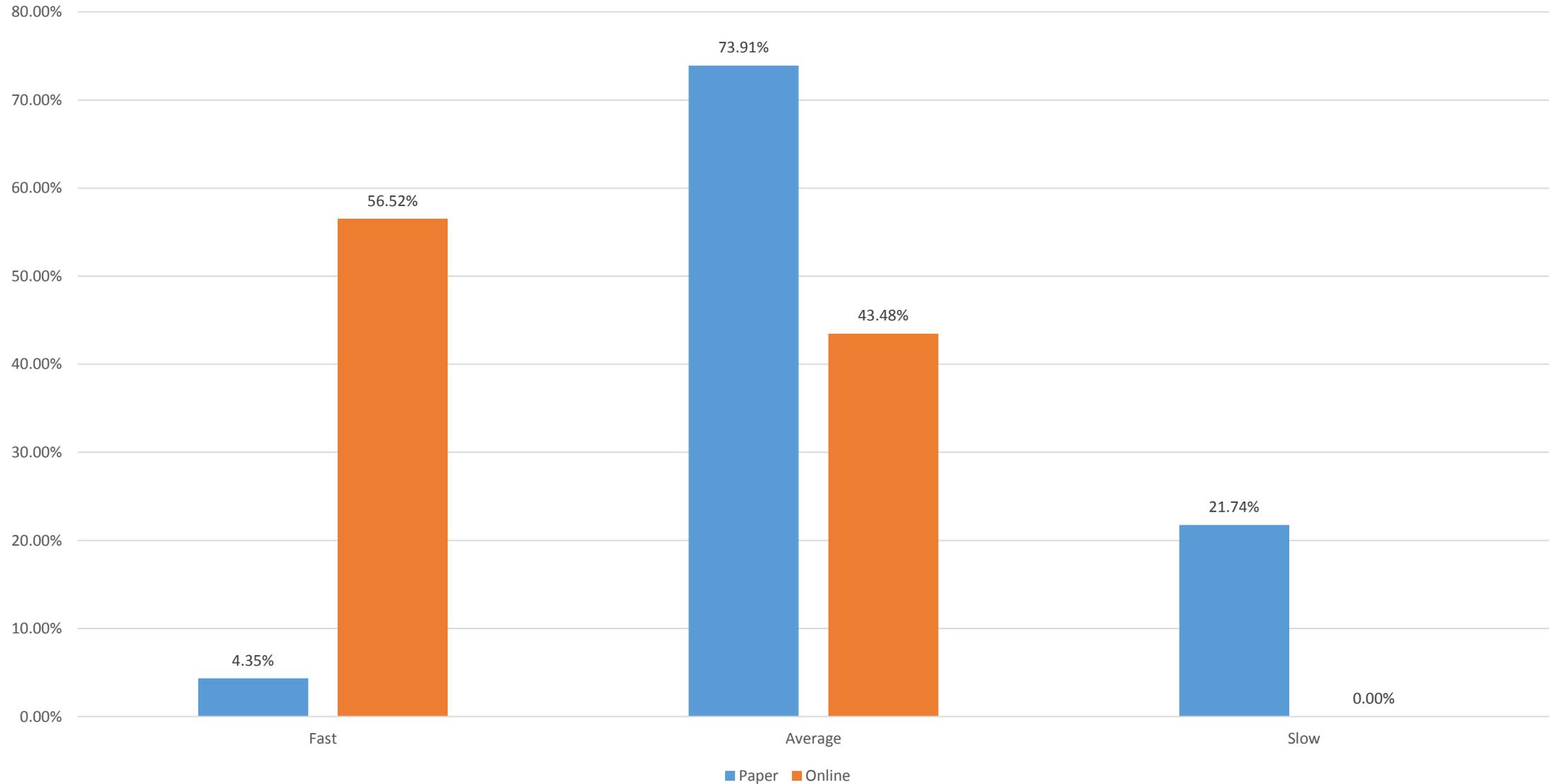
Type here to search | 10:44 14/06/2019

Data

Foundation Business (Accounting & Finance) module consisted of 28 students and 2 teachers whereas International Year 1 Business (Management) module consisted of 56 students and 3 teachers.

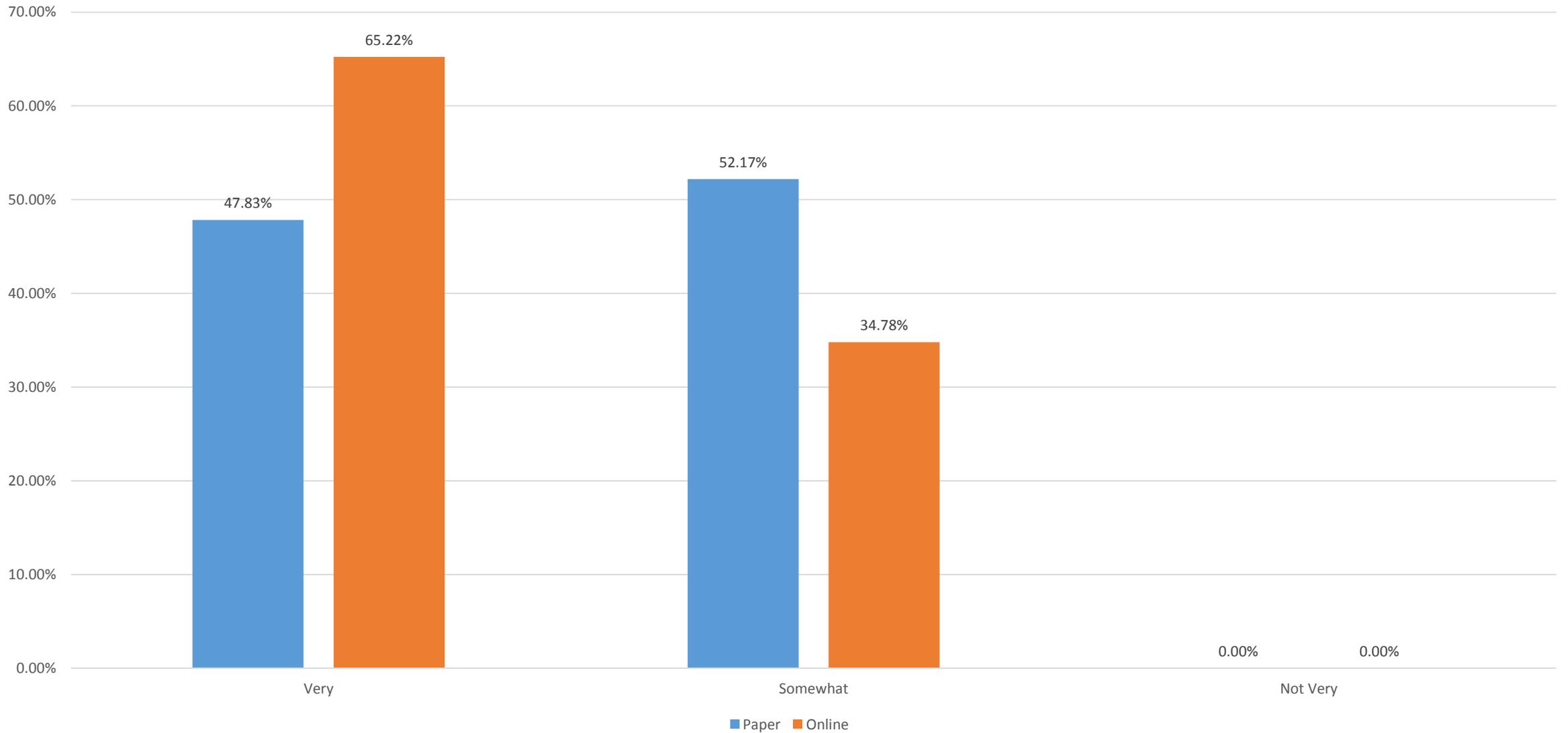
Feedback from the students

Speed of the Feedback



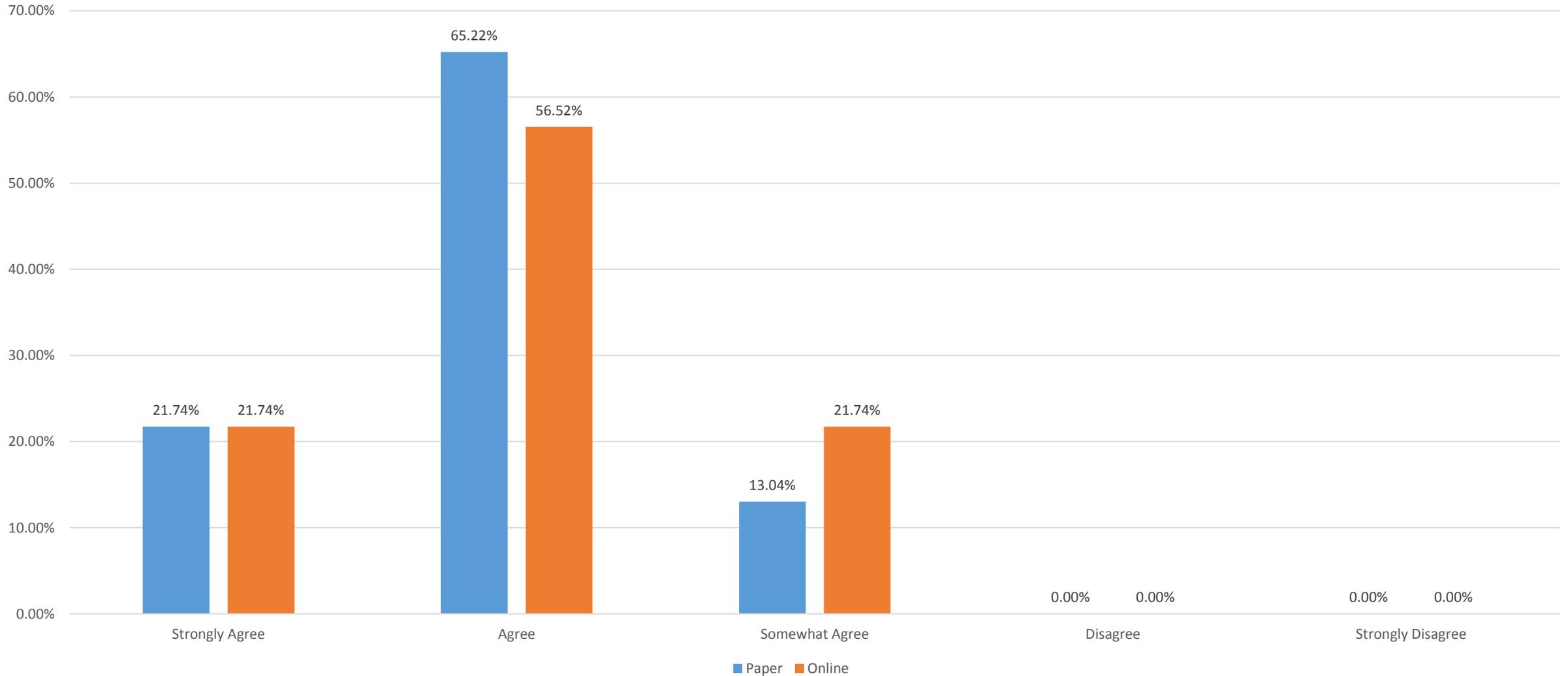
Feedback from the students

Accessibility of the Feedback



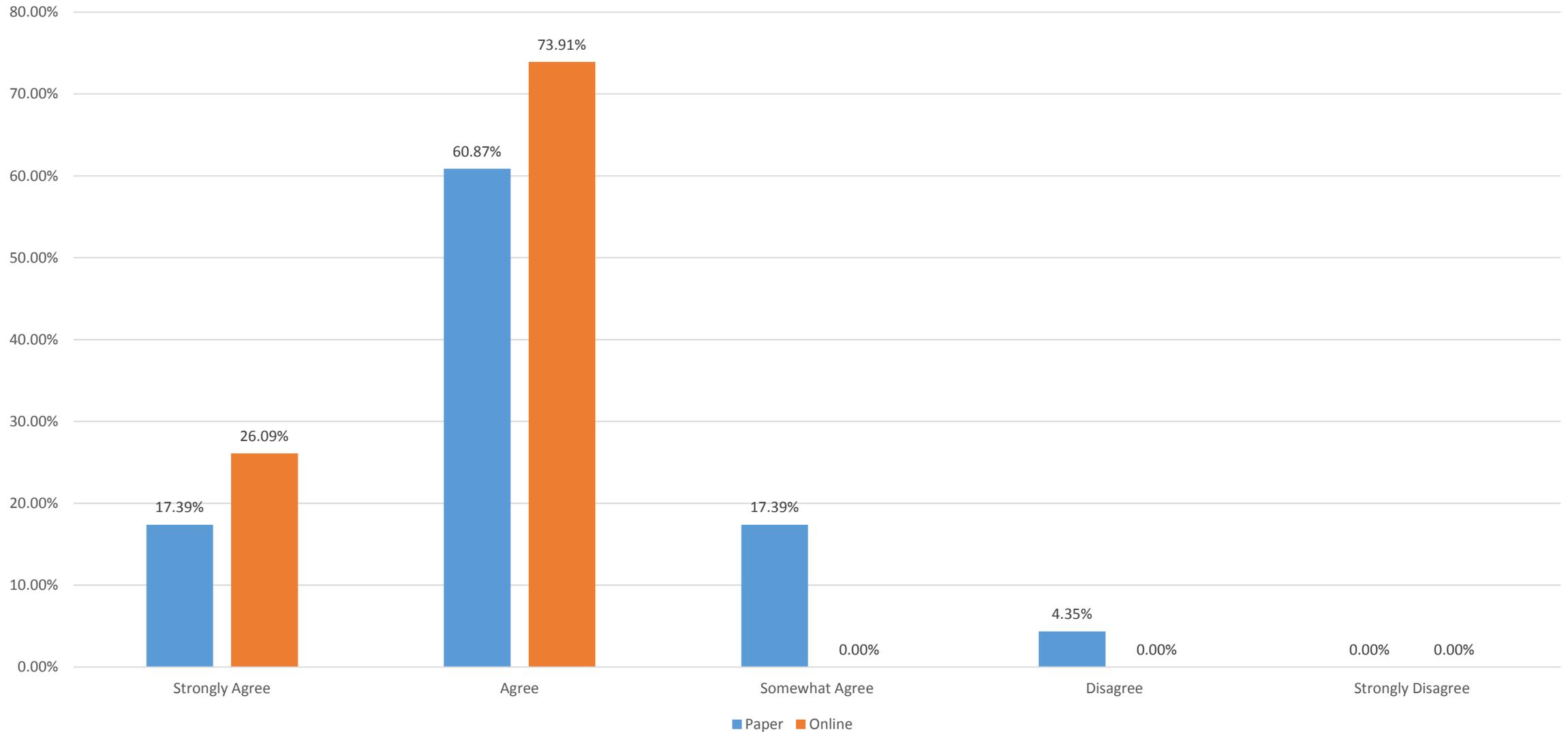
Feedback from the students

Helpful preparation for the Summative Exam



Feedback from the students

Confidentiality of the Feedback



Feedback from the teachers

Teachers participated in a group discussion. They expressed a mixed reaction. Some teachers were positive and some teachers were negative about the idea.

Analysis

Students

Students think online feedback is faster, more accessible and confidential as compared to paper based feedback. However they were almost indifferent about which one is a better preparation for the summative examination.

Teachers

It was observed that the teachers who practiced Turnitin and provided online feedback before were more positive about the introduction of the online assessment.

Conclusion and Recommendations for further study

Students found online assessment is a better method as compared to paper based assessment. Probably the reason they are indifferent on the impact of online and paper methods on the preparation for the summative examination is because they are yet to have their summative examination. Their summative examination is due to begin on the 4th week of July'19. A further survey can be done after the summative exam to understand the impact of the assessment methods.

Some teachers are reluctant to use the online assessment might be because of the unfamiliarity of the online assessment. In house workshop can be arranged in future to make them more familiar.

Audio feedback using Turnitin software can be tested in the future.

Bibliography

Booth, R. & Berwyn, C. (2003) “The development of quality online assessment in vocational education and training”. Australian Flexible Learning Framework, Vol.1, 2003, pp. 17

Brookhart, Susan M. (2013) “How to Create and Use Rubrics for Formative Assessment and Grading”, ASCD, USA

Conrad, D. & Openo, J. (2018) “Assessment Strategies for Online Learning: Engagement and Authenticity”, illustrated edition, Athabasca University Press, Canada.

Gibbs, G. & Simpson, C. (2004). Conditions under which assessment supports students learningn *Learning and Teaching in Higher Education*. **1**, 3-31.

Teaching and Supporting Learning. In: National Student Forum Annual Report 2009. pp. 12-31.
<http://www.bis.gov.uk/assets/biscore/higher-education/docs/n/09-p83-national-student-forum-annual-report-09> [20/04/2019].