



Online Assessment for a large first year service unit: Challenges of COVID-19

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Assessment of statistical learning in a large first year service unit is challenging especially if the aim is to understand what students are thinking, in other words, hearing the student voice. In 2020, COVID-19 pandemic forced us to move assessments to an online platform where we were not even able to invigilate the assessments. The challenges of online assessments are different depending on the level of the learning (first year versus third year) and depending on the class size (more than 1,000 and less than 50). Therefore, solutions to the challenges required careful thinking and planning of assessment tasks to provide opportunities for the students to achieve best learning outcomes without making it too onerous for the academics. In this talk, I will present a solution from a large first year service unit with more than 1,000 students. The advantages of moving to online assessment included automated marking which reduced the marking time and enabled immediate feedback students. However, there were also disadvantages such as reduced opportunity for explanatory questions and possibility of increased academic dishonesty (cheating, using online resources during exam). I will provide examples of changes to the assessments and especially for the final exam.

Key words: Online assessment, large first year service unit, immediate feedback