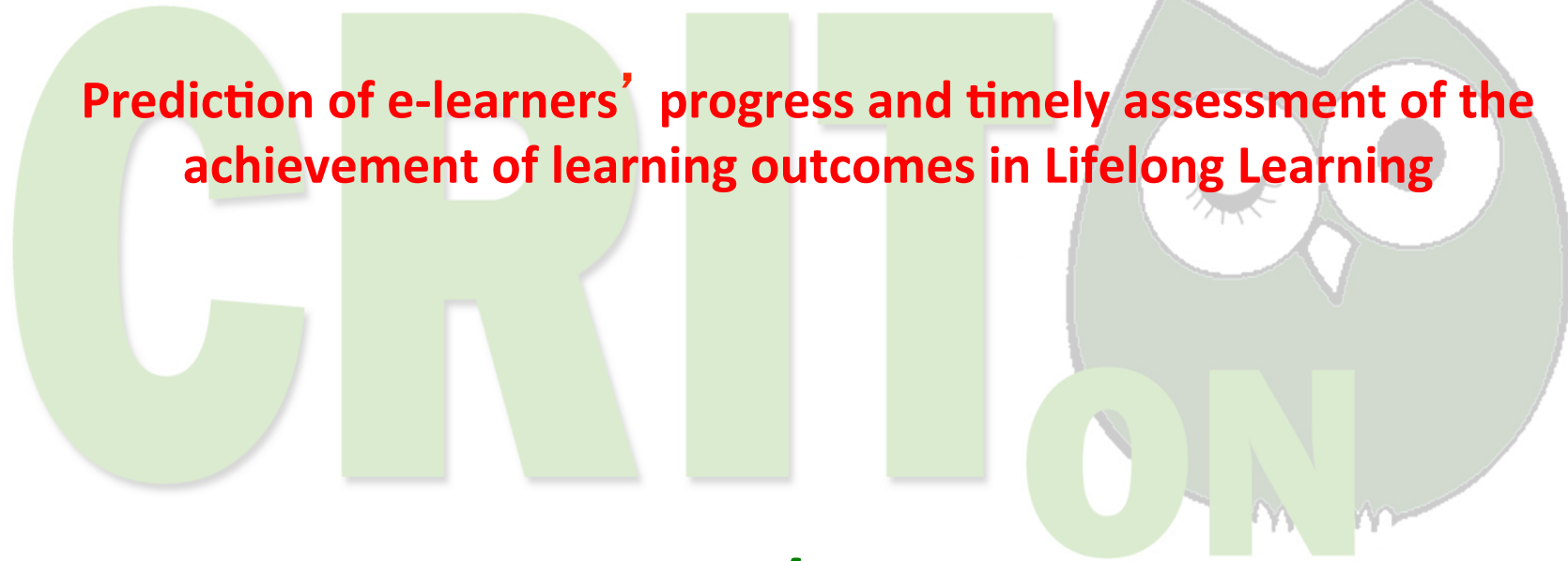


## WP5 – Pilot Testing

**Prediction of e-learners' progress and timely assessment of the achievement of learning outcomes in Lifelong Learning**



### Module/Session 2

**“Introduction to Assessment in e-learning”**



## INTENDED PURPOSES

This module:

- ✓ explains some key concepts relating to assessment in eLearning and distance education (DE)
- ✓ discusses assessment in relation to learners' performance
- ✓ takes you through the processes of learner assessment



## ASSESSING LEARNERS IN ELEARNING AND DE

The process of assessment is set out in five stages:

- 1 Determining the purposes of assessment
- 2 Selecting the criteria (that is standards), against which to assess
- 3 Designing and implementing instruments for gathering information
- 4 Judging that which is being assessed
- 5 Take appropriate action

The assessment of learners in eLearning is **context-dependent**, which means that your specific subject and the learners you are teaching will influence how the assessment process is designed.

A distinction is usually made between summative and formative assessment of learners.

## Summative Assessment

refers to learner assessment **at the end** of a course or module.

## Formative Assessment

takes place **during** the course or module.

It is helpful to think in terms of different focuses, rather than clear-cut opposites.

## Summative Assessment

refers to learner assessment **at the end** of a course or module.

## Formative Assessment

takes place **during** the course or module.

The summary on the next card indicates differences.



# SUMMATIVE AND FORMATIVE ASSESSMENT

LEARNER ASSESSMENT	
SUMMATIVE ASSESSMENT	FORMATIVE ASSESSMENT
<input type="checkbox"/> Takes place at end of module	<input type="checkbox"/> Takes place during studies and is often called continuous assessment
<input type="checkbox"/> Is intended to judge final learning outcomes	<input type="checkbox"/> Is intended to enable instructors and learners to modify strategies for teaching and learning
<input type="checkbox"/> Is usually formal, strives to be objective	<input type="checkbox"/> May be formal or informal, values subjective input as well as objective checks
<input type="checkbox"/> Lends itself to quantitative methods	<input type="checkbox"/> Lends itself to quantitative and qualitative methods

Diagnostic assessment refers to assignments or tests designed to identify specific learner problems.

A single diagnostic test may cover a range of skills.

Groups of questions can be designed to test the level of proficiency in specific skills.



After the test or assignment has been administered, learners should be able to identify the strong and weak points of their current levels of proficiency accurately.

Diagnostic assessments can also be used effectively as a technique to determine the **prior knowledge** and skills of learners.

A single diagnostic test may cover a range of skills.

Groups of questions can be designed to test the level of proficiency in specific skills.



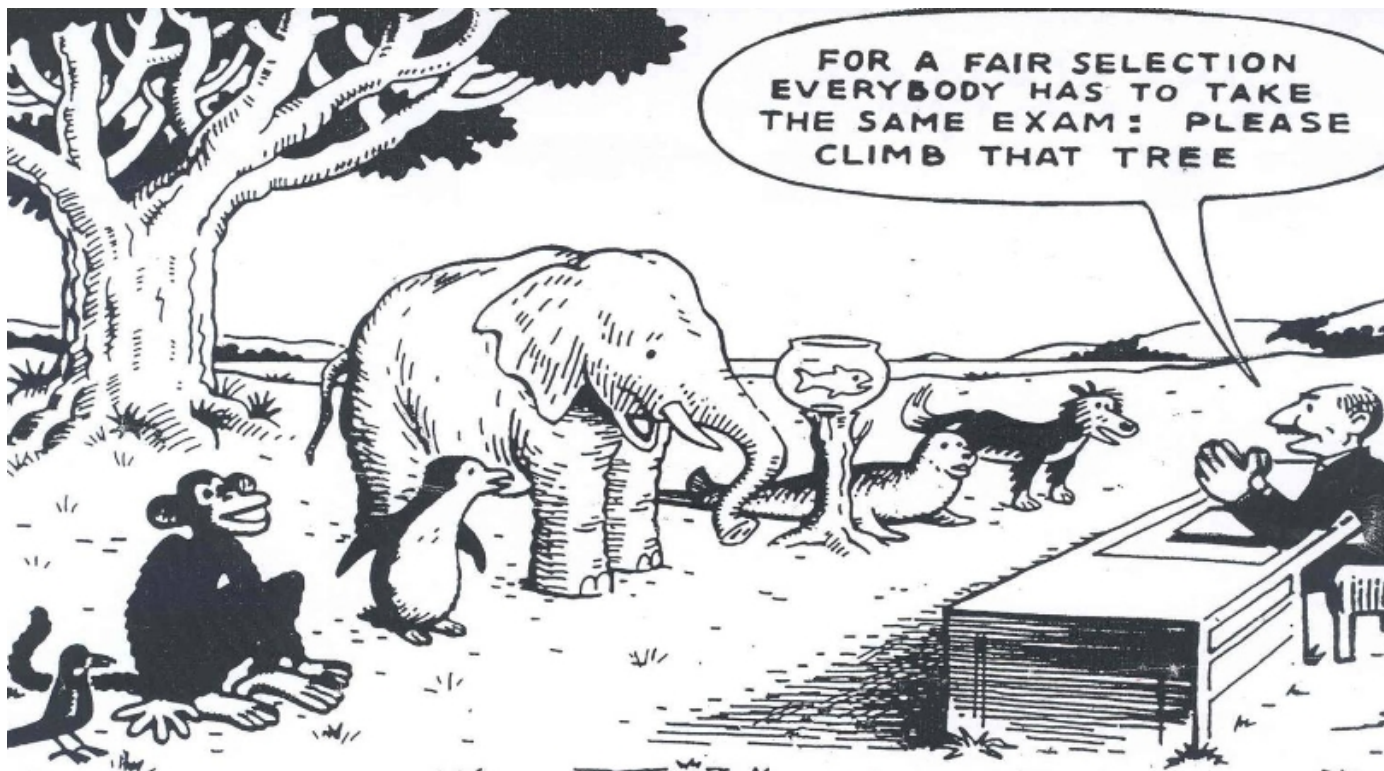
After the test or assignment has been administered, learners should be able to identify the strong and weak points of their current levels of proficiency accurately.





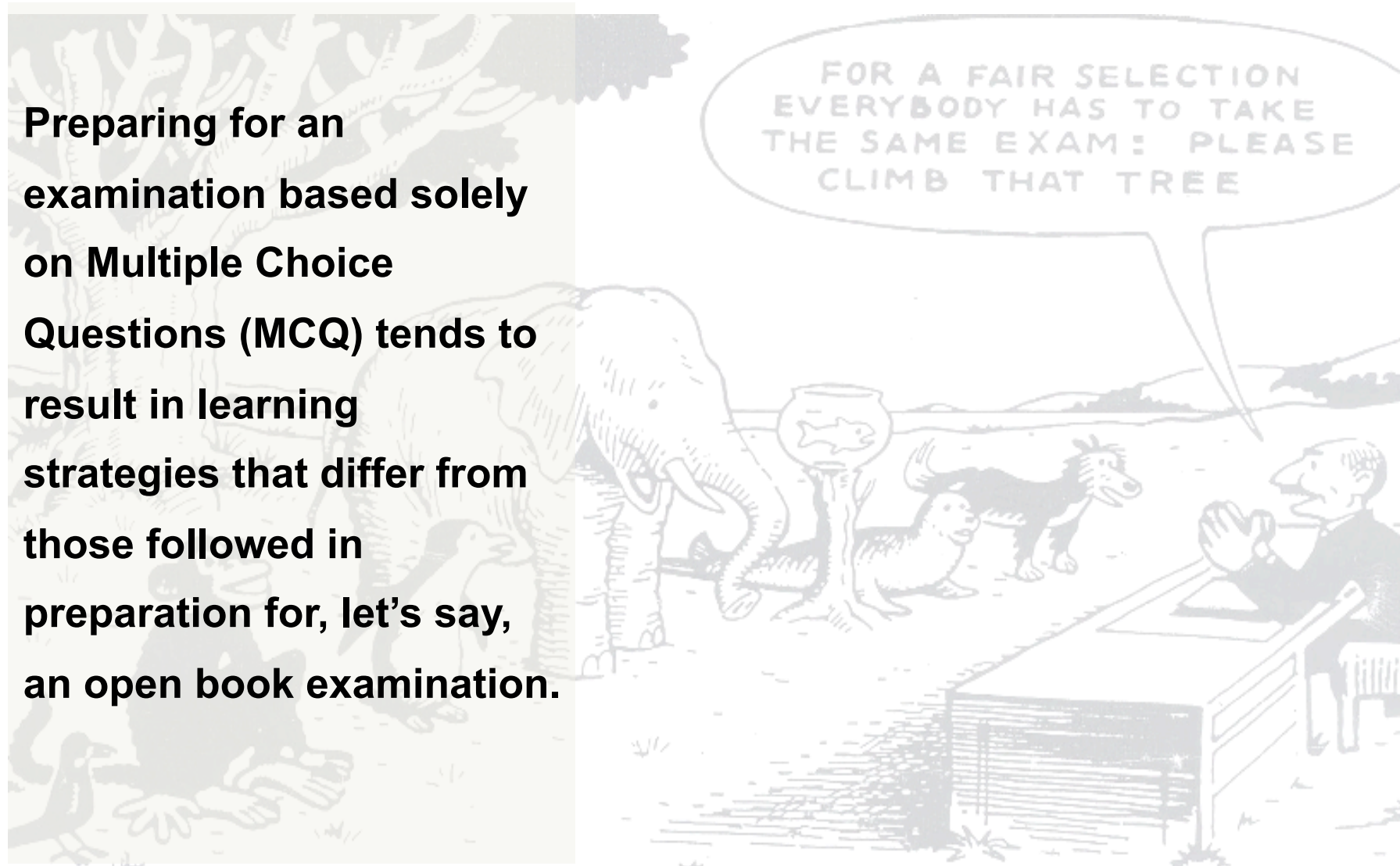
**bear in mind?**

- ✓ There is, or should be, a definite link between the objectives (desired outcomes) of a DE course and the way in which learners are assessed.
- ✓ Whatever it is that learners are expected to know, understand, or be able to do, should determine how they are tested and examined.
- ✓ Therefore the course should be designed to teach those objectives that eventually have to be assessed, and the assessment should match the objectives.



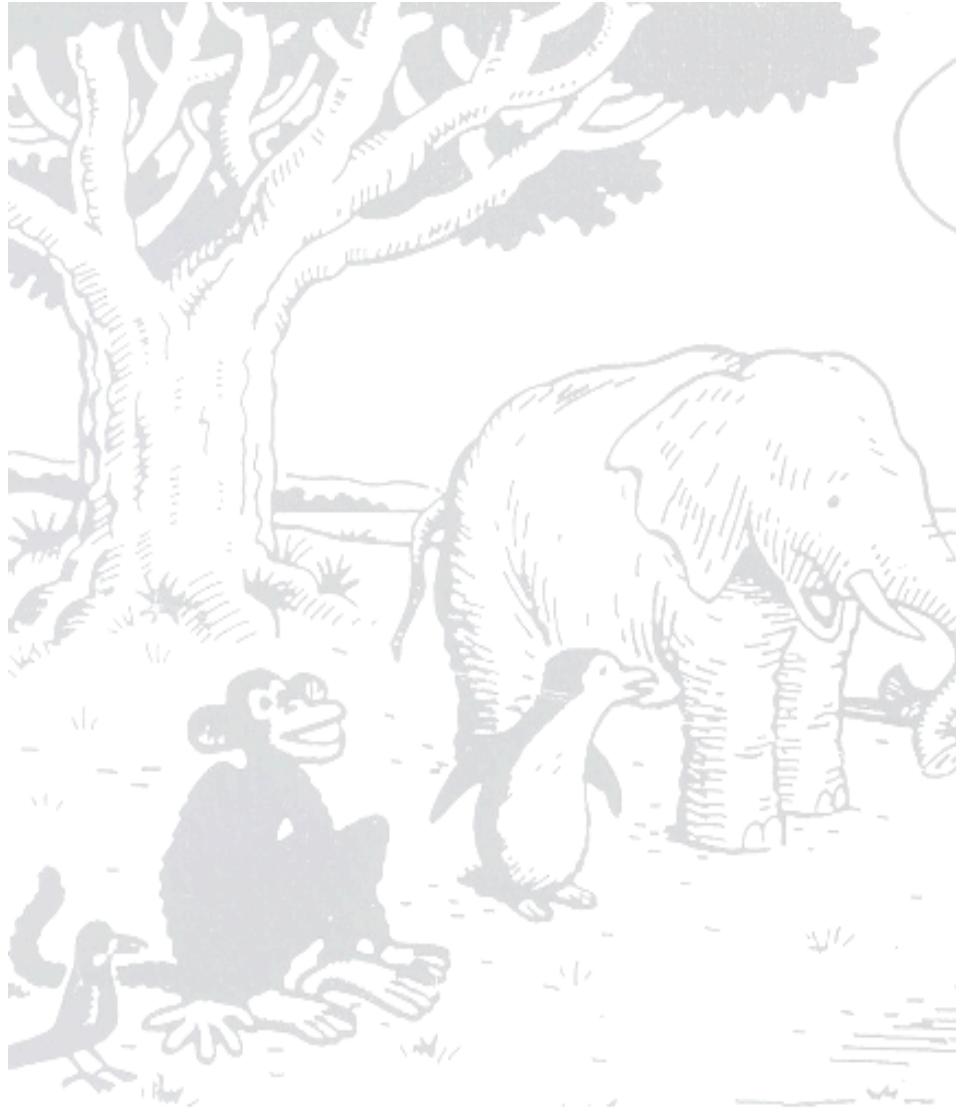
The type of assessment learners are faced will influences the way they learn.

**Preparing for an examination based solely on Multiple Choice Questions (MCQ) tends to result in learning strategies that differ from those followed in preparation for, let's say, an open book examination.**





## ASSESSMENT DRIVES LEARNING



If you want your materials to promote independent learning and critical thinking, your assessment methods and strategies will have to support that approach.

So the selection and implementation of assessment methods are closely linked to your purposes for assessment.

**CRITON - prediction of e-learners' progress and timely assessment of the achievement of learning outcomes in Lifelong Learning**  
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**REFLECTIVE/  
WRITTEN  
ACTIVITY**

Take a few moments to read through the comparisons of assessment methods set out in the table on the next 3 cards. As you read, highlight key phrases that help build a picture of how each assessment methods functions in DE.

After you finish reading, gather your thoughts by jotting down 1- 2 sentences that summarize your own response to the question in the last column: *Would each type of assessment suit your own purposes?*

If you do not have to assess learners, respond from the point of view of a learner on this course: *Decide whether each type of assessment is suitable for this course or not.*

(approximately 20 min.)



# COMPARISON OF ASSESSMENT METHODS

METHOD	STRENGTHS	WEAKNESSES	WELL SUITED FOR	NOT SUITABLE FOR	SUITED TO YOUR PURPOSES?
MCQ	Test wide areas well: can test insight and application if well constructed	Do not test own formulation or sustained logical argument; results skewed if badly set	Testing knowledge of facts: testing insight especially if linked to subject materials, eg maps	Subject where sustained logical argument counts	Own response:
Academic essay	Tests depth of insight, sustained logical argument	Does not cover wide area: tests writing ability as well as subject mastery	Subjects where language proficiency counts	Testing practical applications or psychomotor skills	Own response:





## COMPARISON OF ASSESSMENT METHODS

METHOD	STRENGTHS	WEAKNESSES	WELL SUITED FOR	NOT SUITABLE FOR	SUITED TO YOUR PURPOSES?
Portfolio assessment	Demonstrates range of skills well; can show progress over time; tests practical outcomes, eg design skills	May end up as unfocused ragbag	Testing learners' development over time	Testing one specific ability with clearly defined focus	Own response:
True or False	Quite easy to write; easy to score; scoring is objective; more information is sampled from a lot of content	Students have a 50 percent chance of being correct, just by chance	Testing whether statements of facts, principles, generalizations, relationships, or evaluative statements are correct	Testing higher levels of learning eg analysis, evaluation, synthesis	Own response:





# COMPARISON OF ASSESSMENT METHODS

METHOD	STRENGTHS	WEAKNESSES	WELL SUITED FOR	NOT SUITABLE FOR	SUITED TO YOUR PURPOSES?
Tables and charts	Good for detail; predictable structure; easiest way to explain patterns	Hard to organize a lot of numbers; Difficult to see specific values	Extracting and reporting key information and insert it into tables or charts	Testing higher-cognitive and interpersonal skills/competences	Own response:
Learning Games	Giving dynamic & ongoing feedback; presenting incentivised learning experiences; trusting in the ability of the learner/player	Oversimplify complex relationships.	Testing complex problem solving skills; procedural & content understanding; collaboration	Testing factual or verbal knowledge acquisition; directly measuring metacognitive process or outcome	Own response:





In this module we have attempted to mention important points relating to assessment in eLearning and DE.

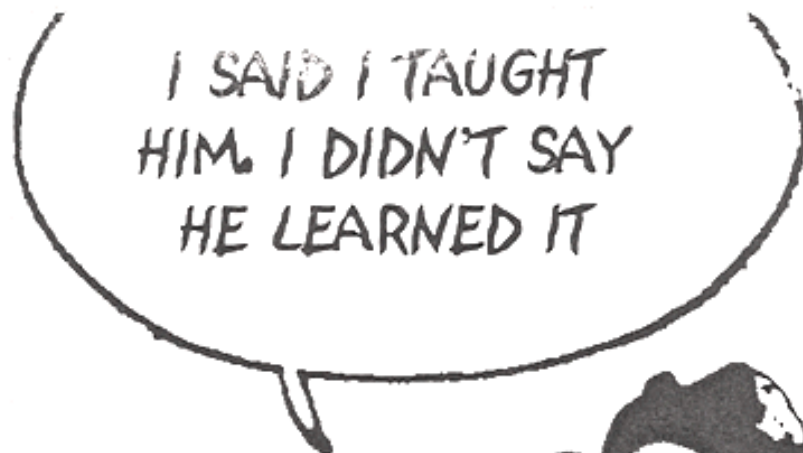
To conclude your thoughts on this topic, you may want to analyze the DE course that you are teaching or attending, as an example, in the light of the checklist on the next card.

(approximately 10 min.)



## REFLECTIVE ACTIVITY

LEARNER ASSESSMENT	Yes	No	Unsure
Is/are the assessment method(s) clearly linked to the course aims and objectives?			
Does the approach to assessment suit the target group (or yourself as an individual)?			
Do you think that the method of summative assessment suits the aims of the course?			



During this module, what information was particularly helpful and/or insightful?

- *I'm more clear about...*
- *I'm looking forward to...*

What new questions do you have?

- *I still need to process...*



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