



On-line assessment

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Ideas and reflection on online assessment practice

- Who..... Me?
- Luckily I am surrounded by awesome educators who I can ask and reflect on what has worked across the school and faculty (so my thanks to my colleagues for extra input from the MAVALT team)
- **Rule 1 = collaborate/communicate!**



Image credit: Pablo Stanley @pablostanley



How can we do it, can we change it?

- Structural things – handbook may not be changeable, but can ask the question - what systems are available/allowed?
 - Ensuring apply relevant rules and/or changing them in time for students to understand any assessment changes needed
 - Still aligned to ILOs and TLAs which may have had to change so recheck alignment as change happens
 - **Rule 2 – What is “structurally” possible in timely fashion?**
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FOOD20006 Helen Billman-Jacobie

- Normally pracs – with COVID no pracs! 
 - Changed assessment practice for during semester assessment from lab based pracs to more student driven assessment
 - Students could choose their own content in assessment (rather than more rigid lab based class) – video plus report
 - More interesting content to assess (but more work)
 - More linkage to cultural background for some students
 - **Rule 3: Make it relevant (and fun, if possible)**
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Anaesthetics – Jen Carter

- Getting teaching staff and non experts together to discuss assessment
 - Ensuring questions are “less-googleable” – particularly for declarative type questions. Eg. change a solely declarative question into an applied example.
 - **Rule 4 – reduce simple data retrieval questions**
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Platforms

What platforms are easy to use for students?

What platforms enable simple marking, particularly if team based? (and are available for use)

Practice exams with pictures – any problems with display? (use written words also to describe)

MS word copy of exam for email if necessary

Rule 5: Have an exam fall back option for if system goes down



Summary

- Collaborate/communicate
 - Communicate with staff
 - Communicate with students
 - What is “structurally” possible in timely fashion?
 - Make assessment relevant and fun (where possible)
 - Reduce simple retrieve data in exams
 - Establish assessment fall back options
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