

Assessment and Feedback Symposium 2021

An Inclusive Student-led Online Class Test During the Pandemic

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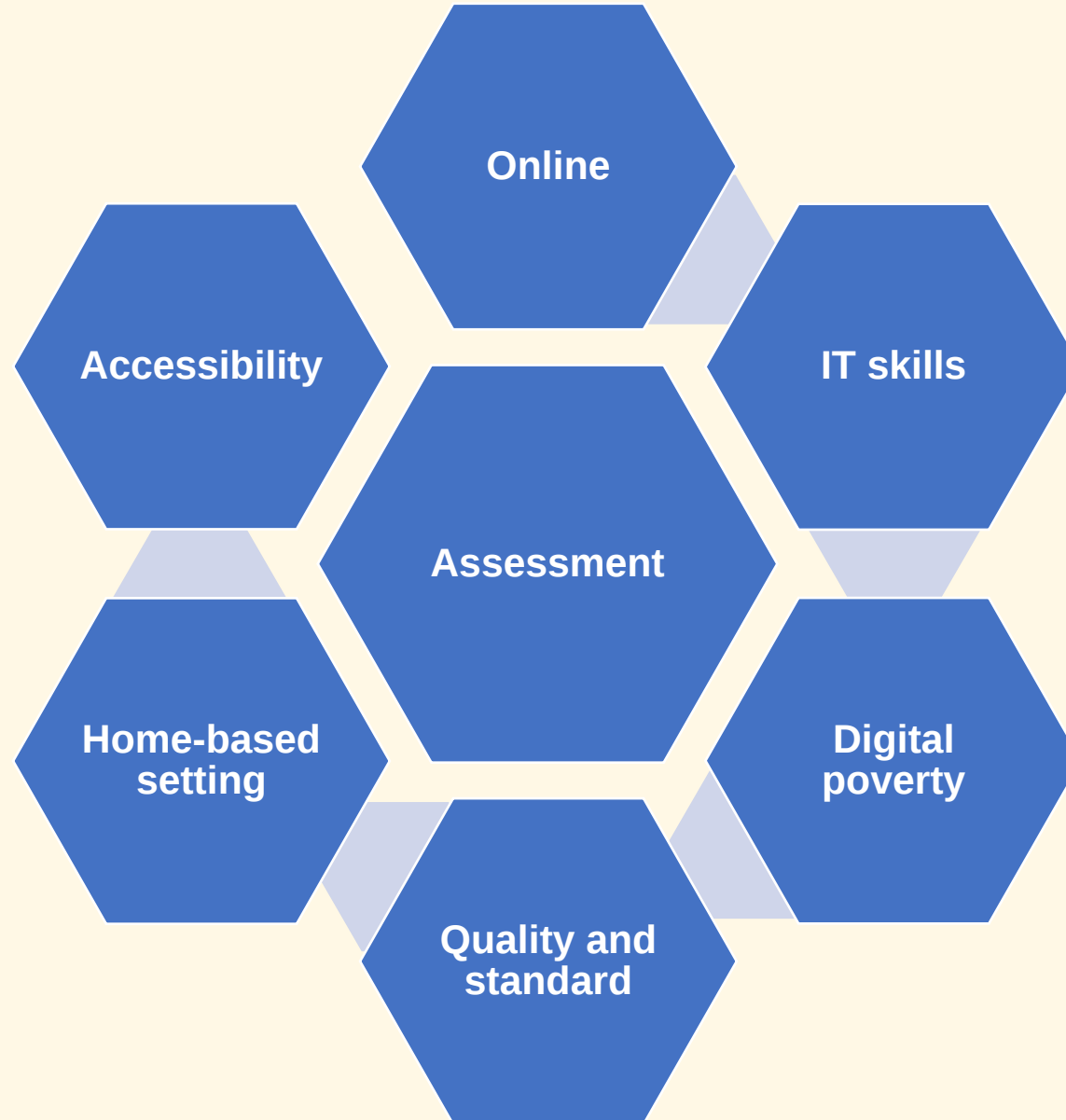
Canterbury Christ Church University

Challenges and opportunities of online learning

Challenges	Opportunities
• Poor engagement in study • Hard to stay motivated during this crisis • Too many online resources available and difficult to find the appropriate one • Unable to access the library physically • No face-to-face interaction with teaching and technical staff • Some classes require software/ hardware that is only available at the University • Mental stress • No communication with peers/sense of isolation • Difficult to organise a study group project/ communicate and work as a group collaboratively • Digital poverty • Poor internet bandwidth • Losing social contact with university life	• Flexibility to study in a comfortable environment • Flexibility to work at a flexible pace and time • Opportunity to participate in classes from anywhere • No need to travel • Cost-saving • Have access to more online resources as a substitute; tutoring sessions moved online, and new simulation tool for equipment • Increased opportunities for extended virtual peer interaction beyond class time • Opportunity for 1 to 1 online session with the tutor • Continue to provide education for students self-isolating or shielding

(Adedoyin and Soykan, 2020)

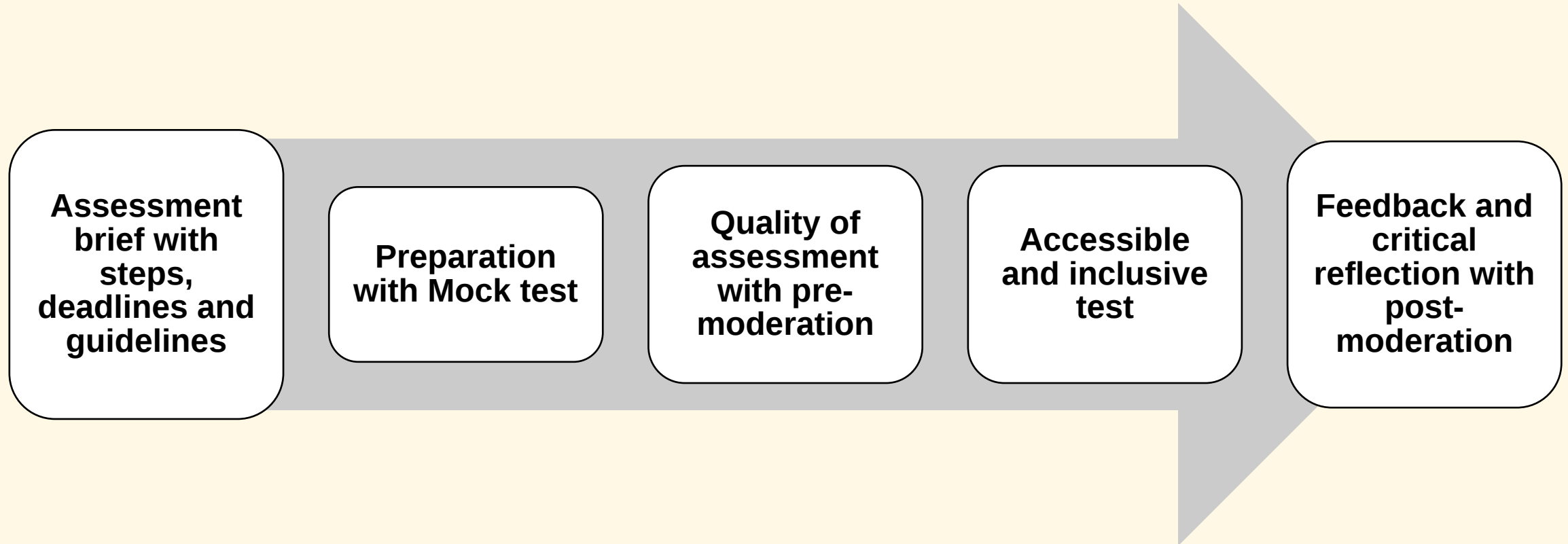
Issues associated with Online assessment



Standard assessment vs online assessment

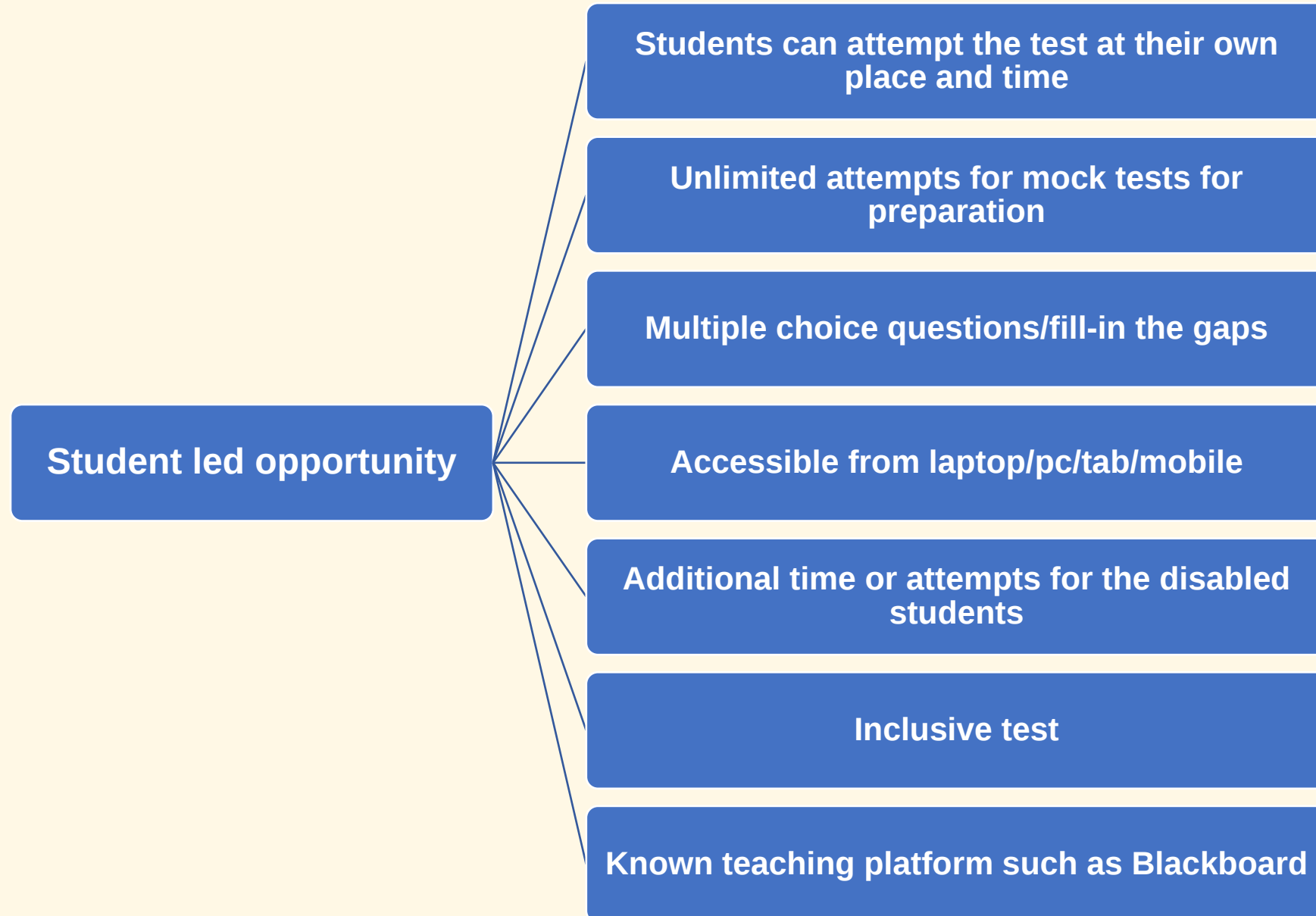
Standard assessment	Online assessment
Requires prior arrangement for room allocation, question paper printing, invigilator allocation.	No manpower is required as tutors can take the responsibility to put the question paper online and marked it
Requires manpower to complete the prior arrangement	No prior arrangement is required as long as the question paper is moderated.
Easy to identify plagiarism and duplication, therefor no need for plagiarism panel	It is not easy to identify plagiarism and duplications, therefore arrangement of plagiarism panel after the assessment
Students must travel to campus for completing the assessment	Students do not need to travel to campus as they can complete the assessment at their home
Quality is preserved as it is a on-campus assessment	Question papers need to setup in a way so that it would maintain the quality during online assessment
No IT skill is required	IT skill is required to complete online test, submission of assignment
No IT equipment is required	IT equipment such laptop/PC/Tab and internet connectivity are required.

Steps to complete assessment

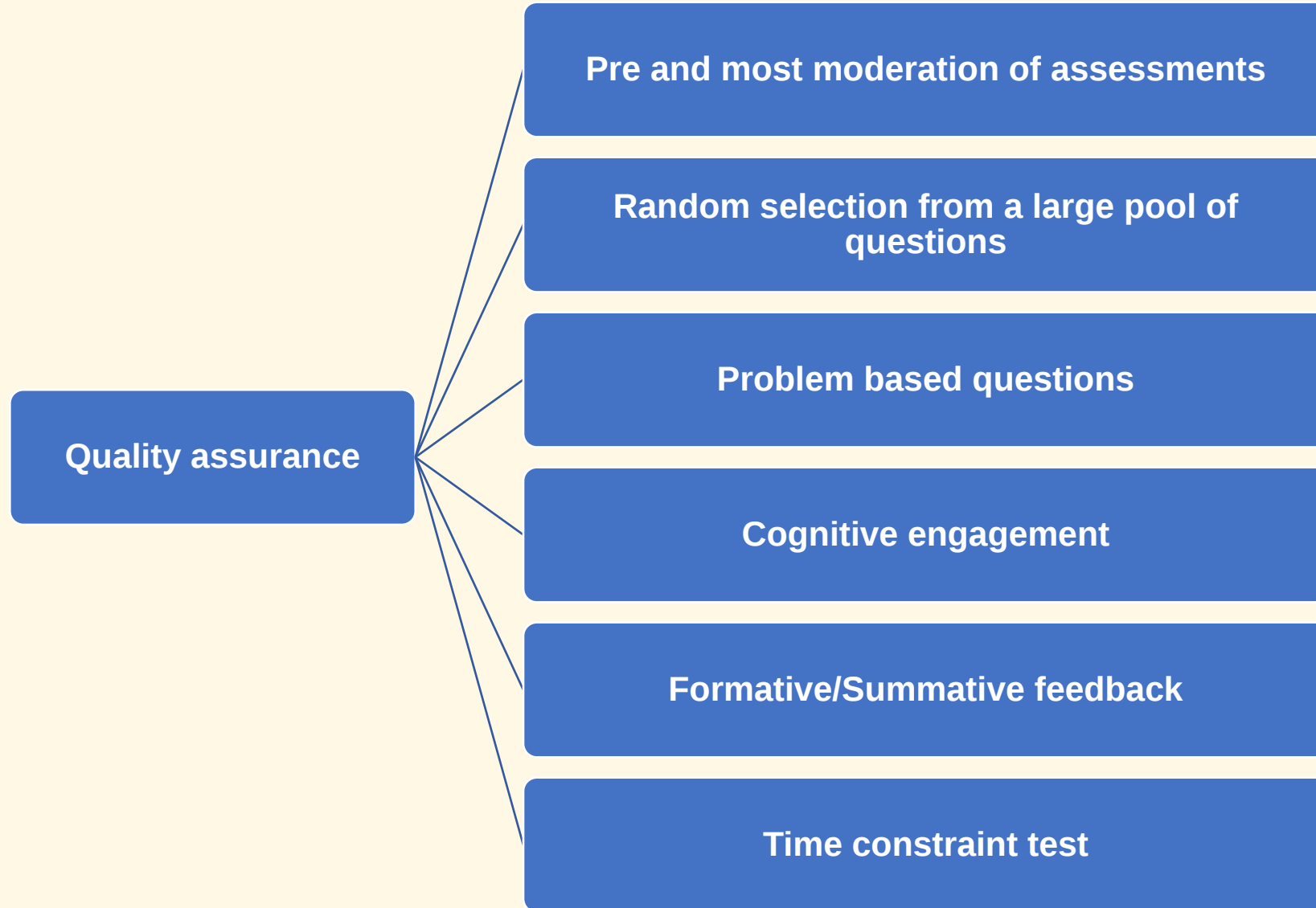


Bearman et al. 2014

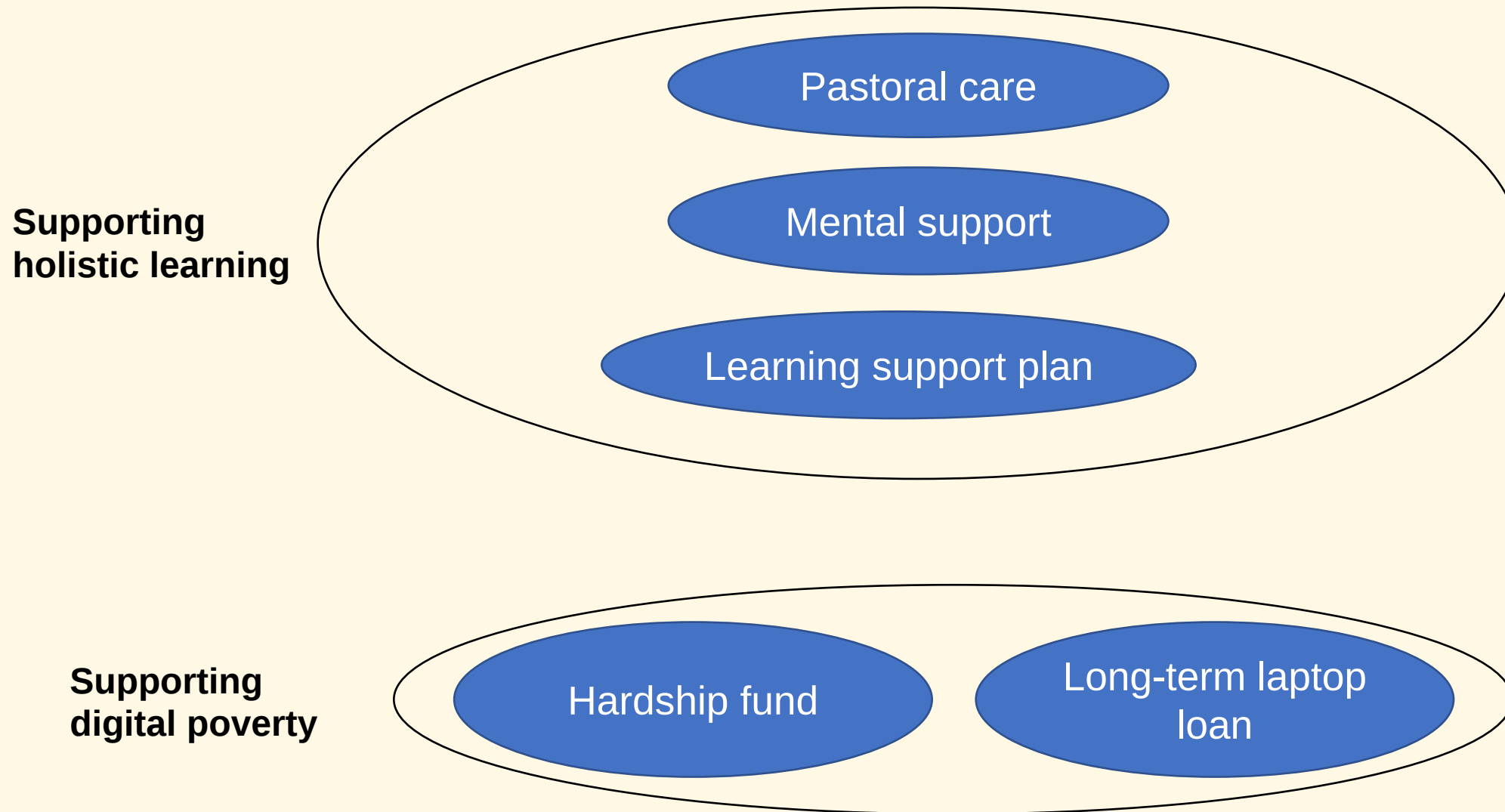
Steps to initiate student led opportunity



Steps to maintain quality



Mental and financial support for online learning



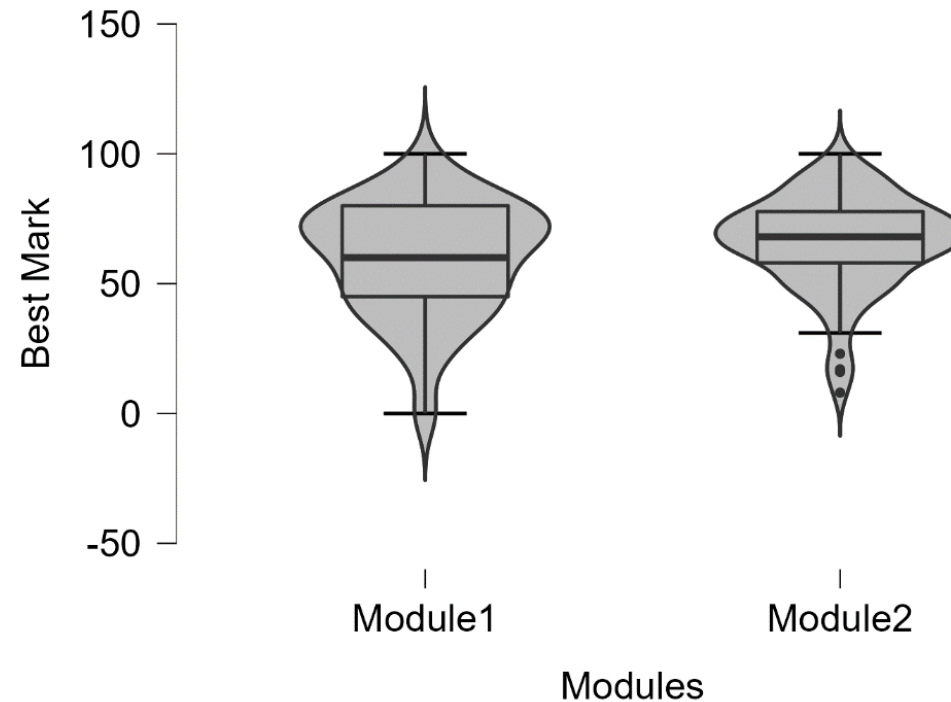
Overall performance of students in two modules

- Module 1 and Module 2 combined
- 15 failed out of 141 students
- 1st time Pass rate 89.3%

Descriptive Statistics

		Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
Best Mark	Module1	63	0	59.683	21.774	0.000	100.000
Best Mark	Module2	78	0	65.564	18.466	8.000	100.000

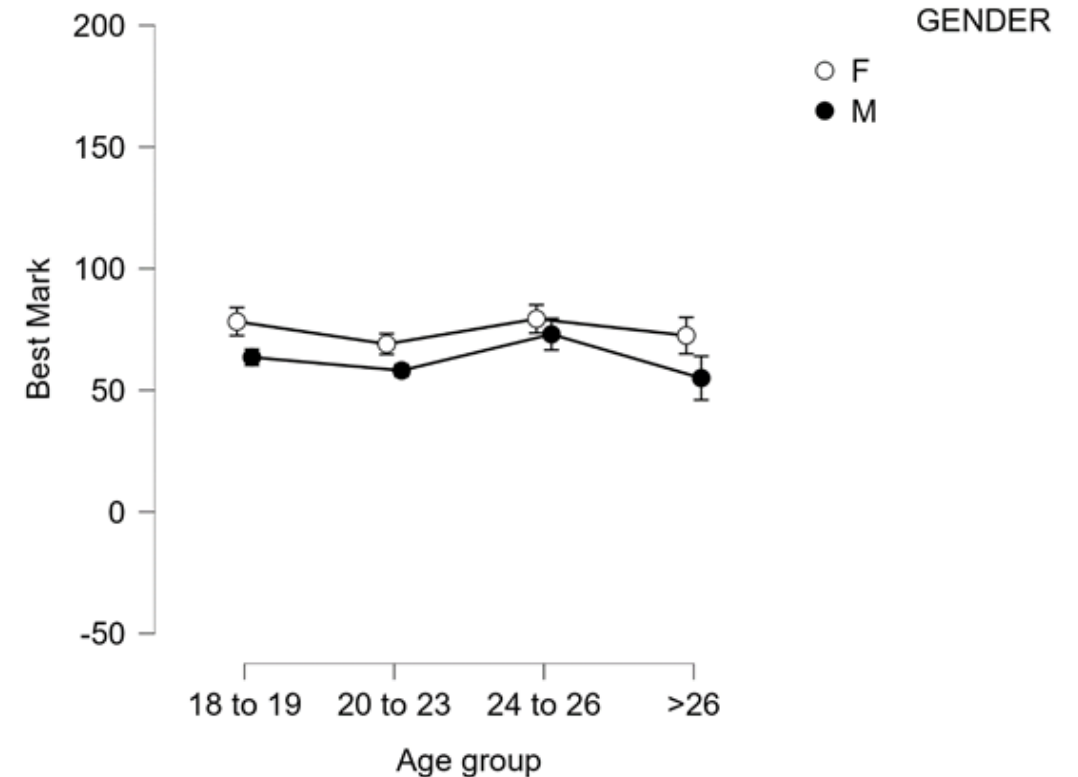
Boxplots



Performance of students based on age groups and gender

Descriptive - Best Mark

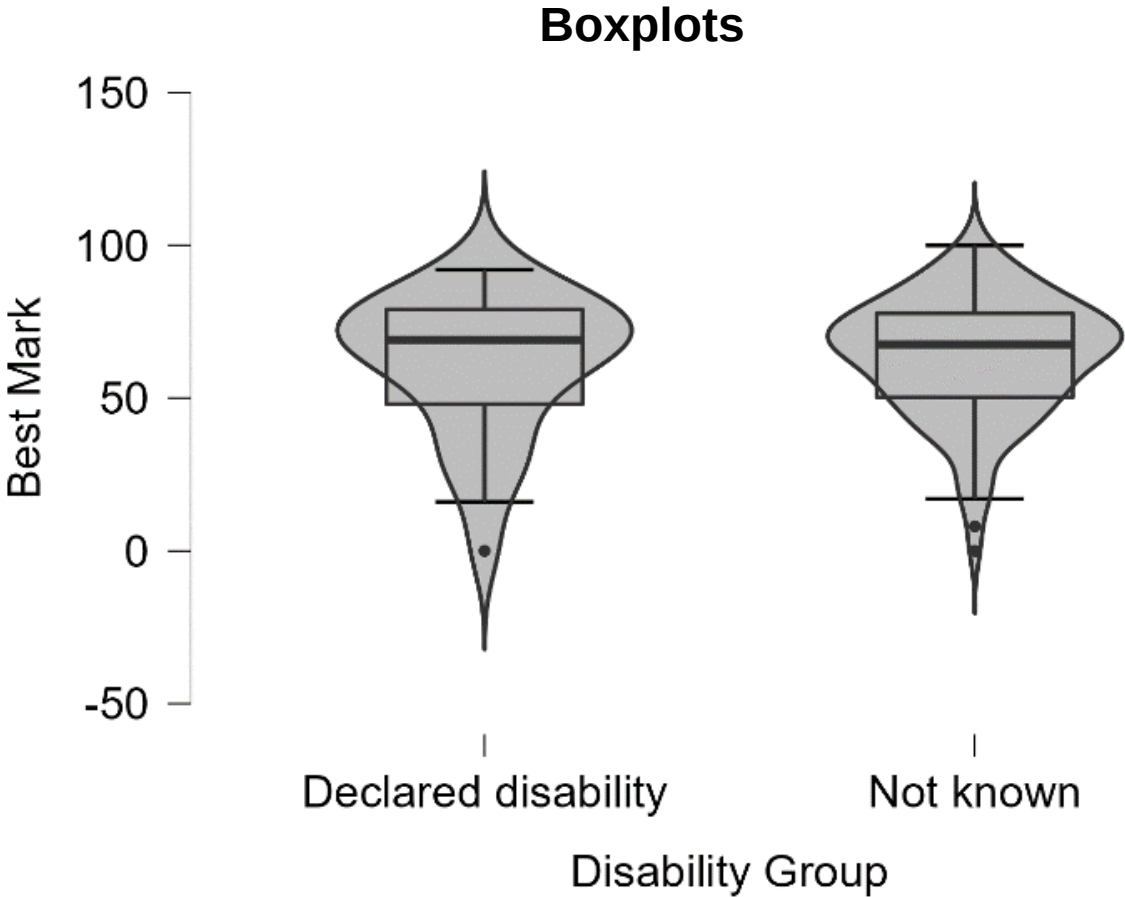
Age group	GENDER	Mean	SD	N
>26	F	72.500	10.607	2
	M	55.000	26.926	9
18 to 19	F	78.222	17.312	9
	M	63.553	20.296	38
20 to 23	F	69.000	13.416	10
	M	58.113	19.345	62
24 to 26	F	79.333	10.066	3
	M	73.000	18.354	8



Performance analysis of disabled students compared to the students with no known disability

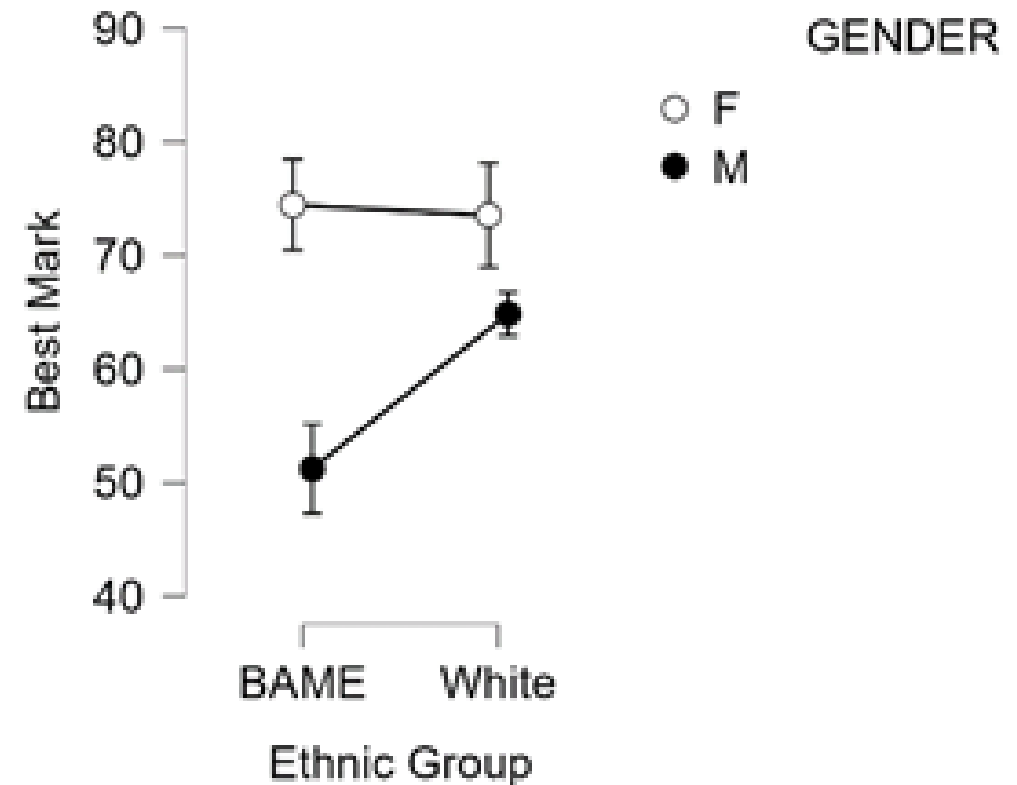
Descriptive Statistics

	Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
Best Mark Declared disability	27	0	61.111	23.034	0.000	92.000
Best Mark Not known	114	0	63.368	19.496	0.000	100.000



Performance of students based on ethnicity and gender

Ethnic Group	GENDER	Mean	SD	N
BAME	F	74.462	14.455	13
	M	51.222	23.648	36
White	F	73.545	15.234	11
	M	64.852	17.411	81



Conclusion

- **Average mark in Module 1 has been increased by 25.2% from previous year.**
- **Average mark in Module 2 has been increased by 5% from previous year .**
- **More than half of the students who were engaged scored above 70%.**
- **The performance of female and disabled students are encouraging.**
- **There is still an attainment gap from BAME male students, therefore we need to provide more support to improve their performance.**

Thank you