DCAD Assessment and Feedback in the Online Environment
Proposed Syllabus 2011/2012
*The content of this syllabus may be revised

For further general information about the module content or delivery please contact:
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Description
This module aims to equip participants with the skills to evaluate and develop appropriate online
assessment instruments and approaches. In this module participants will look at the opportunities and
challenges that online assessment presents within and outside virtual learning environments such as
Moodle.
This is a Level 9 5 ECTS module. It was developed in collaboration with the Centre for Teaching and
Learning, National University of Ireland, Maynooth.

Learning Outcomes
1. Reflect on their experience of assessment including challenges, difficulties, opportunities and requirements
2. Critique the key assessment issues in their own disciplinary context
3. Evaluate contemporary assessment approaches online in the light of their current teaching context and practice

Targeted Participants
This module is for practitioners who are currently involved in assessing student work and who wish
to integrate online technology in their assessment and feedback practices.

Format
The majority of content in this module will be delivered through online synchronous
lectures over 12 weeks. Videos, e-quizzes, discussion forums, guest webinars,
multimedia resources, and face-to-face sessions support student learning.
Indicative Content

**Recommended pre-reading: Introduction to Assessment and Feedback**
- Provided in a self-study online resource that will be made available before the module begins.

**Section 1: Understanding assessment and feedback in the online environment (3 weeks)**
- Setting the context, understanding the terms
- What opportunities / challenges does assessment and feedback online offer practitioners and learners?
- Disciplinary case studies

**Section 2: Relationship between pedagogy and technology in online assessment online (4 weeks)**
- Online social learning: collaboration and the construction of knowledge
- Can we assess for higher order learning online?
- Authenticity & originality in online assessments

**Section 3: Designing for assessment and feedback in the online environment (4 weeks)**
- Validity, Reliability, and Transparency
- Technology’s role in assisting formative feedback
- Designing feedback for large groups

**Assessments**

1. Assessment design /strategy: Learners will design a complete assessment strategy for a module they currently teach or will be teaching. The design will include rubrics, feedback mechanisms, rationale for assessment and timeline of assessment cycle.

2. Reflective journal

**Hours Breakdown**

**Directed Learning:** Face to face sessions, online lectures, tutorials, and guest webinars = 30hrs
**Online participation:** Discussion forum and other online activities such as quizzes = 15hrs
**Independent Learning:** Working through module materials, additional reading and planning = 40hrs
**Assignments:** = 40hrs

**Module Dates**

- **March 5th** Moodle available, pre-reading made available
- **March 14th** Face to face session in DCU
- **April 16th** Plan for assessment design due
- **May 28th** Module delivery completed
- **June 28th** Assessment design due