



Practice Implications for Assessment in Hybrid Contexts

Assessment Task	Description	Considerations for Use
Written Article (e.g. in style of journal, patient notes, lab report).	<p>Comparable to a continuous assessment essay; students might prepare a literature review/engage with research to inform a response to a prompt question (e.g. 'Special Issue in XXX').</p> <p>Consider asking students to undertake 'peer review' of 1st article produced; date-stamped with comments as formative assessment/proof of date of first engagement. – students submit 1st formative piece, their final submission, and a 1-pager justifying how they've acted (or not) on comments provided by peer.</p> <p>Article format can be easily engaged with to create 'track' of student engagement with content/assessment, without creating additional work for academic (using track changes to mark version control).</p>	<p>Consider limiting 'range' of sources students can engage with (e.g. no more than 15 sources, published no earlier than 2015).</p> <p>Consider placing tight word limit in line with journal submission (testing student capacity to select appropriate information).</p> <p>Consider authenticity of task: allows for focus on e.g. referencing/need for accuracy in citation.</p> <p>Can be expanded as multi-stage assessment, e.g. peer review can be enacted, attention to referencing detail can be highlighted, brevity in quality of writing sought through 'editorial' peer review.</p>



<p>(Annotated) Bibliography</p>	<p>Students develop capacity to interrogate appropriacy and value of particular sources/references.</p> <p>Students might be asked to produce a list of 10 key references having reviewed a reading list of 30-40 sources and provide comment on their use.</p> <p>Can be multimedia-oriented or traditionally focused (e.g. developing research skills with databases as well as with Google Scholar).</p>	<p>Scalable assessment practice.</p> <p>Students create their own annotated bibliographies, share with each other, and refine an AB that could be used as overall limited source list for an open-book assessment task later in the year.</p> <p>Students see authenticity value in its use later in the semester/year.</p>
<p>Blog</p>	<p>Can provide students with an opportunity to write regularly and organise their thoughts/resources – particularly useful in online context where you cannot ‘see’ if students are developing in their capacity to self-regulate with study skills.</p> <p>Regular deadlines can facilitate regular engagement, as opposed to boom-and-bust study practices.</p> <p>Blogs are individualised and well suited to reflective writing. For collaborative writing work, a ‘wiki’ or a collaborative assignment (e.g. an annotated bibliography) is likely more appropriate.</p>	<p>Consider being explicit about length of posts, e.g. 100-200 words: blogs can be used either formatively or summatively.</p> <p>Consider ‘venue’ of the blog: keeping within the VLE makes it easy to take a quick glance at quantitative data, e.g. how many blog posts an individual student has made in a module.</p> <p>Consider ‘venue’ of the blog: keeping it within the VLE facilitates sensitive data being stored in a GDPR conscious way.</p>
<p>‘Design a solution to [x] problem’.</p>	<p>Situating and analysing ‘wicked’ problems requires students to engage with a task on multiple levels, likely unearthing different challenges.</p>	<p>Challenging to automate marking: likely most manageable in group project and small team work. Works well in multi-disciplinary and cross-disciplinary groups.</p>



Essay

Essay style tasks previously used for continuous assessment are likely easily transferred for use as open-book assessment tasks, but some additional tweaks may be required to promote academic integrity.

Compare/contrast, limited range questions, and scenario-based questions all strongly limit the chance to locate answers that can be directly copy/pasted by students from search engines (e.g. Google).

Consider resourcing implications, e.g. where students may be unable to access the library during a period of closure.

Where you might ask a student to write three essays in three hours in a closed-book exam, consider asking them to produce two essays throughout the term instead to encourage 'spaced-out' workloads.

Consider how you generally place limits on what you expect students to produce, e.g. word limits, references, expectations of sophistication in content or argumentation.

Consider using TurnItIn within the VLE to generate similarity reports.

Spacing work for students is likely to mitigate against the 'last-minute' dash to put an essay together the night before the deadline.



<p>Exam*</p>	<p>Exam questions can be adapted/modified for open-book use.</p> <p>Consider the implications of context inequity where exams are being undertaken remotely, e.g. duration of exam, location of student, technology inequity.</p> <p>*Closed-book exams, e.g. using MCQs, risk greater challenges to academic integrity in an online context. Undertaking remote proctoring – e.g. invigilating remotely – is not a preferred approach unless academic integrity is at significant risk.</p> <p>*Where you might ask a student in a closed- book context to write three essays/solve three proofs etc in three hours, consider asking them to produce the essays throughout the term instead to encourage more even engagement with workload across the module/programme.</p>	<p>Consider using adaptive release functions within VLE where exams feature some timed activity (e.g. MCQs + essay questions).</p> <p>Consider requesting artefacts of ownership, e.g. visual images of ‘handwritten working out’/ ‘rough work’.</p> <p>See resource: Repurposing F2f Exam Questions for Open-Book Exams.</p> <p>Consider the implications of ‘spacing out’ assessment practices on workload for the programme team: who is responsible for ‘which’ set of essays and grading?</p>
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<p>Multiple-Choice Questions (MCQs)*</p>	<p>MCQs are frequently used to assess recall and memorization of facts and can be easily 'gamed' in open-book contexts unless care is taken. In a fully remote context, their use is best in a 'hybrid' context with a parallel task (e.g. combined with a viva or requiring the submission of a Part B question) to test concept mastery.</p> <p>In a remote context, their use is likely best automated: e.g. multiple banks of questions available and randomised through the VLE to reduce the likelihood of undesirable sharing of answers between students.</p> <p>The adaptive release function for sequencing access to activities within the VLE might be used to limit the amount of time a student can spend on each run of questions, e.g. 40 minutes once the session has begun.</p>	<p>Consider the use of 'best fit' expansions to MCQ questions: e.g. Which of these solutions is most appropriate and why – either short answers (in words) or evidence of calculation (can be used to limit googleability).</p> <p>Consider using assertion/reason questions to construct an MCQ set. Consider asking students to provide reasons for/against each answer in a set to encourage engagement (and then requesting that the 'process artefact' created is uploaded after the session.</p> <p>Consider having students create MCQs as part of presentation or portfolio work.</p> <p>Consider whether all students need to take the same questions or whether a randomised set of questions from a common bank of questions might be used to minimise the chance of collaboration or collusion.</p>
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<p>Objective Structured Clinical Examinations (OSCE)*</p>	<p>OSCEs are understood as an ‘authentic’ assessment task, assessing a student’s clinical performance and their demonstration of clinical competencies/communication skills. With the use of standardised patients, students are introduced to different scenarios through a series of patient stations.</p> <p>They are ‘standardised’ to replicate the same challenges for each student. Examiners typically have standardised checklists against which to interpret the student’s performance.</p>	<p>Assessment of some practical skills may need to be prioritised for in-person demonstration.</p> <p>Conducting remote OSCEs in some areas of specialism may be challenging and as such may be an assessment mode best prioritised for in-person use.</p> <p>Remote OSCEs might be used to assess e.g. a student’s communication skills, to look at ‘bedside manner’, and/or an immediate response to a scenario posed.</p>
<p>Performance</p>	<p>If assessment is of a performance, how might this be best assessed remotely? Are multiple cameras required of a student to situate them in 3D virtual reality? Is audio quality adequate to assess student voice projection? Can the skills/skills competencies being assessed be assessed in a different way?</p>	<p>Assessment of practical skills may need to be prioritised for in-person achievement.</p>
<p>Poster</p>	<p>‘Research-style’ poster presentations can be a very effective way to encourage students to prepare resources for quick reference during an open-book exam or assessment.</p>	<p>Consider placing limits on software suite that students can use to create posters, e.g. limiting production to within PowerPoint.</p> <p>Consider testing ownership with a short viva (e.g. a high-level ‘pitch’) or asking for a highly limited reflective statement/essay accompanying the submission of the resource.</p>



Portfolio	Students might be asked to collate previous assessment tasks and comment/mark up the files to highlight development in their learning across a module.	Potentially resource and time-intensive for the academic to mark/re-review/re-mark. Most likely suitable for small classes. Students need to be aware that they are responsible for signposting/directing assessors to evidence of learning outcomes achieved across the module/programme in their portfolio.
Practice-based assessment (e.g. of a practicum/professional placement/clinical attachment).	Competency-based assessment is often already hybrid in nature, e.g. made of multiple smaller assessments contributing to a p/f determination of a student's readiness for practice.	Assessment of some practical skills may need to be prioritised for in-person demonstration. May need to be modified in light of newly 'remote' nature of assessment.
Practical exam (e.g. in Creative Arts, Nursing, Education etc).*	<p>It is extremely challenging to remotely undertake a direct observation of students' actual capacity to perform a practical task is required, where a written test cannot be used.</p> <p>Scenario based assessment and simulations can be used, e.g. as they are in medical environments, but these are expensive/challenging to arrange.</p> <p>Can any of the practical assessments be supplemented/redesigned to include other tasks?</p> <p>Is the practical element of the assessment reassessed elsewhere in the programme?</p>	Assessment of practical skills needs to be prioritised for in-person demonstration.



<p>Presentation</p>	<p>Presentations can be used both summatively and formatively both in-person and remotely.</p> <p>Students without good connectivity may struggle with a live presentation – consider whether students can submit a PowerPoint, a script, or a pre-recorded video and still demonstrate how they have achieved the learning outcome to be assessed.</p>	<p>Where students are presenting in synchronous contexts, consider using tools like Collaborate Ultra to record their presentation for content feedback afterwards.</p> <p>Where students are presenting asynchronously, consider using e.g. the video upload feature of the VLE to manage uploads.</p>
<p>Quantitative reasoning exams</p>	<p>Consider asking students to submit proofs/demonstration of working out through the VLE when they submit assessment tasks. The ‘journal’ and ‘blog’ functions in the VLE are effective for their capacity to ‘date stamp’ submissions.</p>	<p>To demonstrate that students aren’t just putting questions into a web calculator, consider requesting proof/evidence of working-out (e.g. providing proof of process of calculation rather than just the end-product answer).</p>
<p>Reflective Journal</p>	<p>Journaling, like blogging, is a good way to get students to write regularly. They are particularly useful where reflection/reflective practice on development is privileged. Automating the submission process limits the chance of 25 reflective journals being written the night before the deadline, e.g. can be used as a development.</p> <p>Individual journals can be used formatively to inform a student’s summative submission of a reflective essay/article – facilitating engagement across the semester/year, limiting boom/bust learning cycles.</p>	<p>Consider being explicit about minimum – and maximum- length of entries, e.g. 100-200 words</p> <p>Consider ‘venue’ of the journal: keeping within the VLE makes it easy to take a quick glance at quantitative data, e.g. how many posts an individual student has made in a module.</p> <p>Consider ‘venue’ of the journal: keeping it within the VLE facilitates sensitive data being stored in a GDPR conscious way.</p>



<p>Short Answer Question (SAQ) and Modified Essay Questions.*</p>	<p>Multi-stage SAQs may need to be reviewed to ensure they are not 'googleable' in individual chunks. They can work well to supplement MEQs to test authorship/mastery of content.</p> <p>Can different stages of MEQs be integrated together to require students to demonstrate and synthesise their knowledge of an area, rather than being separated in a step-by-step multistage question?</p>	<p>This style of assessment is readily adapted to enhance sense of authenticity of assessment task, e.g. Use the SAQ prompt 'write a 200-300 summary treatment plan of [x]' to build on the assessment of learning demonstrated through MEQs.</p>
<p>Video Submission</p>	<p>Consider asking students to submit assessments using other media.</p> <p>Does the assessment need to take the form of an essay or text-based submission for a student to be able to demonstrate how they have achieved a particular learning outcome?</p> <p>Considering being explicit as to which learning outcomes might be assessed using a video clip. Might a student, for example, be asked to 'talk to their phone' advising a patient or advocating to a politician.</p> <p>Presentations could be also recorded and submitted as video clips, e.g. as straight-to-camera takes on a simple mobile phone camera.</p>	<p>Consider automating the submission process through the VLE: this lets you track submission dates, details, and see at a glance who has submitted files and not, without 'maxing out' your email inbox.</p> <p>Consider testing ownership with a short follow-up viva (e.g. hybrid assessment). This does not have to be of all students – a 'sample' is enough to discourage collusion or collaboration.</p> <p>Consider testing ownership by requiring an additional reflective statement/essay accompanying the submission of the video – while bearing in mind the resourcing implications for the programme team of creating further assessment load.</p>



Viva* (oral exam)

Consider either replacing or supplementing a high-stakes assessment task (e.g. essay) with a viva or else using randomized vivas to test authorship of a number of students' submissions.

If conducting a viva remotely, ensure all participants are comfortable with the technological tool being used to 'stage' the viva. What is/are the contingency plans if the technology drops?

Consider that some students may be uncomfortable with the prospect of an oral exam: are students/examiners clear on the process and reach of the viva?

Have students had the chance to 'practise' the assessment type in a low- stakes environment? Can they re-sit the task if they have misunderstood the nature of a task?

Highly useful to promote integrity as part of a hybrid assessment approach.

Note that a short viva to test ownership may or may not be open book!

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