USING ONLINE ASSESSMENT WITH UNDERGRADUATES

PROS, CONS AND LESSONS LEARNT

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TIMELINE – 11 YEARS OF E-ASSESSMENT IN LIFE SCIENCES

- 2002- Blackboard VLE introduced for all modules
- 2003 –Life Sciences decides to adopt online assessment for all 1st year modules
- April 2003 – staff training in online assessment
- Sept 2003 – first assignments published in first year modules – used for all tutorials and exams
- Sept 2004 – formative and low-stakes summative assessments introduced to 2nd and 3rd year modules
- Sept 2012 – combination of QMP and ExamOnline for second year exams
- Sept 2013- use of ExamOnline for third year exams and Turn It In for coursework
- 2015- Turn it in for all coursework and Honours projects - Final year exams will use ExamOnline!!

WHY CHANGE?

- Increasing student numbers
- Changing student expectations
- Reduction in staff numbers
- Slow turnaround for paper based coursework
- Limited feedback on coursework
- No “feed forward”
- Students needed more practice in assessments

WHY USE E-ASSESSMENT FOR FORMATIVE (AND SUMMATIVE) ASSESSMENTS?

Staff

- – reduced time spent marking
- -easier to track individual student's progress
- - wanted students to do assessments more readily and repeat them until they got them right

- Students
- - instant feedback
- - more practise
- - available anytime/ anywhere

WHERE DID WE DECIDE TO USE E-ASSESSMENT INITIALLY?

- Formative, summative or both?
- 1st year – formative and summative
- 2nd year – formative and low stakes summative
- 3rd year - formative

POSITIVE POINTS ABOUT QMP

- Flexibility of question types
- Reusable resource
- Using Enterprise Reporter, marks are easily extracted and transferred to Excel files
- Question performance and validity can be analysed.

NEGATIVE POINTS

- Very few – initial staff time to learn how to use the software
- Initial preparation of question banks
- Hardest part – designing feedback that is useful without giving away the answers.
- BUT - If you want students to write more than a few words not really suitable

SUCCESS STORY

- Introduced to 1st year modules in 2003-04
- Uptake by students phenomenal – each assessment attempted on average 6 times
- Module pass rates improved
- Staff – less time spent marking more time spent with students
- This gave us the confidence to expand our use of e-assessment BUT what system to use?
- ExamOnline really allowed our expansion to all years

EXAMONLINE

- At level 2 and above exams use more SAQs and essays
- QMP not suitable for this
- ExamOnline - Intelligent Assessment Technologies Limited
- Supports extended writing
- Trialled it for mid-module tests for a third year module in 2011
- BUT – students needed to be able to add diagrams!!
- Now can upload hand-drawn diagrams
- Rolled out for Level 2 exams in 2012/13, Level 3 2013/14 and Level 4 2014/15

Linda Morris (123456789)

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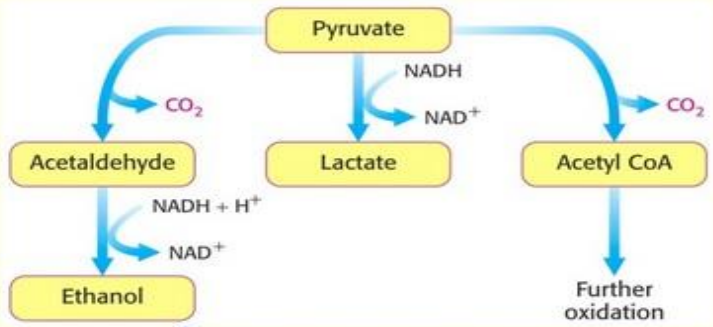
1.



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The diagram above shows the fate of pyruvate in metabolism.

a) In the conversion of pyruvate to ethanol, describe the types of reaction that take place and how they occur.

b) What kind of reaction is the conversion of pyruvate to lactate?

c) Acetyl CoA can be derived from pyruvate and is an important molecule in many pathways. How does this molecule help balance the metabolism of carbohydrates and fat? [10 marks]

The types of reaction that take place are:-

- this is where the student types an answer...
-
-
-

Submit

Top of answer

Bottom of answer

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Question 3

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(a) What type of lever system is shown in the diagram above? (2 marks)

(b) What is the main advantage of this type of lever for movement in the human musculoskeletal system? (2 marks)

(c) What is the main disadvantage of this type of lever? (1 mark)

(d) What arm muscle is illustrated in the diagram? (1 mark)

(d) A myofibril in this muscle measures 120 mm in length at rest, at which point the average sarcomere length is 2.4 um. The myofibril shortens to 96 mm during an isotonic contraction. How many sarcomeres does the myofibril contain (2 marks) and what is their average length at peak contraction (2 marks)?

Click here to answer question 3

previous 1 2 3 4 5 6 next

End test

EXAMONLINE | Authoring | Delivery | Results | Help | Home | Logout

Questions

Expand All | Collapse All | Help

- BS21002 Resit Exam August 2014
  - Question : 1
    - 7 marks Answer : 1
    - 10 marks Answer : 2
    - 4 marks Answer : 3
    - 10 marks Answer : 4
  - Question : 2
    - 2 marks Answer : 1
    - 9 marks Answer : 2
    - 10 marks Answer : 3
    - 8 marks Answer : 4
    - 9 marks Answer : 5
    - 6 marks Answer : 6
    - 10 marks Answer : 7
  - Question : 3
  - Question : 4
    - 4 marks Answer : 1
    - 1 marks Answer : 2
    - 7 marks Answer : 3
    - 0 marks Answer : 4
  - Question : 5
    - 4 marks Answer : 1
    - 5 marks Answer : 2
    - 2 marks Answer : 3
    - 3 marks Answer : 4
    - 8 marks Answer : 5
    - 3 marks Answer : 6
    - 10 marks Answer : 7

View only human markable

Student Answer | Question Text | Mark Scheme

Edit question | Highlight keywords | Find similar

Splicosomes are found within eukaryotic cells and are used to cleave i ntrons from mRNA strands to form a mature RNA strand containing only e xons (genes that shall be expressed [Comment by marker (William Whitfield) : Exon s are not genes]). The purpose of these is to give more variation be tween genes as different combinations of genes can be synthesised.

An mRNA strand must be cleaved of it's introns before traversing throu gh the nuclear pore.

Splicing occurs on a mRNA strand, small neclear ribonucleic proteins b ind with 5' and 3' splice sites which are specific sequences the snRNP 's recognise and bind to, the 3' site is slightly behind the 2nd exon, this is to allow the lariat to form. The snRNP's are bound to the site s and a bend occurs in the mRNA and the snRNP's combine into a splicos ome which initiates the cleaving and combining of the mRNA intron loop and also the combining of the now matured mRNA strand. The exons are b ound and the Splicosome breaks off and The lariat is formed and then r eleased after the 5' and 3' of it join. The lariat is broken down and recycled and the splicosome disassembles and is ready to perform again . [Comment by marker (William Whitfield) : Generally excellent answer]

Marked by William Whitfield on 05/08/2014 04:09 PM

Previous | Next | Mark : 8 | Insert Comment | Delete Comment | Done

Autosaved

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1 The centromere is marked by the orange Cen38 signal. The surroundir
retrotransposons. What is it called?

2 Where on Chromosome 3 are most of the genes found? What is the
region?

3 Why are 'young' LTR retrotransposons found throughout the c
retrotransposons collectively are far more common in the blue regic
centromere?

4 MITE transposable elements (abbreviated to DNA-TE/MITE in the fig
same region as most of the genes. Why?

[10 marks]

Students can insert a reference to a hand-drawn diagram.

Submit

Top of answer

Include a hand-drawn sketch

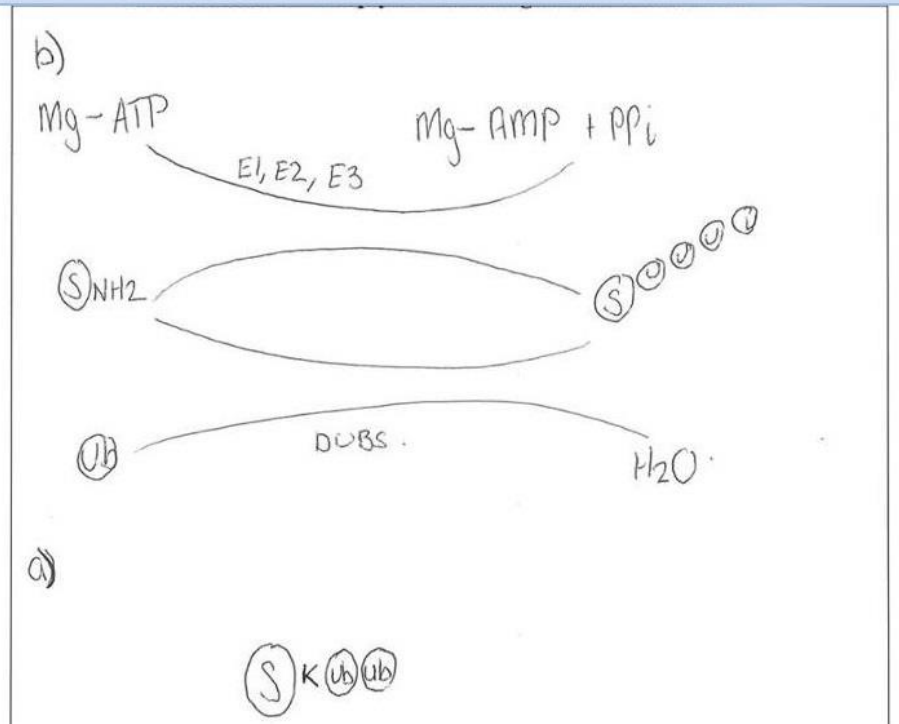
How to include a sketch for this question

Please follow these instructions:

1. Ask an invigilator for a **drawing sheet**.
2. Write your **name**, the **question number**, the **date** and the **room number** on the sheet.
3. Enter the **Drawing ID** from the printed drawing sheet into the spaces below.
4. Click on the **Continue** button.

Drawing ID: [ ] - [ ] - [ ] - [ ]

Continue Cancel



Enter the drawing ID into your answer in ExamOnline, or IT WILL NOT BE MARKED.

a) Ubiquitins have 3 forms - multi ubiquitin chains, monomeric poly ubiquitin chains and poly ubiquitin chains. The chain type affects the fate and function, which ubiqutin binding domain it will interact with and the chains confromation. For a chain to form with another UB must have an N terminal Met1 [Comment by marker (Carol MacKintosh) : **this is only true for linear chains**] to which other ub can attach covalantly. Homotypic polyubiquitin chains only have a single linkage type where as heterotypic can have mixed type or a branched type chain. (ub extended at 2 or more lysines) Lys63 has an extended confromation (similar to linear chains) exopsing the lle44.

Marked by Carol MacKintosh on 06/08/2014 04:36 PM

PROS OF EXAMONLINE

- Hugely reduced Admin load
- Easy upload of diagrams
- No file room full of papers
- Easy access for markers – within an hour of the exam finishing
- Remote access for markers
- Can track progress of marking
- Checking of question performance
- Can easily show students their answers

ExamOnline Case Studies
The University of Dundee

Key points:

The University of Dundee license ExamOnline for up to 3,000 students per year.

Up to 150 students at a time sit high stakes summative examinations using the system.

The examinations are almost exclusively composed of extended answer questions which are subsequently human marked, either on-screen or after exporting to PDF.

In 2010 the University of Dundee (in response to requests from academics and students) was looking for a system which would enable them to move extended answer and essay examinations on-screen. After carrying out a review of available systems, the University, which is experienced in the use of online assessment systems and is a long time Questionmark Perception (QMP) user, selected ExamOnline to address this specific demand.

After an initial pilot, the University's use of ExamOnline has grown each year. Today the University license ExamOnline for up to 3,000 students and runs examinations in the College of Art, Science & Engineering, the College of Arts & Social Sciences, and the College of Life Sciences.

http://www.intelligentassessment.com/examonline/examonline-case-studies/

LESSONS LEARNT

- Be brave - try new assessment tools
- Always have a plan B
- Need strong support team –LLC
- Devise a good question naming scheme
- Benefits for both academic and administrative staff outweigh initial time input
- Beware – once you start there is no going back!!

- Huge thank you to the dedicated and talented team here at Dundee
- Any Questions?