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# **The ‘assessment for learning’ pedagogical approach in an Academic Integrity online course development**

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# Online assessment design

1. Application of 'assessment for learning' approach;
2. Positive practice and outcomes:  
**Academic Integrity online** course design;
3. What are the challenges?
4. Examples of solutions we have applied;
5. Your experience.

# Summative assessment

According to the University of Auckland's *Assessment of Student Learning Policy*, the main purpose of summative assessment is to

*Measure a student's performance or level of achievement at the end of a unit or study (2011, p. 2).*

# Formative assessment

The University of Auckland's *Assessment of Student Learning Policy* (2011) defines the main **objective of formative assessment** as:

*To provide **regular feedback** in order to **stimulate learning** and to provide students with information which will **enable them** to judge the effectiveness of their learning strategies and **to make progress**.(p. 2).*

# 'Assessment for learning' approach

*Any assessment for which the first priority in its design and practice is to serve the purpose of enhancing students' learning* (Black et al, 2003, p. 10).

CAN IT BE APPLIED IN BOTH SUMMATIVE AND FORMATIVE ASSESSMENT DESIGN?

# The University of Auckland

## Academic Integrity online course

- Designed in 2011-2012 by Learning Support Services Team (Library)
- **Collaborative effort** involving 100+ University staff, including...
- Consists of **five modules**
- From 2014 **compulsory for ALL new students** enrolled at University of Auckland (10,000 per annum).





# The Academic Integrity online course

Findings from **five rounds of usability testing** and pilot testing informed the course design:

1. Quality of feedback provided was essential to students;
2. Linking between summative online test questions and course modules WAS A KEY: Students going straight to online tests & Google.
3. Combination of multi-media interactive assessment activities :
  - real life problem-based scenarios,*
  - self-assessment quizzes*
  - fill-in-the-gaps storylines.*

# Discussion question 1

*How can the 'assessment for learning' approach be applied in the design of student-centred and self-reflective interactive online activities?*

How can online assessment be designed (both F & S type) as a learning activity enhancing student learning? Can we trick them?

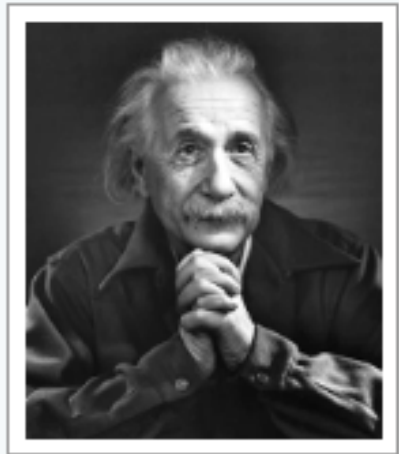
# Online formative assessment design

1. Immediate feedback provided for both correct and incorrect answers.
2. Feedback formulated to build on students' existing knowledge and expand their learning by either recommending positive action/s or convenient ways to obtain further information.
3. Vygotsky's Zone of Proximal Development (ZPD) takes place as students are guided from the space of familiarity towards developing an understanding of new information, policies and concepts.

# Scenario-based questions

- Students are asked to decide which point of view/position to defend, e.g., “Should he/she do this? Why or why not?”
- Take a role, e.g., “What would you do if you were this person/ in this situation?”

## 1. Has Lucy plagiarised?



Lucy is working on her project about theory of relativity. She copies a popular image of Albert Einstein from the internet. The photo is widely used and publicly accessible, and Lucy believes that there is no need to acknowledge the authorship of the image.

- Yes, this is plagiarism.
- No, this is common knowledge and therefore it is NOT plagiarism.

Yes, this is plagiarism.



Correct. Although the photo is widely known, its authorship (the person who has created the photo) must be considered and acknowledged. When copying information or objects from the internet, regardless of the format, you must acknowledge the source. (Yousuf Karsh. 'Albert Einstein'. Online image. 1948. Retrieved from: [http://www.karsh.org/#/the\\_work/portraits/albert\\_einstein/](http://www.karsh.org/#/the_work/portraits/albert_einstein/))

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# Self-assessment quizzes

**Which of the following does NOT need to be cited and referenced?**

- Statement: "The Treaty of Waitangi was signed in 1840."
- Statement: "Othello's race is ambiguous."



Statement: "The Treaty of Waitangi was signed in 1840."

This statement is considered common knowledge because it can be found in general reference sources and you can expect readers to already be familiar with it. It does not need to be cited and referenced.

Statement: "Othello's race is ambiguous."

This statement is not considered common knowledge and it must be cited and referenced. It originates from a specific source and has been argued by several authors.

# **Analysis of the text samples provided**

Briggs, R. (2003). Shameless! Reconceiving the problem of plagiarism. *Australian Universities' Review*, 46(1), 19-23. Retrieved from Informit A+ Education database. (APA referencing style)

Briggs, Robert. "Shameless! Reconceiving the Problem of Plagiarism." *Australian Universities' Review* 46.1 (2003): 19-23. *Informit A+ Education*. Web. 12 Mar. 2012. (MLA referencing style)

**What are the differences between the reference created in APA and MLA referencing styles?**

**Select correct answer(s):**

- Position of the publication date is different within APA and MLA references.
- Names of authors are written differently.
- There are no differences.

- Position of the publication date is different within APA and MLA references.
  - Correct. In APA referencing style the publication date is cited after the name of author, however, in MLA referencing style the date is cited at the very end of each reference. Visit **Referen@ite** to learn more about different referencing style guides.
- Names of authors are written differently.
  - Correct. MLA style requires citing the full name of author/ APA style requires citing only a surname and subsequent initials. Visit **Referen@ite** to learn more about different referencing style guides.
- There are no differences.
  - Each referencing style has different rules and guidelines on how to create citations and references. Visit **Referen@ite** to learn more about different referencing style guides.

# Usability testing findings:

1. The interactive activities should provide clear feedback/results.
2. A preference for multiple and frequent true/false questioning with instant and clear feedback.
3. A preference for shorter sections of text, interrupted by interactive components and self- testing.
4. The need for frequent problem-based and discovery opportunities.
5. A preference towards assessment activities focused on clear and explicit learning outcomes.
6. An expectation that any section of the course site leads to some type of self-test and reflective event or action.

## Discussion question 2

*Can summative assessment  
also be designed to inform  
and enhance further  
learning?*

# Summative online assessment design

Summative assessment in the University of Auckland Academic Integrity online course is designed to serve a double function:

- to enable the creation of new knowledge
- to assess levels of students' understanding of academic integrity principles and recommended scholarly practices in higher education.

# What were the challenges?

## **Students:**

1. An extremely large student group (over 10,000 newly enrolled students per year).
2. Students at different stages of study (undergraduate, postgraduate and doctoral).
3. Students with different levels of prior knowledge of academic integrity policies and practices.
4. Students with different learning styles.

## **Assessment criteria:**

1. The assessment must allow an indefinite number of attempts before achieving a final 100% score to pass.
2. Each attempt must display new set of questions and tasks for students to answer and avoid the repetition of given questions.
3. Assessment questions and tasks must be designed to prevent academic dishonesty among students who are completing the course in the same time period or same year.
4. The assessment tasks must be designed to promote problem-solving skills, academic integrity and creativity.



# Solution 1

- A question bank of 250 multi-choice, scenario-based questions.
- Every student given a new set of six randomly selected questions for each of the five modules (roller-coaster)- to prevent repetition and the sharing of answers.
- **QUALITY OF FEEDBACK PROVIDED FOR EVERY ANSWER OPTION.** For example, (see next slide)....

**Correct. According the Copyright Act of 1994 New Zealand citizens must respect the University's legal right to control the use and distribution of its creations including exam papers and course materials. Only staff and students can access Cecil, the Library databases and other resources held in the University's password-protected electronic environment.**

# Solution 2

- Each summative question/task has been designed to enable the learning process to occur **regardless of whether students complete the online course first or not.**
- The 'add-on' information is provided in the form of **feedback** for each answer selected, as well as **links to course modules and external information sources.**
- Students were asked to find and read specific information in a course module **FIRST** (e.g. view video, read scenario, complete an activity) **AND THEN** select the correct answer.

# Solution 3

- The reduction of ambiguity in the question bank, and the correct level of difficulty.

As part of her Drama course assessment Laura needs to prepare and perform a dramatic monologue. She is allowed to use any text she wants. Laura decides to perform extracts from her grandmother's war time diaries. Is this cheating? (Refer to Module 2.1).

Outcome	<i>Total no of responses</i>	%
Yes	6	50.00%
No	6	50.00%
Not answered	0	0.00%
<b>Total</b>	12	

*Some of the questions are ambiguous. For instance, the question about Kris buying a book: “Kris believes that since he paid for the book and owns a copy, he is entitled to...” Kris might believe any number of erroneous things. The question should be factual – “Since Kris has bought the book, he is entitled to...”*

# Discussion question 3

*What are the **desired outcomes** of implementing formative and summative assessments in virtual learning environments?*

# Positives

- Self-assessment promoting students' own responsibility for their learning
- Immediate and continuous feedback/response on the progress
- Enhancing the intrinsic 'motivation to learn' by enhancing student engagement and
- Communicating clear criteria against which the progress of student learning is assessed.



# Negatives

- There is no live (streamed) face to face interaction with an instructor.
- There is no student-tutor communication channel. Providing a centralised tutor communication channel for such a large number of students completing the online course at different times throughout the year is unfeasible.
- There are no resources to provide individual feedback on student coursework. Therefore, both summative and formative ‘assessment for learning’ activities have been designed to include a consistent, relevant and appropriate level of feedback, which circumvents the need for an external assessor.
- Relatively ‘dry’ and policy driven academic integrity curriculum must be transformed into engaging and inspiring interactive online learning activities.