Continuity Planning: Alternative Assessment and Feedback Options

This document is designed to provide guidance to teaching staff in the event that it is no longer possible to proceed with assessments that are planned to take place in a face-to-face environment. This would represent highly unusual circumstances and faculty are encouraged to consider feasible and reasonable alternatives; this will require more flexibility and adaptations than in normal circumstances. In consultation with Heads of Department, academic staff should consider any outstanding assessment components and determine the most feasible way to examine module learning outcomes. This may mean adapting or merging planned assessments.

It is very important that any changes to assessment practices should be clear, simply designed and effectively communicated to students.

Please bear in mind that we cannot assume that all students (or staff) will have access to fast and reliable broadband and we must plan accordingly and be flexible regarding expectations and deadlines. The sections below include links to guidance on how to set up alternative assessment options; staff are asked to work through these guides independently before contacting LEAD (LEAD@mic.ul.ie). LEAD are dealing with all queries using a queue system and a delayed response is to be expected. Please note that we will continue to update this document with additional links and resources, as they become available.

Alternatives to Scheduled Written Exams

What is recommended?

Timed synchronous exams are not permitted or supported by the college.   This is due to the fact that these are extremely labour intensive, requires dedicated support, and carries high risks in the event that students are unable to access Moodle for the entire duration of a timed unseen exam.

Therefore, <u>you should identify alternative modes of assessments</u> which are released in adequate time to allow students to work independently and upload to Moodle over a period of time.

How can this work?

- Essay-style questions can be submitted as **Turnitin assignments** these must be are **open for a period of at least few days** so students are not subject to time limitations which may introduce risk for those with poor ICT infrastructure
- Students can record audio or video responses to assignments created using the 'Online Text' option for the **Moodle Assignment activity**. However, note that there is a two minute limit to audio and video responses.
- Calculation questions can be facilitated using randomised **Moodle Quiz**. It is important that these Quizzes are **open for a period of at least few days** so students are not subject to time limitations which may introduce risk for those with poor ICT infrastructure
- Questions which require drawing, written calculations etc. can be facilitated if students take a photo of their work, embed in a Word document and upload using the **Moodle Assignment activity**. Please note however that there is a file upload limit on Moodle of 100MB. Larger files should be submitted to MS OneDrive and shared as required.

Implications/Considerations

Please allow maximum flexibility and time to allow students to complete assigned tasks. Consider what module learning outcomes might have been already assessed using continuous assessment and then adapt any planned summative examinations accordingly.

Alternatives to Oral Language Examinations

What is recommended?

Timed synchronous oral exams are not permitted or supported by the college. This is due to the fact there are workload implications regarding training, support, and arranging student access. Reliable broadband will be required for all examiners and students and there will need to be a dedicated support person available throughout all oral examinations to deal with technical queries. This is impossible to gaurentee.

Staff must identify alternatives to synchronous, real time oral examinations.

How can this work?

- Students can record audio or video responses to assignments created using the 'Online Text' option for the **Moodle Assignment activity**, but note that there is a two minute limit to audio and video responses. However, a more extended oral response can be facilitated if students are asked multiple questions, each set up as a separate question using the **Moodle Assignment activity**.
- Students can record themselves responding to given questions using the audio or video recorders on their phones or personal devices; these recordings can then be uploaded as a **Moodle Assignment activity** (<100MB) or to MS OneDrive (>100MB).

Implications/Considerations

Please consider the most straightforward way for students to demonstrate their achievement of module learning outcomes regarding oral expression, bearing in mind the technical expertise of all involved.

Alternatives to Oral Presentations

What is recommended?

There are a number of different options to facilitate group or individual presentations, however there are specific limitations around hardware and digital skills. Students will require access to a device with a built-in microphone or will need an external microphone to complete this task. Furthermore, there is a potential that a small number of students may not have the digital skills to complete this task, therefore there will need to be access to dedicated support to answer student queries.

How this can work?

- Students can upload a PowerPoint poster presentation**,** similar to a conference poster. This can be converted to pdf and uploaded as either a **Turnitin assignment** or a **Moodle Assignment activity**. LEAD can provide a template and guidelines to facilitate this, please contact LEAD@mic.ul.ie.
- Students can generate a video of their PowerPoint presentation. PowerPoint has the capability to allow students to record audio over each slide. The PowerPoint can then be exported as a MP4 *(video) file and uploaded to a **Moodle Assignment activity**. See guidelines for creating **narrated PowerPoints**.
- If a group presentation is required similar to the above, students can develop a PowerPoint slide deck and each student can add the relevant audio for each slide, once all students have recorded their audio they can exported as a MP4 file and uploaded to a **Moodle Assignment activity**. See guidelines for creating **narrated PowerPoints**.

Implications/Considerations

It is important to consider that Moodle has a maximum upload limit of 100MB. An average PowerPoint presentation with 10 slides and 10 minutes of audio is approximately 55MB which is significantly under the upload limit of 100MB. Longer presentations will need to be submitted to MS OneDrive, which has an upload limit of 100GB per file. Also, provisions will need to be made for students that do not have the technology to record audio. An option would be to record audio on a mobile device such as a phone and insert this into the PowerPoint slides.

Alternatives to Practicals, Demonstrations and Performances

What is recommended?

There are a number of different options to facilitate individual performances, practicals and demonstrations. However, there are specific limitations around group presentations and the availability of hardware, software and digital skills. As a result, there will need to be specific expertise to support student queries.

How this can work?

The suggested method for allowing students to meet the assessment criteria for this mode of assessment is through the **recording of audio or video**. There are several technologies that can facilitate this, including:

- Mobile devices: Students can record their performance, demonstration or presentation on a personal mobile device such as a phone or tablet. They will need a USB cable to remove this from their device and upload it as a **Moodle Assignment activity** (<100MB) or using MS OneDrive (>100MB).
- Use the camera available on their laptop or PC. New devices have access to a camera on their laptop. Students can then upload it as a **Moodle Assignment activity** (<100MB) or using MS OneDrive (>100MB).
- Students can record an audio piece of their performance using the Windows Voice Recorder app. This is free to download and can be accessed here. LEAD can provide guidelines on how to use this - contact LEAD@mic.ul.ie. Students can then upload it as a **Moodle Assignment activity** (<100MB) or using MS OneDrive (>100MB). *Note: Students will need to ensure they have a built-in microphone to use the app.*

Implications/Considerations

- It is important to consider that Moodle has a maximum upload limit per file of 100MB. Students cannot upload any files over this limit to Moodle and will instead need to upload to MS OneDrive and share as required.
- Students will need access to a built-in microphone and/or web camera to complete this mode of assessment.
- Some students will not have the digital skills to use the technologies and so support will need to be provided to such students.

Online Feedback Solutions

There are multiple technology-enabled feedback solutions available to ensure that students continue to receive feedback on drafts and submitted assignments in an online environment. Options available include:

- Individual or small group feedback can be given in real time using Moodle Chat or MS Teams. Recordings can be made available, if desired.
- Whole class written, audio or video feedback (maximum two minutes) can be provided using a **Moodle Forum**. Students can respond in writing, audio or video as part of a discussion forum; forums can be set up as groups to enable small group discussions.
- Moodle **Chat Activity** allows students and lecturers to have a real-time synchronous text-based discussions, with individual students and/or groups. The chat session can be a one-

time activity, or it may take place at regular times. Chat sessions are saved and can be made available for everyone to view or restricted to specific users.

- The Feedback Studio in Turnitin facilitates various forms of feedback, including QuickMarks, audio comments and text comments.
- Screencasts can be created using **narrated PowerPoints** and uploaded to Moodle for whole class feedback.
- Feedback can be provided to assessments submitted using the **Moodle Assignment activity** in the form of feedback comments, annotated PDF or feedback files (e.g. document with comments, spoken audio feedback).