Institute for Teaching and Learning Institute
(ITaLI)
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THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Embedded support for digital assessment 2024

Key Messages

Digital Assessment in 2024

- ITaLI teams will be available for consultations and professional learning to support school and program based assessment design and redesign.

- Key influences on assessment (re)design in 2024 include the UQ Assessment Action Plan, the Learning and Student Experience Roadmap (in progress), the challenges and opportunities of Generative Artificial Intelligence, UQ's revised Graduate Attributes and the Assessment Policy and Procedures review. Key impacts on your assessment may include:

  - Better alignment with the UQ Graduate Attributes
  - Resilience to Generative AI
  - Inclusivity (Universal Design for Learning)
  - Brainstorming assessment tasks or questions
  - Ideas for assessing student thinking
  - Clarity (cognitive verbs, question simplification)
  - Stimulus design (case scenarios, multimedia, etc)
  - Rubric design
  - Improve the efficiency of marking and moderation

- The eAssessment/Inspera project has concluded. In 2024 Inspera Assessment continues to be offered as an opt-in opportunity and may be adopted where appropriate for the assessment design.

  - 72.5% of the assessment currently completed in Inspera is non-exam assessment (tutorial problem sets, practicals, revision tasks, case studies, field reports, video assignments) and 27.5% are examinations.

  - Further details about using the platform for examinations and the support available from business units across UQ are below.

- Other tools remain available that can be used for digital assessment.

- Effective assessment design activity in contextually complex environments needs to be holistic and relational rather than fragmented. The Institute for Teaching and Learning Innovation (ITaLI) recommends a programmatic approach and a consideration of all the elements of the assessment context to inform assessment design and the use of appropriate digital platforms and tools.

Assessment design support

ITaLI recommends a programmatic approach to assessment design in line with the UQ Assessment Action Plan but can also support individual Course Coordinators with assessment review and design. Support is available from ITaLI learning designers with assessment and feedback expertise, who will work in partnership with staff and students.

Contact details:

digitalassessment@uq.edu.au or book a consultation.

Support provided

- Assessment design leadership (beyond Inspera) in line with the *2023 Plan on a Page*, *UQ Assessment Action Plan*, *UQ LaSER Position Paper*, and the *Toward 2032* UQ Strategic Plan

- Assessment review through multiple lenses (what is worth assessing, differentiation, inclusivity, diverse range of tasks, integrity and security, assessment for thinking, artificial intelligence) and assessment design support including enhancement and co-design

- Partnering with schools to:

  - explore and disseminate pedagogically informed assessment and feedback designs made possible by technological advances in digital assessment platforms

  - co-design school-based plans and provide guidance to ensure assessment practices, technology, and student communications are effective

  - provide implementation and sustainable change guidance for digital assessment platforms and tools

- Professional learning opportunities with capabilities and possibilities for assessment (design, enhancement, implementation, and assurance) including:

  - Assessment Design Community and Assessment Inquiry Network, a community of professional learning, scholarly inquiry, and dissemination (MS Team code is 0ywpemb)

  - showcases and exemplars of digital assessment with explanatory text to build deep expertise

  - expanding and updating online resources to support digital assessment practices including maintenance of https://itali.uq.edu.au/teaching-guidance/assessment/Inspera

  - workshops to support learning, work on and development of assessment for academics and students across UQ

About Inspera Assessment

- Inspera Assessment (Inspera) is a cloud-based assessment platform. The platform has functionality across the assessment cycle including creating, administering, marking and providing feedback on assessment (see Table 1 below).

- Inspera enables a variety of assessment types and users to date have found that the affordances of Inspera have resulted in assessment activities not previously considered. It is not simply an exam platform.

- Although the platform can be used for a single item of assessment it is recommended that, if Inspera is adopted, familiarisation opportunities are provided for students including other assessment in the course where appropriate. Ideally many courses across a program should use Inspera to ensure a consistent student experience and to build experience in the platform for both teachers and students.

- Digital on-campus examinations are conducted in Inspera Assessment with the addition of a lockdown browser that creates a secure test environment where students are only able to access permitted materials (e.g. PDFs, URLs) which have been embedded in the exam itself.

- Off-campus recorded exams can be delivered through Inspera Integrity Browser and Inspera Proctoring, but as these are relatively new Inspera products which have only been piloted in a limited number of courses at UQ since 2022, it is recommended this option is discussed first to make an informed decision

Table 1: Inspera capabilities (not an exhaustive list)

Create rich and engaging assessment	• a wide range of assessment types and possibilities • Inspera's 'building blocks' are 'question' types which can be combined in an infinite number of ways to create rich and engaging assessment • Inspera has 24 different 'question' types (15 automatically marked) • the basic functionality of questions can be enhanced with 'stimulus' panels, hyperlinks to external resources, multiple points of answer interaction, and multimedia options (images, audio, video, GIFs) • InsperaScan functionality allows the creation of hybrid (in-person only) assessment that combines both digital and paper (drawing) tasks • questions can be titled, labelled, and organised into 'Views' allowing individuals to create a personalised structure that suits their assessment practices and teaching load.
Feedback	• pre-written feedback on automatically marked questions • feedback on matrix rubrics • post-submission review for students with past assessment stored in an archive • candidate report with marks and feedback if staff want to protect assessment content • other means of providing feedback include inline comments (reusable comments are not yet available), audio or written feedback on the assessment overall and general feedback to the cohort
Marking and moderation	• marking is anonymous– only student numbers are visible • marking can be allocated either by question or by student and also provides oversight of the progress of the marking team • marking guidance (for manually marked tasks) can be added to questions where appropriate and will be available wherever that question is reused • on manually marked questions, it is possible to provide a numeric mark, or select an achieved standard on a matrix rubric, or bands and criteria

Benefits of a school-based approach to the implementation of Inspera

• Since Inspera has functionality across the assessment lifecycle, including creating, administering, and marking assessment and providing feedback to students, the 'work of assessment' and the implementation of Inspera in courses is usually done by an array of school staff including Course Coordinators, peers co-authoring and/or reviewing assessment, casual academic markers, professional staff with a role in administering, invigilating, or reporting on assessment, students, learning designers, Chief Examiner and program leads.

• A school-based approach to implementation creates an opportunity for all stakeholders in assessment in a school to be purposefully considered, ensuring a positive experience for all staff, and the realisation of administrative efficiencies as well as the assessment and feedback design benefits afforded by the platform.

• During the rollout of Inspera to date, the school-based approach has been shown to aid scalability and successful implementation. There are efficiencies in staff learning to use the platform and re-design assessment together, teaching staff are more confident to proceed with the support of their school and colleagues, and there are benefits for professional staff in working with only one platform

and adapting their practices to achieve efficiencies. Students also benefit from a more consistent experience when a number of courses in a school decide to use Inspera.

- Supporting business units (Examinations, Library, ITaLI) benefit from having a school contact who will disseminate important updates rather than needing to keep track of individual Course Coordinators or hoping they keep themselves informed.

Opportunity to use Inspera for exams

Opportunities exist for staff to move their examination to the Inspera platform in 2024 if they are:

- using Learn.UQ (Blackboard test tool or file upload to Blackboard assignment or Turnitin or a combination) for non-invigilated exams

- conducting paper exams that do not strictly need to be on paper (i.e. for drawing or calculations) or could be hybrid exams (combination of digital and InsperaScan paper)

What are the benefits of moving my exam to Inspera?

1. Inspera, in combination with thoughtful assessment design, can support a strong pedagogical and reliable experience for students.

2. Feedback from students is that Inspera is '*easy to use'; 'gives me peace of mind, to focus on the exam itself, rather than any other variables';* and *'questions were able to be displayed in a descriptive and illustrated format, making them easier to understand*'.

3. Inspera has several features that can be used in concert to promote academic integrity and assessment security.

4. With 24 question types (15 automatically marked) and multi-media functionality that can be combined in an infinite variety of ways, it easier to design and build more authentic, contextual assessment tasks in Inspera which helps mitigate the risk of Googling. Inspera can therefore cater for non-invigilated and invigilated examinations.

5. Teaching teams and professional staff will be supported by the Digital Assessment team and eLearning Advisers throughout the process.

Deciding if moving your exam to Inspera is right for you

Inspera Showcases (via Zoom) designed to introduce the platform to staff who would like to know more about Inspera are scheduled for Thursday 11 and Monday 15 January. Click here to register for either session.

Staff may also contact the Digital Assessment team for further information.

Support for examinations

Table 2: Support for exams using Inspera

	Central Examinations	School-based examinations
Technological support for students	Library AskUs • Pre-examination device suitability support and laptop borrowing for all students as well as technological support for off-campus examinations.	Library AskUs • Pre-examination device suitability support and laptop borrowing for all students as well as technological support for off-campus examinations **(with 3 weeks notice)**
Administration and venue setup for on-campus exams	Academic Services Division Examinations (ASD Exams) Team • Examination logistics, administration, rooms setup, invigilation and managing AEA requirements.	School is responsible • Examination logistics, administration, rooms setup, invigilation and managing AEA requirements.
In-room technological support for invigilated on-campus exams	ASD Exams • casual Tech Assistants provide in-room technological support.	School arranges • casual technological support staff by contacting ASD Exams • for ease of payroll administration, Examinations will facilitate payment to Tech Assistant(s) for school-based exams and journal this cost to the school
Digital scheduling and setup (until the integration is delivered for Central Examinations)	eLearning Systems and Support • staff responsible only for completing the question set.	School / Course Coordinator is responsible • scheduling and setup of the exam under the Deliver module as well as completing the question set.