Technology-Enhanced Assessment Services at Swiss Higher Education Institutions
Technology-Enhanced Assessment Services at Swiss Higher Education Institutions: University of Zurich

Eduhub days 2016
Karin Niffeler
FORMATIVE ASSESSMENT

academe®
www.academe.ch
mobile flashcards

Klicker®
http://www.klicker.uzh.ch/
Instant-Class-Response-System

SUMMATIVE ASSESSMENT

Software:
OLAT (LMS with E-Assessment)
OLATplus (E-Assessment)
Electronic scoring of paper-exams
Digitalisation of revised exams
Exam admission control

300 workplaces
Häldeliweg

90 workplaces
Tierspital

50 workplaces
Flexible

Current E-Assessment centres
Current goals:

- Actualisation of the current e-assessment infrastructure
- Software linking: OLAT (LMS) & OLATplus (e-assessment)
- Migration-strategy for existing online tests

Current challenges:

- Parallel development of OLAT and OLATplus
- Satisfying the heterogeneous needs of our different faculties (Theology, Law, Economics, Medicine, Vetsuisse, Arts, Science)
- Providing an e-assessment centre for up to 600 students
- Cooperation with other Universities
Significant obstacles recently overcome:

- Reorganisation of OLAT/OLATplus development and migration strategy
- R and SPS connection
- Exam workflow (organisation, communication)
Important challenges mastered:

- Several successfully realised e-assessment exams  
  (e.g. Faculty of Economics: open-book exam with more than 800 students)
- Electronic analysis of paper-exams (MC-questions)
- Digitalisation of revised exams (archive)
- Exam admission control (scan: paper of identity or bar code)
- OLATplus e-assessment software with question-pool
  https://www.olatplus.uzh.ch
Technology-Enhanced Assessment Services at Swiss Higher Education Institutions: Université de Genève

Laurent Moccozet, Omar Benkacem
Current goals and challenges

**Current goal**: Setup an e-assessment service at the University of Geneva, starting on January 2016.

**Current challenge**: Motivate teachers (beyond early adopters and individual initiatives) and faculties to test and adopt e-assessment.
Important challenges mastered

• Until now, we have organized 15 pilots for online exams and mock exams with about 1500 students for 10 teachers from 4 faculties
  – The technology is based on Moodle and SEB.

• Based on these first pilots, we have submitted an official request to the Rectorate for an e-assessment project
  – We have received a positive decision to go ahead and establish an e-assessment service for the whole University.
Four e-assessment dimensions

- **Pedagogical**
  - scenario for the assessment & feedbacks
  - Objectivity, Validity, Fairness and Reliability

- **Technical**
  - Technical support
  - third party applications
  - Monitoring data
  - Security, backup and Archive exam and results properly

- **Logistic**
  - Infrastructure:
    - Policy Filters, compatible equipment
    - Computer rooms

- **Legal aspect**
  - Study and exam regulations
  - Cheating Prevention & Plagiarism
  - Political issues (e.g. anonymization)
Significant obstacles recently overcome

• Get institutional support
  • → project accepted by the Rectorate
• Group of early adopters
  • Dissemination
• Setup of a dedicated computer room with 100 seats.
• Next challenges to overcome:
  • Massification, BYOD, interest of lecturers, quality of questions, regulation and legal aspects.
Technology-Enhanced Assessment Services at Swiss Higher Education Institutions: ETH Zurich

Tobias Halbherr
Educational Development and Technology (LET), ETH Zürich
Current Goals and Challenges

- How to scale from 10% of all written examinations onward
- Room infrastructure
  - centrally managed computer rooms
  - lecture halls with wifi and mobile devices
  - computer rooms managed by departments
- Innovations in examination practice
Important Challenges Mastered

- Rich, authentic examination environments
- Dependable testing and update procedures
- Efficient and reliable on-site support
- Faculty trust and support
Significant Obstacles (Recently) Overcome
LET – Lehrentwicklung und -technologie
01.02.2016 Tobias Halbherr et al. 16