



Brunel
University
London

Digital Assessment Evolution or Revolution?

Simon Kent

#bruneldigitalexams



Simon Kent

Director of Teaching and Learning
Computer Science

Software Developer / Software Architect
Financial Services Consultancy

Academic since 2014



University context

College of Business, Arts and Social Sciences

6 departments, 5500 students, 500 staff

College of Health and Life Sciences

2 departments, 2700 students, 200 staff

Electronic submission; online marking and feedback increasing

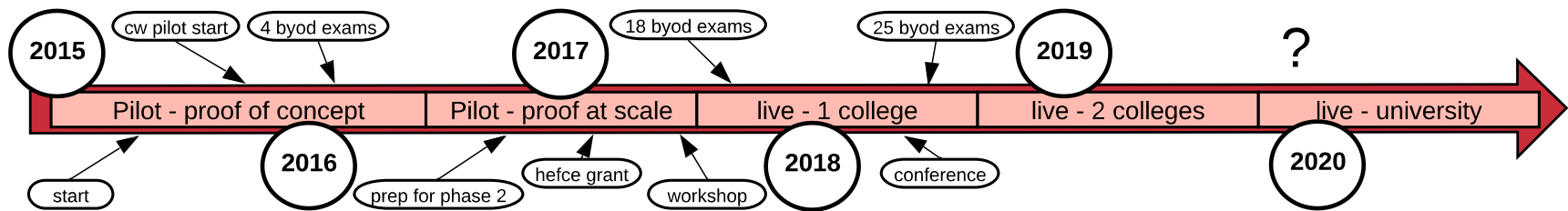
College of Engineering, Design and Physical Sciences

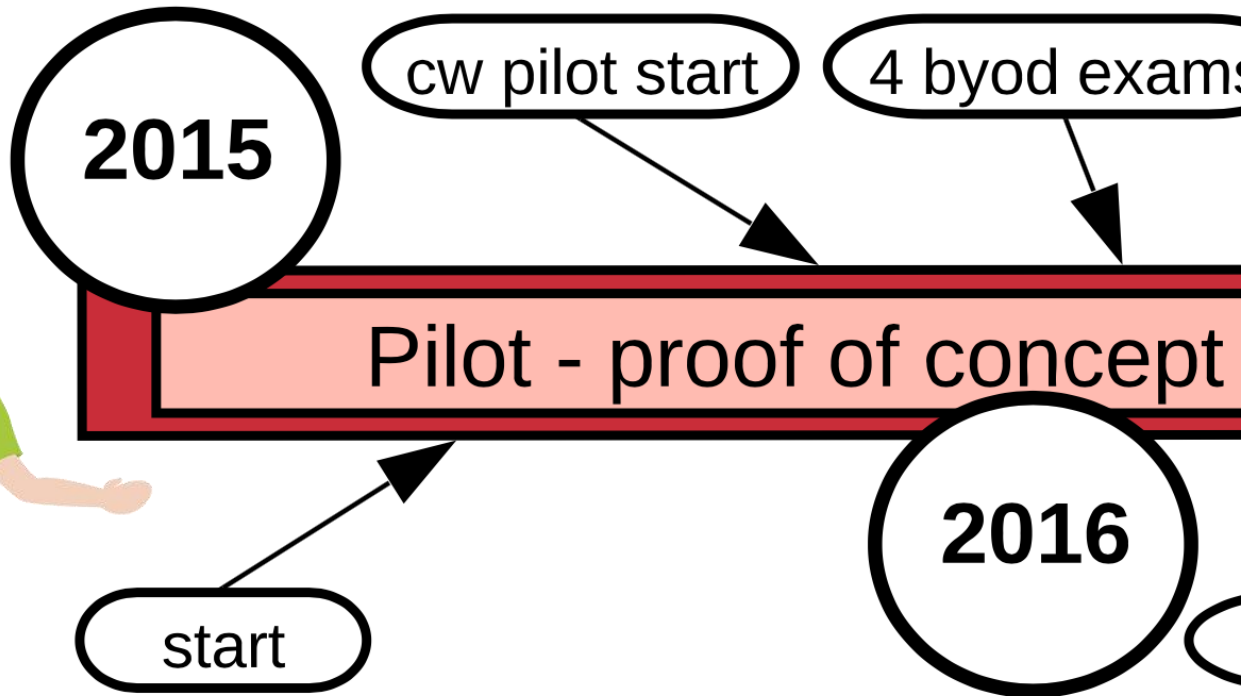
6 departments, 4500 students, 430 staff

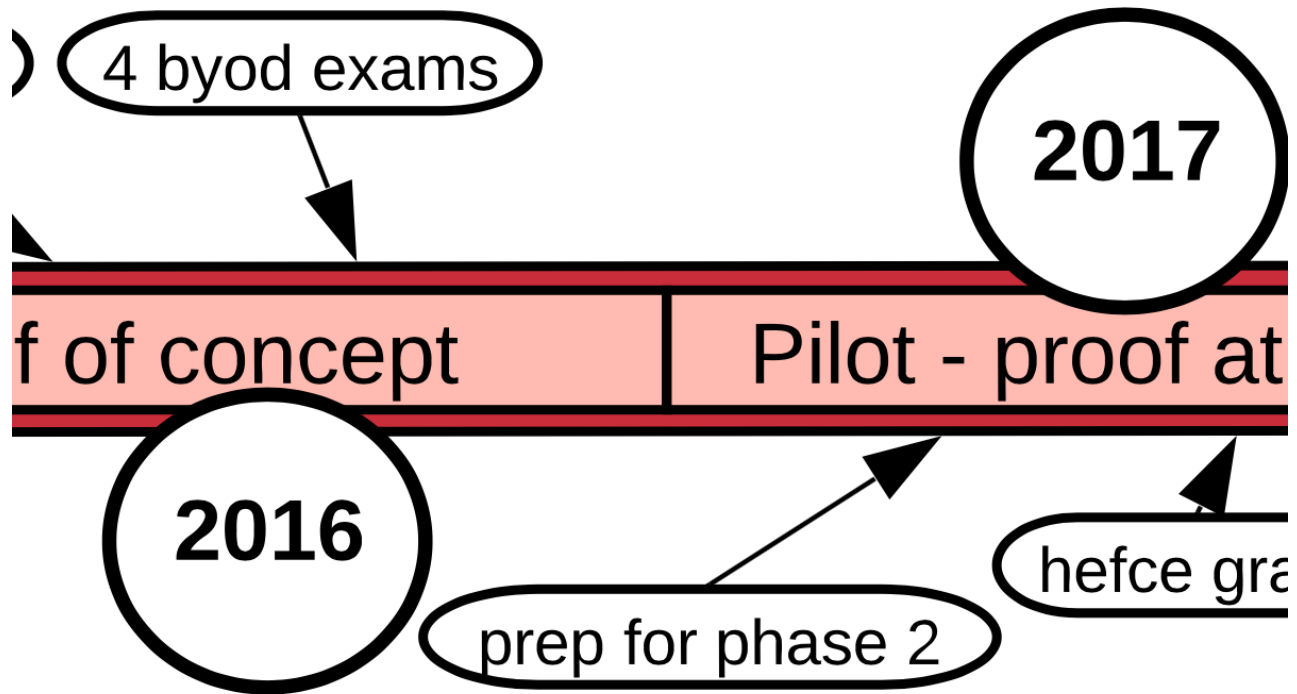
Little engagement with electronic submission

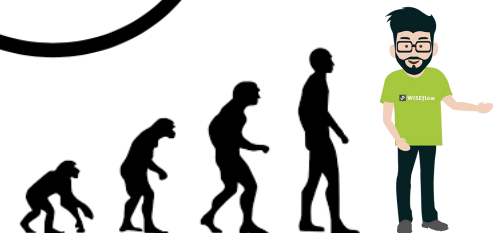
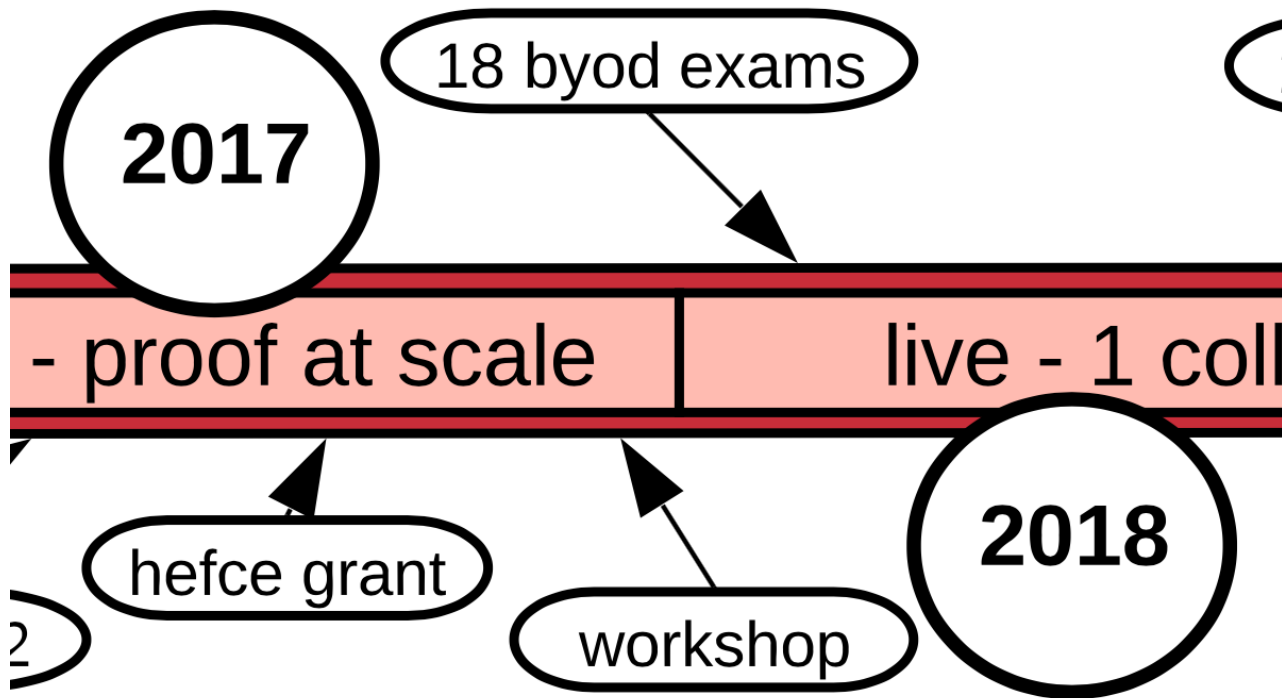
DVC Academic:

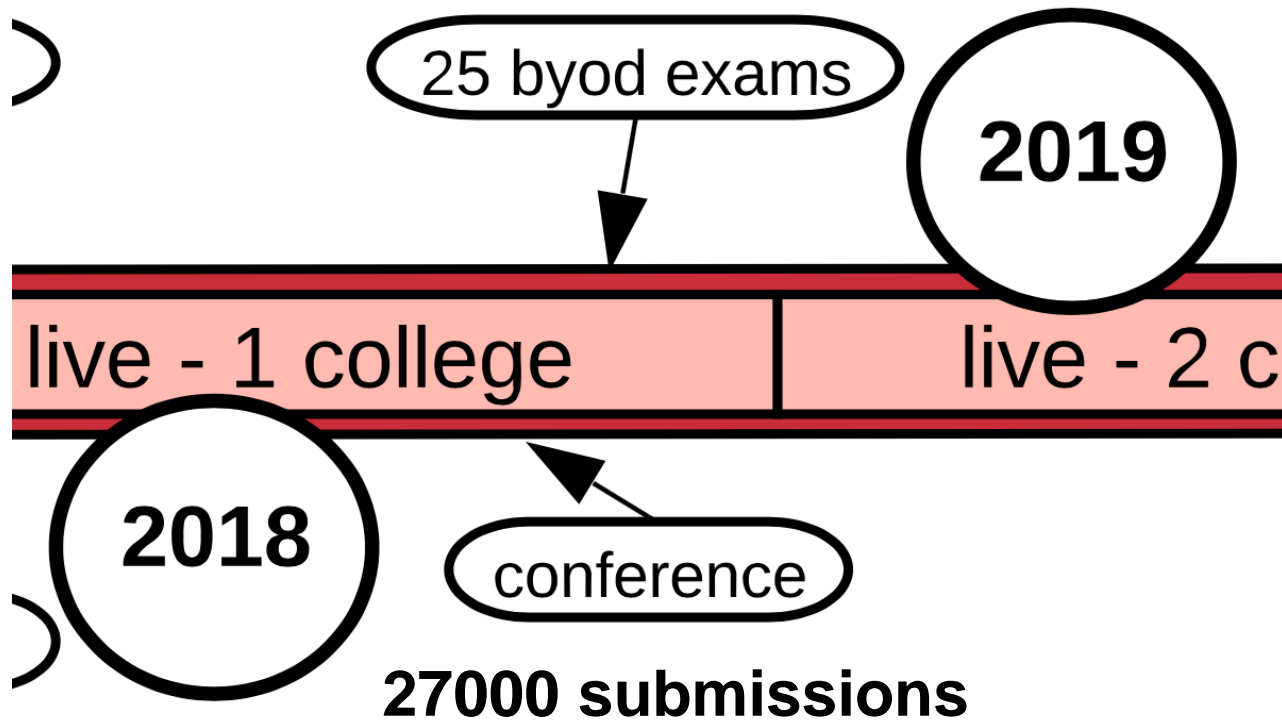
“100% electronic submission, marking and feedback”

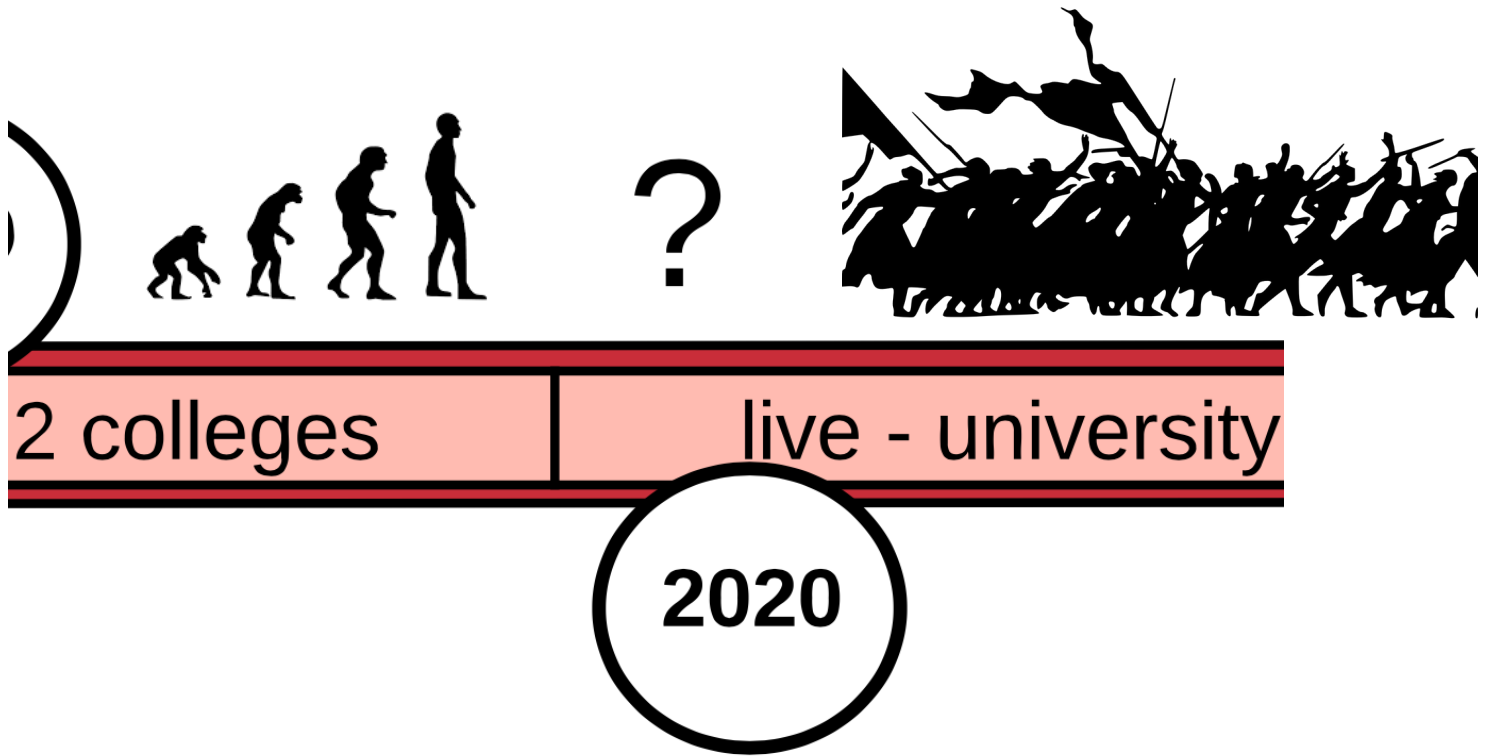














Power

Wifi

Laptop Loans

Student Engagement

Technical Support

Students with Additional Needs

Training

Regulations



Students

don't prepare

Academic Staff

don't like change

Administrative Staff

are positive, until the system goes live



Students

“Much better to write exams on laptops”

Academic Staff

“It is so nice to be able to read the scripts”

Administrative Staff

“Processing after exams is much easier”







Pen and Paper

BYOD Examinations





So
what?



No more resources?

Need Efficiency / Effectiveness

‘Digital’ is the key to this

Who has the crystal ball for moving forward with Digital Assessment?

Professor Denise Whitelock
Open University



What's
Next?

Academic Staff

pressure to deliver research

pressure to improve teaching



Are academics resisting change as a defence mechanism because any change is just another thing to do?

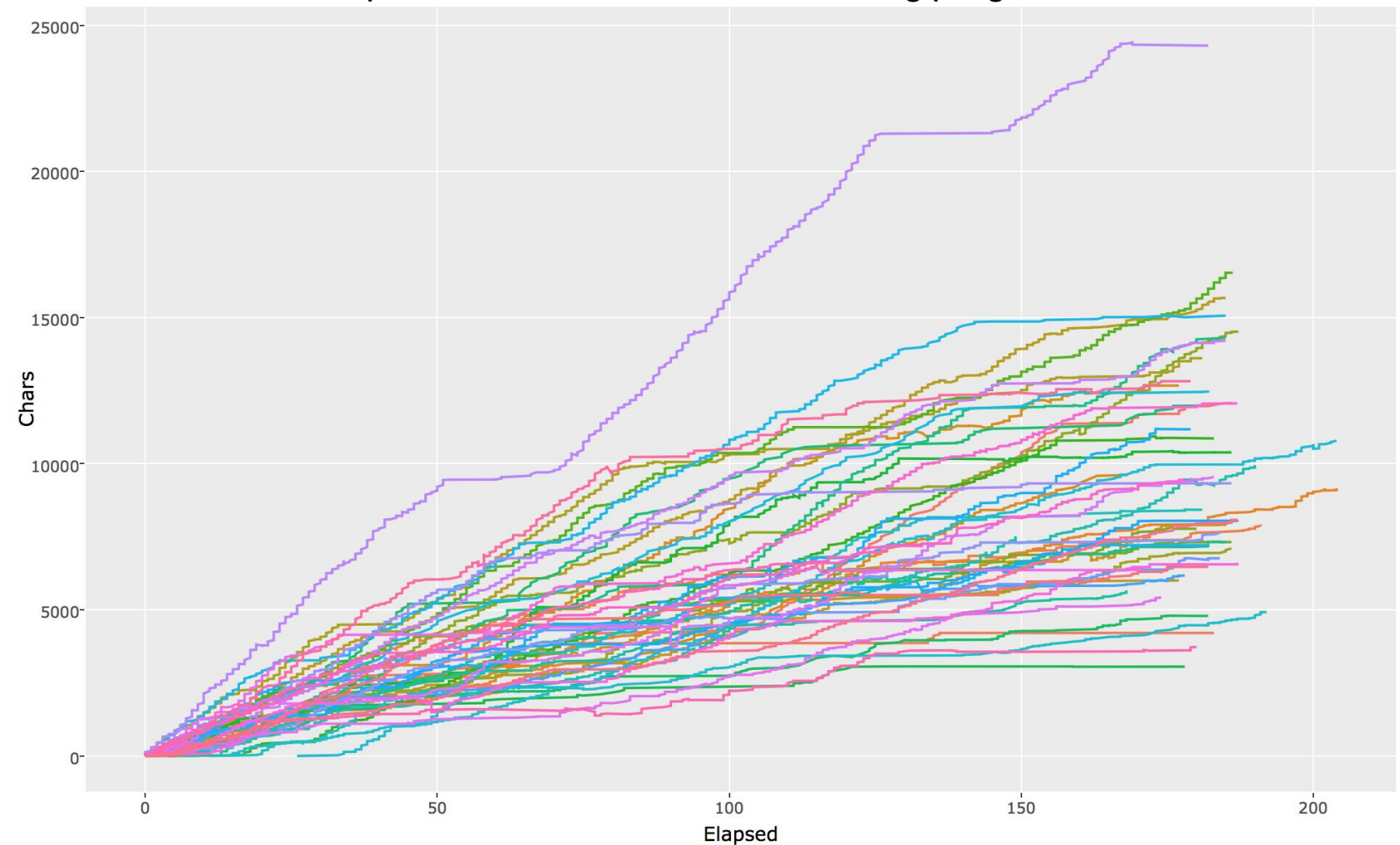
Initiative overload

How can Digital Assessment make their life easier?

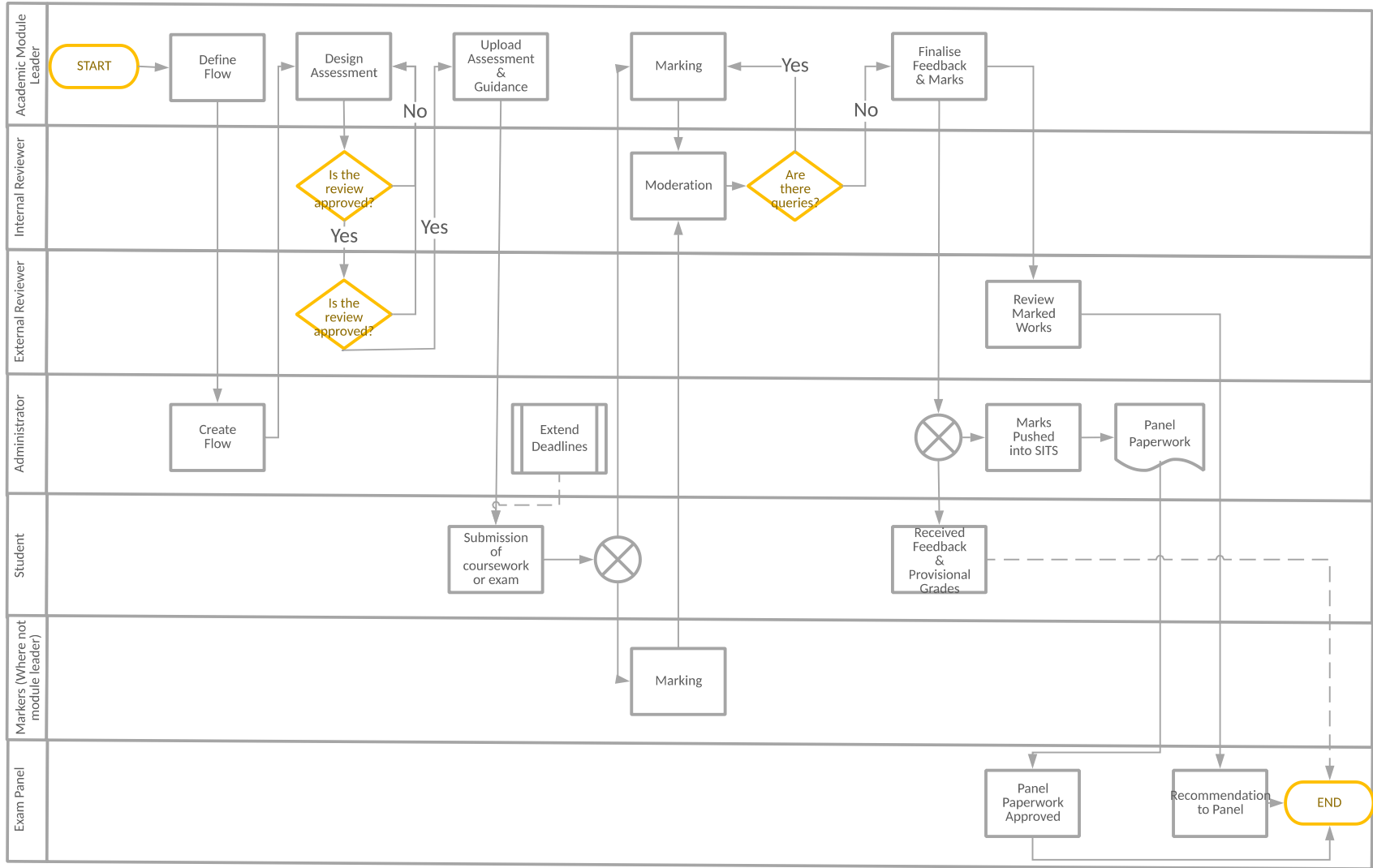
How do we exploit Digital Examinations?

Digital Data

<http://www.brunel.ac.uk/~cssrssk/digiprogress/>



Electronic Management of Assessment



Data Driven Moderation



Not all about technology

Busy academics seem to like to assess a lot!

How we can use Digital Assessment to assess more effectively, rather than just more!

“...adding 21st-century technologies to 20th-century teaching practices will just dilute the effectiveness of teaching”
(OECD 2015)

Digital Assessment may not be the revolution, but it is an essential step along the way.

It is up to us to ensure that Digital Education is the disruptor it needs to be to deliver effective 21st century higher education

