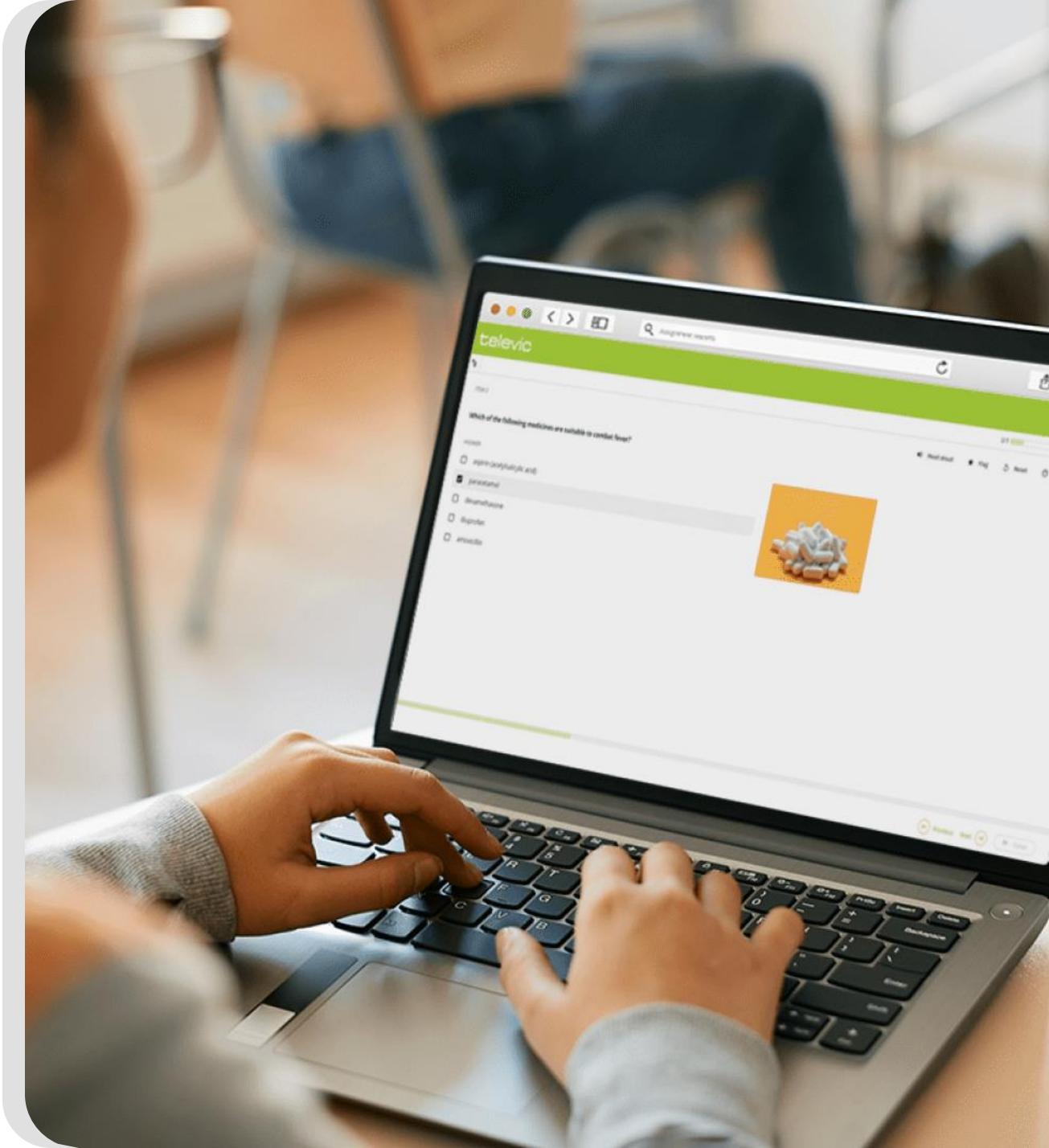


# Online evaluation



Who am I?

## Johannes Verhoene

*Job: Customer Success Teamlead / assessmentQ expert*

*Studies: Educational sciences*

*Interests: Edtech, online evaluation*

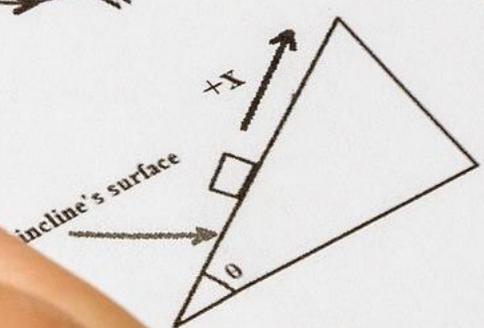
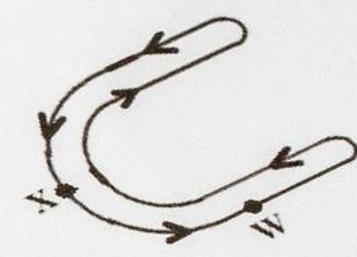
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<https://assessmentq.com>

22. Satellite 1 makes a circular orbit around the Earth with a radius  $r_1 = R$ .  
 Satellite 2 makes a circular orbit around the Earth with a radius  $r_2 = 2R$ .  
 We let  $v$  represent the speed of a satellite and  $a$  represent the magnitude of a satellite's acceleration. Which  
 one of the following choices gives the correct relation between the speeds and accelerations of the satellites?

- (A)  $v_2 = \frac{1}{\sqrt{2}}v_1$  ;  $a_2 = \frac{1}{4}a_1$
- (B)  $v_2 = \frac{1}{2}v_1$  ;  $a_2 = \frac{1}{4}a_1$
- (C)  $v_2 = \frac{1}{\sqrt{2}}v_1$  ;  $a_2 = \frac{1}{2}a_1$

- (D)  $v_2 = \frac{1}{2}v_1$  ;  $a_2 = \frac{1}{2}a_1$
- (E)  $v_2 = v_1$  ;  $a_2 = \frac{1}{2}a_1$



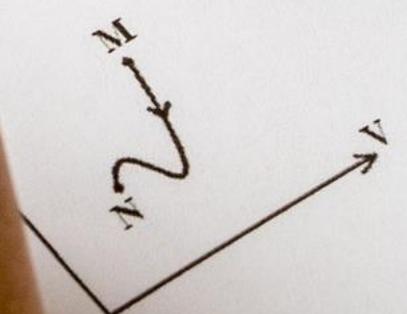
23. A car moves with constant speed around a horseshoe-shaped path as shown with  
 the arrows in the figure. Which one of the following choices best describes the  
 direction of the average acceleration of the car in traveling from W to X?

- (A)
- (B)
- (C)
- (D)
- (E) There is no average acceleration

24. A massless frictionless incline has a gravitational force  $F_g$  applied to it. The mass remains stationary and the incline is oriented at an angle  $\theta$  from the horizontal. Which one of the following choices best describes the direction of the applied force?

- (A) The applied force is directed vertically upward.
- (B) The applied force is directed vertically downward.
- (C) The applied force is directed horizontally to the right.
- (D) The applied force is directed horizontally to the left.
- (E) The applied force is a completely impossible situation.

axis.  
 Which one of the following choices best describes the total force for



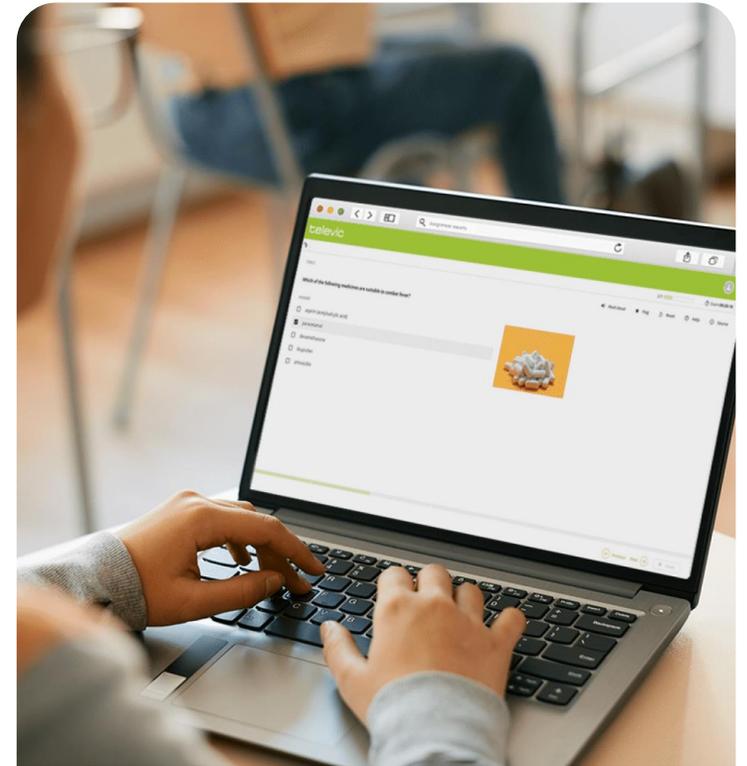
Why evaluate on paper?

A photograph of a computer lab with several students. In the foreground, a young man with brown hair, wearing a red and blue plaid shirt, is looking at a computer monitor. The monitor displays a social media profile page. In the background, other students are seated at desks with computers, and a whiteboard is visible. The scene is brightly lit, likely from a window on the right.

Why evaluate **online**?

# Practical

- Automatic correction (More objective)
- Decipher handwriting
- Result processing speed
- Analyses/reports
- Variation
- Scalability
- ...



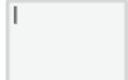
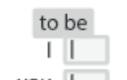
# Didactical

- Validated item pool
- Flexible supporting tools (calculator, reading software,...)
- Differentiation (quick reports, variation)
- Adaptivity
- Authentic context / rich media
- Immediate feedback/scores
- ...

The background features a dark, textured surface with numerous 3D letters and symbols scattered across it. Three prominent orange question marks are visible: one in the upper left, one in the upper right, and a larger, semi-transparent one in the center. A white rounded rectangle is positioned in the lower half of the image, containing the text.

Question types for online evaluation

# assessmentQ item types

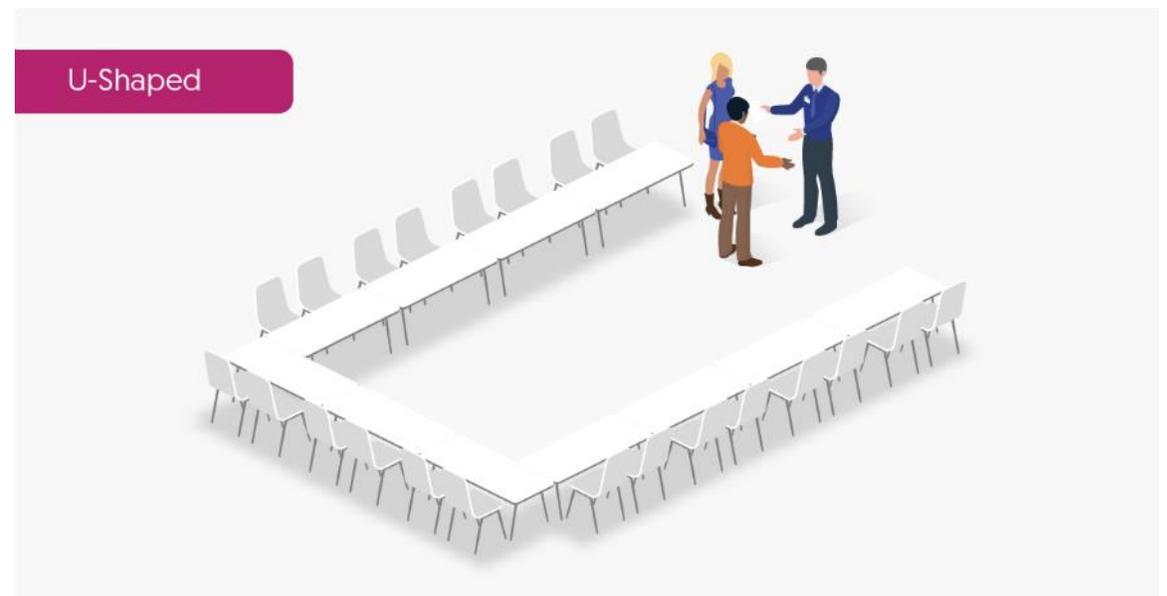
 <p>Folder</p>	 <p>Case</p>	 <p>Information page</p>	 <p>Multiple choice</p>	 <p>Multiple response</p>
 <p>Multiple choice matrix</p>	 <p>Fill gaps in text</p>	 <p>Dropdown in text</p>	 <p>Drag and drop in text</p>	 <p>Drag and drop in columns</p>
 <p>Order vertically</p>	 <p>Matching</p>	 <p>Open question</p>	 <p>Click on image</p>	 <p>Revise text</p>
 <p>Recording</p>	 <p>Interpreting</p>	 <p>Balance sheet</p>	 <p>Profit and loss account</p>	 <p>Appropriation of profits</p>
 <p>Journal</p>	 <p>Canvas</p>	 <p>Upload file</p>	 <p>Conjugate verbs</p>	 <p>Math entry</p>



Cheating

# Cheating solutions

- Classroom setup
- Randomisation
- Versioning
- Navigation options
- Lockdown browser
- Proctoring



# Cheating solutions

## Proctoring

- Control the **environment**
- **Offsite** exams
- Digital surveillance
  - Live
  - Recording
- ProctorExam, proctorio, ...



## Lockdown software

- Control the **computer**
- **Onsite** exams
- Physical surveillance
- Safe Exam Browser, Kiosk mode, lockdown browser, ...



	Toegangscode	Voornaam	Familienaam	Starttijd	Eindtijd	Extra tijd	Voortgang		
	KSA-1PX-851	Sylvia	Joos	18 mei 2021 11:10:55	<i>Niet beëindigd</i>		<div><div style="width: 75%;"></div></div> 75%		
	M5R-5PH-9WV	Johannes	Verhoene	18 mei 2021 11:18:00	<i>Niet beëindigd</i>		<div><div style="width: 5%;"></div></div> 5%		
<input type="radio"/>	LS7-QJU-YJM	Admin	Televic	18 mei 2021 11:10:22	18 mei 2021 11:26:02	 9m	<div><div style="width: 60%;"></div></div> 60%		
<input type="radio"/>	VLX-NLY-BHF	Sven	Callewaert	18 mei 2021 11:11:08	18 mei 2021 11:24:55		<div><div style="width: 95%;"></div></div> 95%		
	KM2-3EK-NEP	Klaas	Ranson	18 mei 2021 11:10:57	<i>Niet beëindigd</i>		<div><div style="width: 0%;"></div></div> 0%		
	EMS-JT3-879	Angelo	Petyt	18 mei 2021 11:10:53	<i>Niet beëindigd</i>	 9m	<div><div style="width: 25%;"></div></div> 25%		
<input type="radio"/>	KKA-77H-U5F	Xavier	De Donder	18 mei 2021 11:10:55	18 mei 2021 11:28:37		<div><div style="width: 88%;"></div></div> 88%	 	
<input type="radio"/>	DVZ-TSU-JXN	Ruben	Lagatie	18 mei 2021 11:10:53	18 mei 2021 11:28:37	 3m	<div><div style="width: 23%;"></div></div> 23%	 	



A closer look at the data

# A closer look at the data

- Get to know your questions
- Get to know your learners/students/colleagues/...

# Analysis module

Reporting / Analysis / Innovations (ENG) ? ⋮

▼ Innovations (ENG) 14 items

Name	# answers	Results	Max. score	⋮
🕒 Information page	---	---	---	⋮
🗳️ Multiple choice question	10		1	⋮
📄 Fill gaps in text	11		1	⋮
⌵ Dropdown in text	10		1	⋮
📄 Drag and drop in columns	10		1	⋮
🔗 Matching	9		1	⋮
📄 Order vertically	9		2	⋮
🖱️ Click on image	11		1	⋮
☑️ Multiple response question	10		1	⋮
🗳️ Multiple choice matrix	10		2	⋮
📄 Drag and drop in text	10		2	⋮
📄 Revise text	7		1	⋮
📄 Open question	10		1	⋮
🎤 Recording	7		0.5	⋮

# Reports on multiple levels

- **User** progress
- **Assessment** quality
- Compare **groups**
- Go crazy with **metadata**



Practical questions

# Practical questions

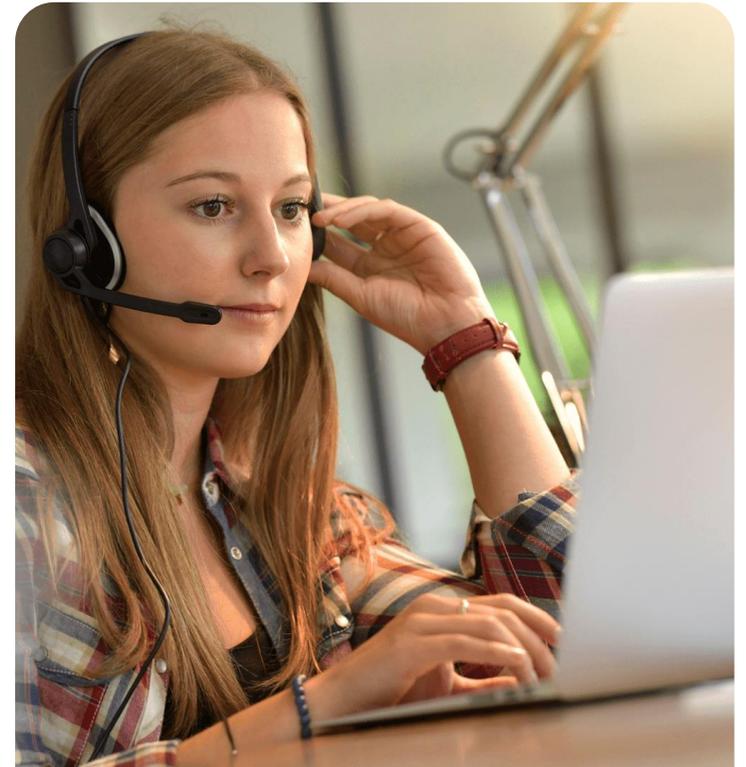
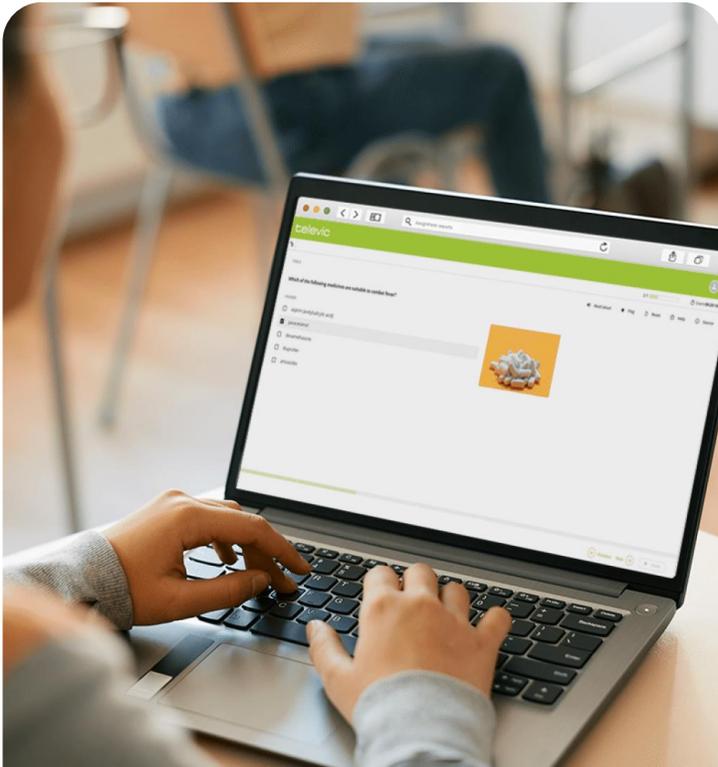
- BYOD or not?
- Exam room or not?
- Privacy
- On- or offline?
- Results processing and feedback?
- Are learners prepared for online evaluation?

# Summary

- Online evaluation has a lot of benefits
- Not just an extra quiz
- Think about the practical part
- Prepare your learners

Gikandi, J. W., Morrow, D., & Davis, N. E. (2011). Online formative assessment in higher education: A review of the literature. *Computers & education*, 57(4), 2333-2351.

Khan, S., & Khan, R. A. (2019). Online assessments: Exploring perspectives of university students. *Education and Information Technologies*, 24(1), 661-677.



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