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Putra
Malaysia

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AGRICULTURE • INNOVATION • LIFE

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Effective e-Assessment

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Current Scenario

Grade Driven Assessment

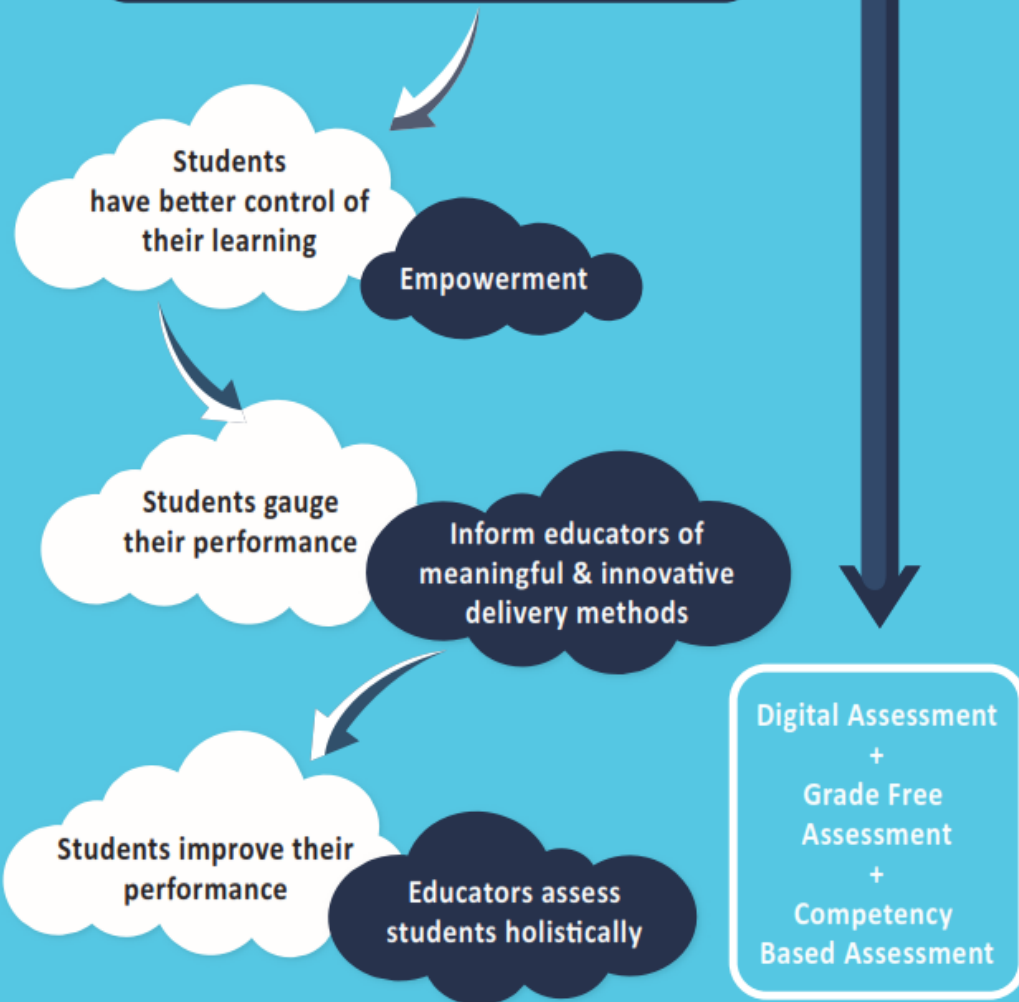


Grades: **A**, **A-**, **B+**,



Way Forward

Student driven assessment through alternative assessment strategies



ALTERNATIVE ASSESSMENT

1 *Definition*

- “Any classroom assessment that is alternative to traditional forms of testing or standardized test (multiple-choice tests) to measure students’ overall achievement or continuous progress”
- “Multi-assessment methods, rather than sticking to traditional paper-and-pencil tests”
- “Alternative assessment is also known as Authentic Assessment and Performance-based Assessment”



**ALTERNATIVE
ASSESSMENT**

Brainstorming

Case Studies

Class
Presentation

Debate

Dissertation

Think-
Pair-Share

Drawings

Experiment

Role Play

Interview

Reports

Mind Maps

Performance/
Demonstration

Peer
Assessment

Portfolios/
e-Portfolios

Open Book
Examination

Observation

Context of e-assessment

- Educational Technology (FCE 3401)
- Compulsory course
- Bachelor of Education students
- Teaching for the first time with 2 other colleagues (Dr Mas Nida Md Khambari* & AP Dr Ahmad Fauzi Mohd Ayub)

*Credit goes to her for conceptualising and designing all graded assessments for FCE 3401

COURSE NAME	: EDUCATIONAL TECHNOLOGY
COURSE CODE	: FCE3401
CREDIT	: 3(2+1)
STUDENT LEARNING HOURS	: 120
PREREQUISITE	: None
LEARNING OUTCOME	: Students will be able to: <ol style="list-style-type: none">1. Design an instruction based on the principles of educational technology (C6, CTPS)2. Develop instructional media for teaching and learning (P4, TS)3. Exhibit appropriate use of instructional media for teaching and learning (A4, EM)
SYNOPSIS	: This course covers the concepts, theories, principles, development, and practices in educational technology, including the evaluation of appropriateness, selection, preparation, production and utilization of instructional media. Emphasis is given on the production and utilization of instructional media.

Planning stage

- How many assessments to achieve course learning outcomes?
- How many e-assessments?
- Will it be group or individual work?
- How many SLT required to complete?
- What types of e-assessments?



E-assessment #1: Design

- Students create 1 lesson plan incorporating 1 video & 1 AR
- Lesson plan to be submitted online LMS
- 6 hours (SLT)
- Group work
- Submit draft by week 5
- Submit completed lesson plan by week 7

LO1: Design an instruction based on the principles of educational technology (C6, CTPS)

ASSESSMENT 1

ASSESSMENT 1 | Learning Outcome 1 (C6/CTPS) **Instructional Design (With Gamification and Technology Integration)**

With your group members, design a lesson based on your área of specialization. You should use the ASSURE Model as a guideline. There must be evidence in the lesson plan that you will integrate technology (like educational video clip and board games with Augmented Reality). The format of your lesson plan must adhere to the template provided on PutraBlast.

MODE OF SUBMISSION

Online submission on PutraBlast in .docx and .pdf format.

WEIGHTAGE

10

DEADLINE

Week – 7

E-assessment #1: Implementation

- Students asked questions all the time
- Poor understanding of e-assessment 1
- Students who want to work alone
- Assessed drafts in week 5 (non-graded)
- Remedy: Provide rubrics to students (week 6)

Rubric for Lesson Plan Development

Name _____ Date _____

	Beginning 0-5	Developing 6-10	Accomplished 11-15	Exemplary 16-20	Score
Instruction Goals and Objectives 15%	Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Learners cannot determine what they should know and be able to do as a result of learning and instruction.	Instructional goals and objectives are stated but are not easy to understand. Learners are given some information regarding what is expected of them. Learners are not given enough information to determine what they should know and be able to do as a result of learning and instruction.	Instructional goals and objectives are stated. Learners have an understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction.	Instructional goals and objectives clearly stated. Learners have a clear understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction.	
Instructional Strategies 40%	Instructional strategies are missing or strategies used are inappropriate.	Some instructional strategies are appropriate for learning outcome(s). Some strategies are based on a combination of practical experience, theory, research and documented best practice.	Most instructional strategies are appropriate for learning outcome(s). Most strategies are based on a combination of practical experience, theory, research and documented best practice.	Instructional strategies appropriate for learning outcome(s). Strategy based on a combination of practical experience, theory, research and documented best practice.	
Assessment 15%	Method for assessing student learning and evaluating instruction is missing.	Method for assessing student learning and evaluating instruction is vaguely stated. Assessment is teacher dependent.	Method for assessing student learning and evaluating instruction is present. Can be readily used for expert, peer, and/or self-evaluation.	Method for assessing student learning and evaluating instruction is clearly delineated and authentic. Can be readily used for expert, peer, and/or self-evaluation.	
Technology Used 20%	Selection and application of technologies is inappropriate (or non-existent) for learning environment and outcomes.	Selection and application of technologies is beginning to be appropriate for learning environment and outcomes. Technologies applied do not affect learning.	Selection and application of technologies is basically appropriate for learning environment and outcomes. Some technologies applied enhance learning.	Selection and application of technologies is appropriate for learning environment and outcomes. Technologies applied to enhance learning.	
Materials Needed 5%	Material list is missing.	Some materials necessary for student and teacher to complete lesson are listed, but list is incomplete.	Most materials necessary for student and teacher to complete lesson are listed.	All materials necessary for student and teacher to complete lesson clearly listed.	
Organization and Presentation 5%	Lesson plan is unorganized and not presented in a neat manner.	Lesson plan is organized, but not professionally presented.	Lesson plan is organized and neatly presented.	Complete package presented in well organized and professional fashion.	
				Total Points	Total/2

E-assessment #2: Design

- Students create 1 video as a teaching aid for a selected topic for 1 subject in school
- Upload video to Youtube
- Submit Youtube link in LMS by week 13
- 12 hours (SLT)
- Weightage 15%

LO 2: Develop instructional media for teaching and learning (P4, TS)

This is a continuous assessment commencing from week – 8 to week – 14 of the semester. There are four sub-components for this assessment.

ASSESSMENT 2 [A] | Learning outcome 2 (P4/TS)
Educational Video Clip

WEIGHTAGE
 15

With your team members, produce an educational video clip(s) related to the topic you choose for your lesson plan (assessment 1). The content must be related to current issues. You may act a skit (Vlog or short drama), add pictures and audio into your video. The duration of the video must be between 5 and 7 minutes.

MODE OF SUBMISSION

Upload the URL of your video clip on PutraBlast by the deadline.

DEADLINE
 Week – 13

Provide rubric together with e-assessment 2

Display replies in nested form



Video Link

by *Y. BHG. PROFESOR DR. WONG SU LUAN* . - Saturday, 23 November 2019, 12:44 PM

Share your video link here



Re: Video Link

by *SITI NORAINI BINTI SIDEK* . - Tuesday, 17 December 2019, 12:53 AM

https://youtu.be/fcRL_qrAX1A



Re: Video Link

by *MOHD IZZULFITRI BIN MADENAN* . - Tuesday, 17 December 2019, 2:07 AM

<https://youtu.be/ZnGP6IIFINM>



Re: Video Link

by *LUTFIL HADI BIN SELAMAT SAINUDIN* . - Tuesday, 17 December 2019, 11:48 PM

<https://www.youtube.com/watch?v=TfulZnptBpo&feature=youtu.be>

E-assessment #2: Implementation

- Less confusion among students
- Some unexpected hiccups:
 1. Videos removed by Youtube for violation of copyright materials
 2. Wrong links uploaded
- Example of student work:
<https://www.youtube.com/watch?v=kYpcmVjVCGo>

E-assessment #3: Design

- Students create 1 e-portfolio
- Wix, wordpress, blogspot or any suitable online platform
- 8 hours (SLT)
- Individual work
- Update every week
- Submit link to LMS by week 2
- Weightage 10%

LO1: Design an instruction based on the principles of educational technology (C6, CTPS)

PENAKSIRAN 2 [D] | | Learning outcome 1 (C6/CTPS)
ePortfolio

ePortfolio is an individual assignment throughout the semester. You may use any platform to sign-up for an ePortfolio account (e.g. Blogspot, Wixsite, Wordpress, GoogleSites etc.). In the ePortfolio, you must post updates and progress of your project, and write reflections based on the activities done throughout the semester. You must update your ePortfolio at least once a week and may update it as often as you wish.

MODE OF SUBMISSION

Upload the URL on PutraBlast by week 2

WEIGHTAGE

10

DEADLINE

Week – 14

Analytic Rubric

Standards Criteria	Adequate (1)	Developing (2)	Competent (3)	Excellent (4)
Communication of reflection	Learner is merely reporting and summarization of events and/or learning activities.	Learner translates the learning activity to his/her own knowledge construction. Includes some examples and supporting evidence like pictures.	Reflection is somewhat comprehensive and learner is able to generate some new ideas from the learning activities. Includes examples and supporting evidence like pictures and/or videos for each post.	Reflection shows originality and is comprehensive. Learner is able to generate new ideas from the learning activities. Includes examples and supporting evidence like pictures and/or videos for each post, including caption that explains the appended materials.
Content Knowledge	Learners show limited ability to connect the theories of Diffusion of Innovation to the learning activities.	Learner shows an emerging ability throughout the portfolio on how he/she connects the theories of Diffusion of Innovation to the learning activities.	Learner shows concretizing ability throughout the portfolio on his/her comprehension of the theories of Diffusion of Innovation, relate them to the learning activities, and translate to their own situation.	Learner shows evident and/or remarkable ability throughout the portfolio on his/her new knowledge construction from the interplay off the theories of Diffusion of Innovation, learning activities, own situation and real-world problem.
Effort	Portfolio has less than 14 updates.	Portfolio has at least 14 updates.	Portfolio has some additional updates that somewhat reflects the learning activity and journey.	Portfolio has several updates that elaborately reflects the learning activity and journey.

Developed by Dr Mas Nida Md Khambari

Holistic Rubric

Adequate ≤ 49%	Learner is merely reporting and summarization of events and/or learning activities. Learners show limited ability to connect the theories of Diffusion of Innovation to the learning activities. Portfolio has less than 14 updates.
Developing (50-69%)	Learner translates the learning activity to his/her own knowledge construction. Includes some examples and supporting evidence like pictures. Learner shows an emerging ability throughout the portfolio on how he/she connects the theories of Diffusion of Innovation to the learning activities. Portfolio has at least 14 updates.
Competent (70-84%)	Reflection is somewhat comprehensive and learner is able to generate some new ideas from the learning activities. Includes examples and supporting evidence like pictures and/or videos for each post. Learner shows concretizing ability throughout the portfolio on his/her comprehension of the theories of Diffusion of Innovation, relate them to the learning activities, and translate to their own situation. Portfolio has some additional updates that somewhat reflects the learning activity and journey.
Excellent ≥85%	Reflection shows originality and is comprehensive. Learner is able to generate new ideas from the learning activities. Includes examples and supporting evidence like pictures and/or videos for each post, including caption that explains the appended materials. Learner shows evident and/or remarkable ability throughout the portfolio on his/her new knowledge construction from the interplay off the theories of Diffusion of Innovation, learning activities, own situation and real-world problem. Portfolio has several updates that elaborately reflects the learning activity and journey.

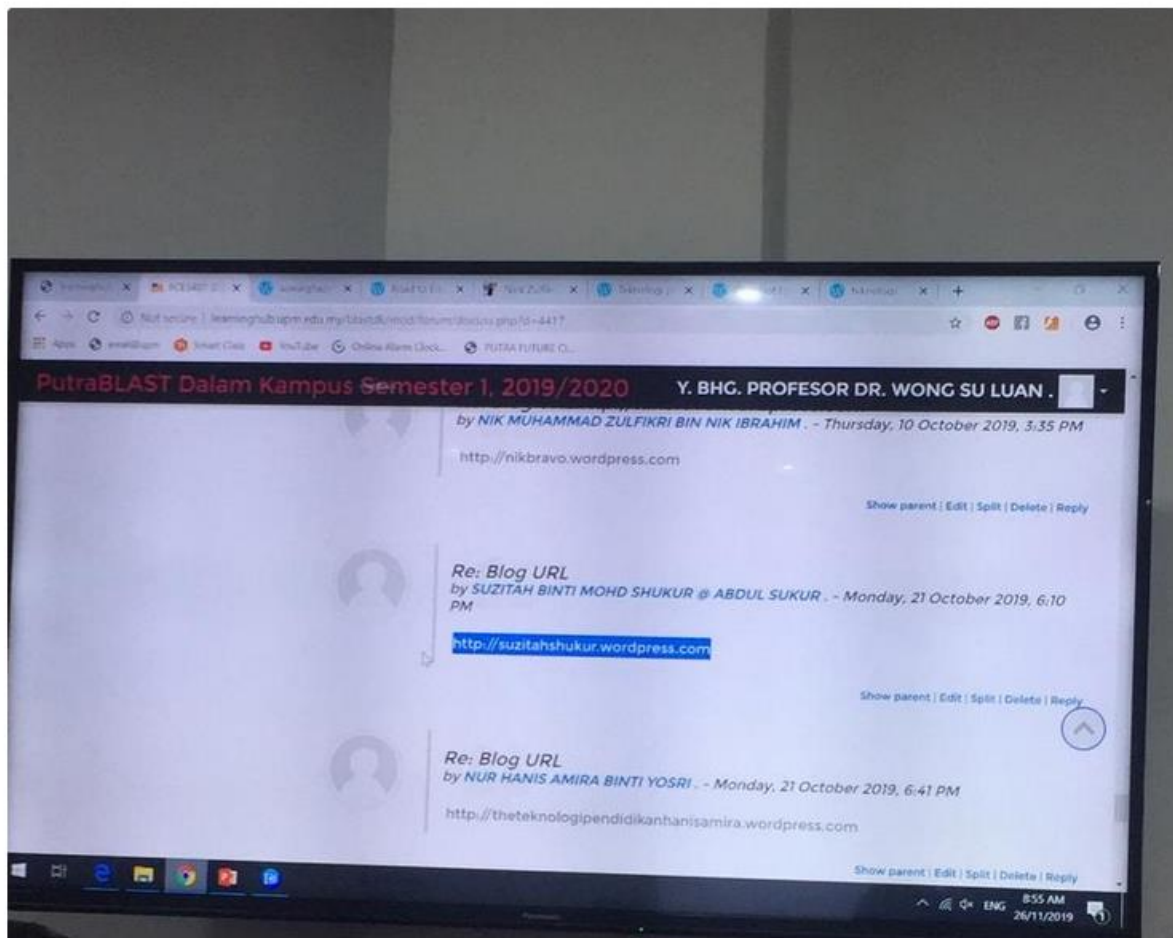
Developed by Dr Mas Nida Md Khambari

E-assessment #3: Implementation

- Some could not register by week 2
- Students did not update weekly
- Need to monitor students closely
- Some unexpected hiccups:
 1. Blogs set as private view
 2. Viewable on mobile hp only

Kemaskini WordPress

Pada 26. 11.2019. Prof Wong telah melihat WordPress yang telah dilakukan kami satu per satu. Alhamdulillah saya memperoleh markah lebih kerana saya sentiasa mengemaskini wordpres saya ❤️❤️❤️





Hari ini kami telah membincangkan mengenai blog yang kami telah lakukan. Banyak penambahbaikan yang perlu kami lakukan di dalam blog kami. Blog yang terbaik adalah blog yang mempunyai refleksi , new things learned, interesting thing and compelling question. Melihat apa yang saya lakukan, banyak penambahbaikan yang perlu saya buat untuk blog saya supaya lebih menarik dan mempunyai isi setian

Non graded e-assessment

- Conducted to gauge student performance without scores
- Done randomly

Display replies in nested form ▼

Move this discussion to ... ▼

Move

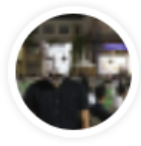


Discussion 1

by [Y. BHG. PROFESOR DR. WONG SU LUAN](#) . - Sunday, 8 September 2019, 3:10 PM

Discuss with your group and come with your own definition of "technology"

[Edit](#) | [Delete](#) | [Reply](#)



Re: Discussion 1

by [ADIB HAKIMI BIN MOHD.](#) . - Thursday, 12 September 2019, 5:04 PM

TECHNOLOGY refers to something related to the increase in science knowledge and contributes to the convenience in human life

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#)



Re: Discussion 1

by [GOH PEI CHING](#) . - Saturday, 14 September 2019, 12:32 AM

Definition of "technology" is not a tool, it is an art or science of how to use a tool for a purpose.

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#)



Re: Discussion 1

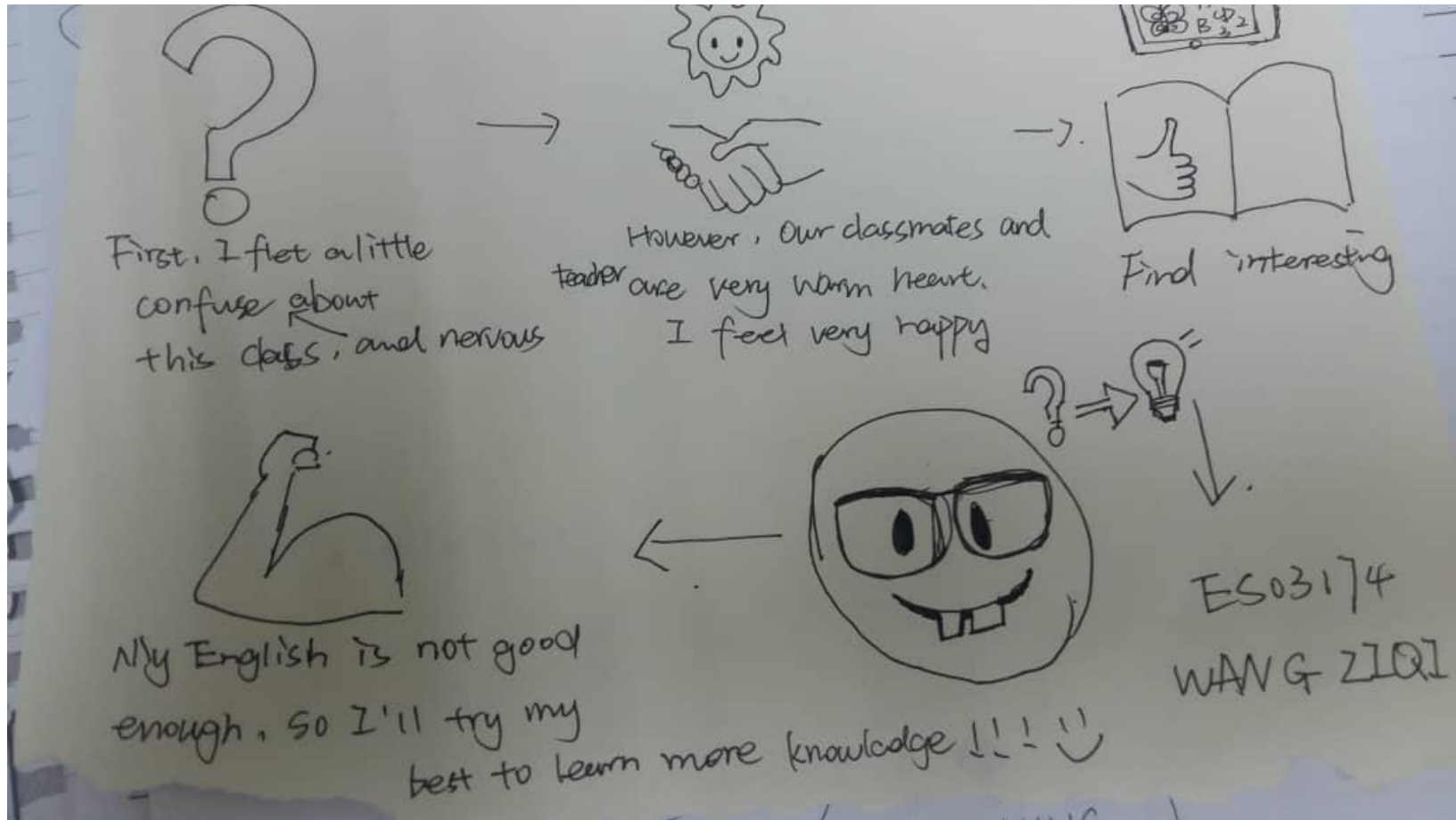
by [TAN YUN WEI](#) . - Saturday, 14 September 2019, 3:15 PM

Before this class i never thought that tables and chairs is the technology technology.Now I know that technology is not atool it is an art or science of how to use a tool for a purpose.

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#)

Draw and post on WA group

Topic: Infographics



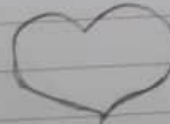
194239



Happy



Learn many things



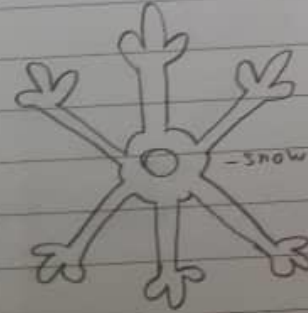
Fall in love with this subject



New technology



Best thing metaverse



- snow flakes

cool classroom



Enjoyable class

Alif Aiman B. Abdul Ghani (193789)

No. Date

"Infographic"

Feeling Week 1-5

Week 1



Excited

Week 2



Love to going
class

Week 3



Like this

Week 4



Enjoy with this
class

Week 5



Falling in love
with this class



List

Browse templates

Create poll

Live

All results



Word cloud poll

Votes: 21



Apakah ciri guru Sains Pertanian yang berkesan di Malaysia?

+ Create a poll

Apakah ciri guru Sains Pertanian yang berkesan di Malaysia?

0 2 1

- Mudah adaptasi dengan persekitaran baharu
- Mudah adatasi dengan persekitaran baharu
- Berdedikasi dalam menjalankan tugas
- Ciri2 guru pertanian yang berkesan adalah seorang berilmu pengetahuan dan berkemahiran dalam bidangnya, dapat menggunakan pelbagai kaedah pengajaran yang berkesan, kreatif dalam pdpc, dapat menggunakan kemudahan yang ada dengan sepenuhnya dan dapat menarik minat pelajar untuk belajar dalam bidang sains pertanian.
- Handsome & Beautiful
- *Guru SP perlu mempunyai hubungan interpersonal yang positif. *Guru enjoy dalam mengajar. *Guru perlu menjadi role model. *Guru menjadi penyumbang ilmu yang baik. * Mempunyai keyakinan diri yang tinggi.
- Seorang yang Adil dalam menyampai pdp

Evaluate & Reflect

- What should be improved?
- Was it too taxing for students?
- Did we achieve the LOs?

Dos and don'ts

- Align assessment with LOs
- Assessment comes with rubrics
- Not all assessments must be graded, focus more on learning
- Allow students to improve without penalty
- Be flexible
- Monitor students' progress constantly
- Don't assess at last minute
- Remind students about copyrighted materials