

# Why are schools not ready for e-assessment?

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# Context is Curriculum for Excellence

- All young people 3-18 have an entitlement to:
  - a broad general education up to level 4
  - the outcomes of the curriculum
  - personalisation
  - choice

# Improving Scottish education: ICT in learning and teaching

*... across all sectors, individual centres had carried out very little development work in relation to online assessment.*

# The current situation

- A supply side economy with growing range of products
  - demand is growing but still not significant
- Teacher resistance
  - inertia, fear, mistrust, tradition
- Poor infrastructure
  - schools configured for teaching with ICT
- Narrow range of permitted ICT resources
  - no phones, no social networking, no chat, no bulletin boards, no mp3
- Glow impact not yet apparent in many schools
  - Not all schools and education authorities active

# What does online do?

- Delivers assessment
- Records evidence
- Allows automated marking
- Provides automated feedback

## e > online(1)

- Images
  - artefacts of coursework
- Video
  - skills development
- Sound
  - spoken essay

## e > online(2)

- Graphics
  - explaining, describing
- Social software
  - collaboration, competition
- Wikis and blogs
  - asynchronous group activity

# Lost opportunities

- Images
  - Google Images and other sources blocked
  - Learners' mobile phones (and their cameras) prohibited
  - Copyright issues
  - Learners don't understand resizing, resampling, screen and print resolution



# Lost opportunities

- Video
  - Evidence of process, rather than product
  - Records progressive learner development
  - Distance travelled
  - Can record individual contributions in group projects
  - Valid, reliable and robust

# Conclusions

- e-assessment is more than online
- delivery of answers as much as questions
- rich environment for learners
- schools impoverishing the environment
- we need to find ways of alleviating the poverty