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GMIT Teaching and
Learning Office

www.DigitalEd.ie



Teaching
and Learning

ASSESSMENT STRATEGIES SESSION



What have we learned about assessment?



Online Assessment Alternatives and Options
Ensuring Assessment is Accessible and Inclusive



Discussion/Demonstration
Examples
More on Assessment and Readings
Useful Links

An alternative online assessment is not a lesser form of assessment, but a different assessment to achieve the same aim.

Key considerations to ensure the quality and equity of the assessment:

1. Your starting point is to review the learning outcomes for the modules and check for alignment!

(watch for over assessment of the LO's).

2. Ensure students have sufficient skills to demonstrate their learning.

3. Provide **clear instructions** on all aspects of the operation and completion of the online assessment.

4. Students should be informed of all changes to assessment methods.

5. An alternative assessment should require an equivalent effort on the part of the student, estimated, for example, by student effort hours on the assessment task, length of time or word count.

Key considerations continued...

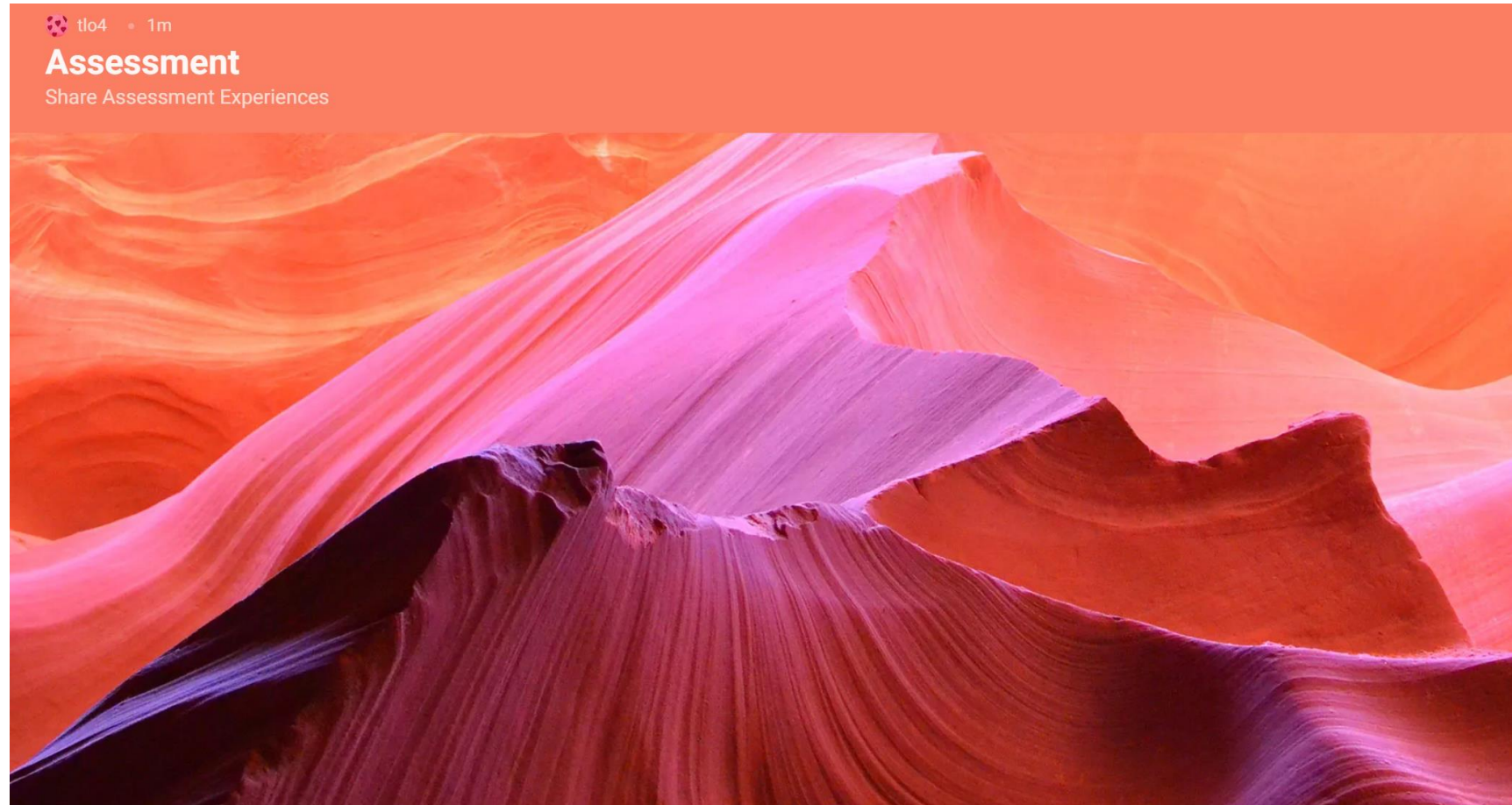
6. Students that may have an issue with engaging with the assessment, encourage the student to let you know in advance, so that individual arrangements can be made.

7. Existing assessment rubrics/criteria may need to be adapted to align with the alternative assessment and share this with the students in advance so that they are clear on the assessment grading criteria etc.

8. To minimise concerns about academic integrity, consideration should be given to the design and implementation of the alternative assessment:

- Customising the assessment by asking students to relate the topic/data to their experience or a specific context where possible.
- Use of timed or time-constrained exam.
- Randomise MCQ/short answer questions.
- A combination of MCQ and justification short answer questions where you ask the student to respond to particular statements by justifying their answer, interpreting what their answer means.
- Use of plagiarism software – URKUND.
- Conduct a random oral check (via TEAMS) on solution/problem to check for understanding and authorship.

Share type of assessments available on modules you teach...



<https://padlet.com/tlo4/assessment>

Strategies

Online assessments enable a move from lower orders of Bloom's taxonomy

- From knowledge (remember) and comprehension (understand)
- To application (apply) and analysis (analyse)

More challenging for students

More authentic?

- In the real-world, students have access to information
 - Need to be able to *apply* it

ALTERNATIVE ASSESSMENT STRATEGIES FOR FORMAL END-OF- SEMESTER EXAMS

- **An Open Book (Takeaway Exam):** To replicate the exam paper format, students can receive the exam paper via Moodle and submit their answers within a defined time period (e.g. same day/next day) via Moodle. Students will be working remotely, unsupervised and will have access to resources/books in that time period.

Ensure there is appropriate communication to students about instructions on how to complete the paper. A useful resource on open book exams is available at [this link](#). TLO resources available at [this link](#) – also an example guidelines to guide [student communications about Open Book exams is available at this link](#).

- **Online Quiz:** there are a number of online quiz options that can be implemented in Moodle, such as, multiple choice, short-answer questions etc. These can be set-up to be timed, just like to a formal exam time.

Note: You will need to put in some time to upskill on this approach. A useful resource is available here [Moodle guide to Creating and Managing Quizzes](#). In addition, the T&L Office run small group design clinics – look out for the T&L Office monthly programme and book a place.

- **Assignment in lieu of exam:** an assignment is set that aligns with intended learning outcomes of the original exam and may take a variety of formats, e.g. an essay, a report, a problem sheet. Submission via Moodle or email on designated date and time. Assessment TLO [resources available here](#) and [here](#).

An Open Book (Takeaway Exam): To replicate the exam paper format, students can receive the exam paper via Moodle and submit their answers within a defined time period (e.g. same day/next day) via Moodle. Students will be working remotely, unsupervised and will have access to resources/books in that time period.

*Ensure there is appropriate communication to students about instructions on how to complete the paper. A useful resource on **open book exams** is available at this link*

<https://galwaymayoinstitute.sharepoint.com/sites/GMITTeachingLearningOffice/SitePages/Resources.aspx>

Example guidelines to guide [student communications about Open Book exams](#) is available at this link.

Key points to note:

- Be very clear to students about the Open Book Exam instructions in advance – when the paper will be posted on Moodle (exact time) and the time due to be submitted.
- Keep to the exam timetable so clashes with other modules is avoided. Note that all students require the free Office Lens App downloaded onto their smart phone in advance and to do a practise run on scanning a written document and uploading in Moodle – in advance of the Open Book Exam. Office Lens instructions is available at this link - on how to scan and upload a document.
<https://galwaymayoinstitute.sharepoint.com/sites/GMITTeachingLearningOffice/SitePages/Resources.aspx>
- It is important to set a time limit for Open Book depending on the length of the paper and time required in a traditional setting e.g. Answer 3 questions in 3 hours. Students are given 3 hours to complete the written exam and 30-45 minutes to scan and submit online via Moodle.

Academic Integrity

- **Key requirement of any assessment**
 - Validity of exams
 - Need to be fair to honest students
- **Online, open-book, non-invigilated exams**
 - Academic integrity concerns
 - Temptation for students

GMIT TLO resources to help you and your students!

Online Assessment Options and Considerations

<https://galwaymayoinstitute.sharepoint.com/sites/TLO/Shared%20Documents/T&LOOnlineExamGuide2020FinalNov11.pdf>

Open Book Exam Guide for GMIT

<https://galwaymayoinstitute.sharepoint.com/sites/TLO/Shared%20Documents/T&L%20Online%20Open%20Book%20Exam%20Guide.pdf>

Academic Integrity Guide for Students in GMIT

<https://digitaled.ie/wp-content/uploads/2020/12/AIStudentGuideDec2020.pdf>

GMIT Student Guide for uploading online assessments/exams

https://galwaymayoinstitute.sharepoint.com/sites/GMITStudentHUB/Shared%20Documents/student_assessment_guide.pdf?cid=7e1b394c-3e38-4870-bd80-d6001e69cc3a

BOLT/TLO One Stop Shop for all Remote Teaching Resource + All you need on Assessment

<https://learnonline.gmit.ie/course/view.php?id=903>

Sally Brown COVID Assessment Experiences and Examples <https://sally-brown.net/>

Tips for Open Book Exams and MCQ's

1. Make the exam and answer-upload links available online for a **limited time** use the "hide" and "cut-off date" options on Moodle for uploads.
2. Make it clear well in advance that it is **an open-book exam**.
3. Have each student sign a plagiarism declaration (copy available in URKUND plugin).
4. Get the students to download the **Microsoft Office Lens app** to their smart phones well in advance of the exam. This will scan the answer script, up to 10 pages, into one PDF file. The Office Lens file name includes a time stamp. Lecturers could do a trial run of the process with the students in the weeks before the exam.
5. Ask them to **write out their answers** on paper (removes cut-and-paste) and then scan those pages with Microsoft Office Lens for upload.
6. Allow **30-45 mins extra** at the end of the Open Book Exam for photographing/using Office Lens and uploading the exam.
7. **Personalise some exam questions**, for example: "Using an example from your own Final Year Project" or "Use an example from the company X..."
8. **A useful resource on developing open book questions** -see open book exams is available at this link https://www.newcastle.edu.au/_data/assets/pdf_file/0006/268980/Open-Book-Exams.pdf
9. Modify, if necessary, questions to ensure that you get answers which involve **critical thinking**, discussion, rather than just recall of facts, which will make it easier to tell a student's work apart from that of others.
10. Ask students to **explain the method they used in their solution of the question**.

Tips for Open Book Exams and MCQ's

11. Ask students to **write their name and student number on every page** and to **number the pages "page 1 of 10" etc**, so the lecturer can check that all pages were received.
12. Change the data in some questions (randomise) for different students. *Attend a clinic on assessment design in Moodle with Dr Sean Daffy (T&L Office, Learning Technologist).*
13. Change the order in which questions are presented, Q₁, Q₂, Q₃... so they think the exams are different.
14. Online Moodle training resources in GMIT are available at BOLT Teaching Remotely Toolkit go to <https://learnonline.gmit.ie/course/view.php?id=903> and on the GMIT Teaching and Learning stream channel here <https://galwaymayoinstitute.sharepoint.com/sites/GMITTeachingLearningOffice>
15. Engage the URKUND Plagiarism detection software tool on Moodle, where applicable.
16. Let students know in advance that you will hide student learning material on Moodle during the exam.
17. **A technician/invigilator or the lecturer could set up a TEAMS meeting, starting 30 mins before the exam and running until 30 mins afterwards, so that there is a person available to answer any general set-up/connection/upload questions.**
18. Students could possibly type a selection of their answers into Quiz boxes in Moodle during the 2-hour examination, in addition to uploading their final answer after the 2 hours are over.
19. Students could type their answers to essay questions into Quiz Text boxes (if required).
20. **Lecturers could consider telling students that they will follow up with random individual online "oral tests", to check students' understanding of the exam topics**

Top Tip

Ask probing questions

- check to see if students can apply knowledge
- (rather than check their recall of information).

Note:

- The students will know and have access to their notes
- interested in *how* they apply their knowledge.

Sample probing questions

- What is most important/effective?
- Which method is best?
- How would you design a ...?
- What changes would you make?
- What other information do you need?
- Could you explain your reason to us?



Probing Questions

Deep thinking questions. Probing questions help the participant reflect and challenge their own assumptions.

Check out a range of curated digital T&L resources on the knowledge platform. Including top national and international resources shared during the COVID crisis <https://digitaled.ie/digitalteachingresources/>



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Teaching & Learning



Assessment



Student Engagement



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Assessment



Student Engagement

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OLC Research Center for Digital Learning & Leadership – Digital Learning

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Bridging the digital divide to engage students in higher education

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Article

Bridging the digital divide to engage students in higher education – During Covid19

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Checklist for Remote Teaching

[View Resource](#)

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Enhancing Digital Teaching & Learning in Irish Universities

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[View All Teaching & Learning Resources](#)

Student Engagement

Student Engagement

GMIT Digital Champions Insight Symposium – Part 2

[Watch Video](#)

Student Engagement

GMIT Digital Champions Insight Symposium – Part 1

[Watch Video](#)

Student Engagement

Innovative Online Teaching Tips from around the World!

[View Resource](#)

Student Engagement

State of Student Success and Engagement in Higher Education

[View Document](#)

Assessment, Student Engagement, Teaching & Learning

How to be a Better Online Teacher

[View Resource](#)

Assessment, Student Engagement, Teaching & Learning

Resources for Just-in-Time Online Teaching from Vanderbilt University

[View Resource](#)

[View All Student Engagement Resources](#)

Assessment

Assessment

Academic Integrity Hub

[View Resource](#)

Assessment

Case Studies: Academic Integrity in Online Assessments

[View Resource](#)

Assessment

GMIT Online Open Book Exam Guide

[View Document](#)

Assessment

Academic Integrity Guide for Students

[View Document](#)

Assessment

Don't Panic: The Hitch-hiker's Guide to Alternative Assessment

[View Document](#)

Assessment, Student Engagement, Teaching & Learning

How to be a Better Online Teacher

[View Resource](#)

[View All Assessment Resources](#)

Online Assessment Strategies

Benefits

- Students can use digital tools
- Use of Office 365 suite, spreadsheets, word etc.
- More real-world
- Students don't usually write long-hand - also more legible!

Need to consider

- Different modules
 - Technical vs non-technical
 - Show workings
 - Essay type answers
- Consider the different stages students are at (1st year vs final year)
 - Different expectations of learners

Important to note:

As with in-person examinations, in the case of open-book/take-home exams, online quizzes or online interviews/oral exams, which are completed within a short/defined timeframe within the examination period, it will be necessary to maintain clear communications with members of your programme board and HoD to ensure no timetable clashes.



More Assessment Alternative Options

Alternative to hard-copy assignment submission

The Assignment tool in Moodle can be set-up for individual or group assignment submission, accommodating a variety of file formats and allows start and end dates to be specified.

[See Moodle resource for staff](#) on setting up the Assignment Tool.

Alternatives to conducting an Oral Exam

Oral examinations should be used with caution, as in particular student and staff need practice to carry these out reliably. See some general advice on conducting orals. However where used, students and staff can use 'MS TEAMS' to engage in an online oral examination.

Note: Oral assessments should be recorded, for potential access by additional graders or external examiners.

More Assessment Alternative Options

Alternative to in-class test

Online quiz in Moodle – there are several different quiz types, such as, multiple choice, short answer questions etc.

[See Moodle quiz resource for staff.](#)

Alternatives to in-class presentation

A video recording can be submitted by the student (limit to 5 minutes) via Moodle or they can provide a link to their video on Stream.

Or Students complete a podcast/audio task for their online assignment submission, e.g. through a record app on their smart phone or through laptop/device. Then submit on Moodle.

More Assessment Alternative Options

Alternatives to group-work assessed task/project

Create an online group discussion task.

See the create a discussion task on a [Moodle training resource](#).

Tips to share with students on contributing to discussion forums is [available here](#).

Alternative to in-class debate

Critical essay where students present an argument on the topic and submit an essay through Moodle.



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More Assessment Alternative Options

Alternative to assessed in-class participation

With an online group discussion task you can assess content and participation. Provide students with clear guidelines for this assessment in advance.

See [Moodle training resource](#).

Note: Moodle 'Completion Progress bloc' provides indicative data on individual student engagement with the module resources.

Online options for Dissertations and Special Projects

These assessments can be submitted through VLE/Moodle and if required an Oral/online Viva can take place via TEAMS. Lecturer invites student to present at a specific time and date and provides the student with a link to the Team session.



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More Assessment Alternative Options

More Online Options for Assessed Group Work

- A group report submitted through Moodle. Students can collaborate on the report development via TEAMS.
- Create a group presentation and submit via Moodle or present via Teams or submit recording via Stream link.
- Create a Wiki – good tool to see the level of contributions across the group. Also you can post feedback as the Wiki progresses.
- Online discussions/forums. **Note: it is important to be clear with students what is being assessed and how.**

Peer Assessment

Students are provided with a rubric and clear guidelines. They conduct a peer review of a piece of work/assessment output and submit the peer review record via Moodle to the lecturer. This could be two-fold including a peer review and the module leader review.

More Assessment Alternative Options

A Reflective Journal + Creative Artefact

- A standard reflective journal can be uploaded via the VLE or a link provided to a reflective blog on an e-Portfolio.
- If an artefact/evidence are required as part of the reflective assessment students can point to an e-Portfolio/web page of evidence or upload visuals/pictures/audio/video of the art piece and voice over etc.

Alternative to work placement assessment

Consider whether any learning outcomes from the given module can be achieved without students being physically present – could a theoretical assignment, reflection on learning or practical report allow for some of the learning outcomes to be reached, while others are deferred to a future module or future placement in a future module?

More Assessment Alternative Options

Alternatives to in-class practical/oral assessments

In some cases there may not be a viable online alternative for practical/lab-based assessments due to the necessity to access specialised equipment, in some cases alternatives may be possible:

- **Online simulations** may be used to allow students to learn and be assessed on practical knowledge, for example with students given access to datasets that they are asked to interpret.
- It may also be possible for students to **upload video recordings** of themselves performing a practical task, if such a task can be safely and appropriately replicated in their home setting.
- **Audio recordings** could be used to replace oral assessments, such as an in-class language test, or to allow students the opportunity to talk through their response to a stated problem/scenario.

Ensuring Online Assessment is Accessible and Inclusive

- Check out the access services and guides available in GMIT.
- Make a clear statement to students you are open to their concerns regarding any proposed alternative assessment.
- Liaise with Student Services Office/Access Service on how the student can be accommodated.

- Offer students a choice on how they reach the learning outcomes and review the [Universal Design for Learning Principles](#)
- Where possible, provide students with a sample assessment submission or a detailed rubric so they have clarity on what is expected of them.
- Where possible provide students with a demo of the technologies they will engage with for their assessment or record a demo video and share with the students.

- Make sure documents are in an accessible format – a useful resource to help with this task is [available at this link](#).
- Be aware that some timed assessments is problematic for some students with disabilities. Therefore allow for extra time for students linked in with the access service in GMIT.
- Remember equity in terms of assessment type does not mean that the assessment and marking criteria and workload have to be the same for each type of assessment they can be different, but they do have to be equitable. [Check out this resource to help](#).

Discussion/ Demonstrations



Sample probing questions

- What is most important/effective?
- Which method is best?
- How would you design a ...?
- What changes would you make?
- What other information do you need?
- Could you explain your reason to us?



Probing Questions

Deep thinking questions. Probing questions help the participant reflect and challenge their own assumptions.

Assessment Planning – Problem Based Approach

Problem / Scenario No 1 :

Lecturer X is teaching a 5 CREDIT module to a large group size (150 students) and wants advice on how to structure his/her assessment, as the workload is becoming overwhelming. The current structure consists of 2 assessments worth 50% and a final exam worth 50% - result is 450 assessments to be corrected.

Advice :

5 Credit Module - 2 major assessments (35% and 50%) & a weekly forum/OneNote submission (15%)

Plan for 3 assessments as follows:

1. Weekly Forum Contribution / One Note Submission (15%)
2. Project Work - Submitted on Moodle & Marked according a RUBRIC (set up in MOODLE BEFORE submission) (35%)
3. Prepare a well structured MCQ in place of the final exam . To ensure integrity, use random questions, drag/drop and a section with essay type questions. Always use DEFERRED feedback for MCQ to ensure integrity of final result.

NOTE - Additional Alternatives that can be used:

Peer Review / Project Live Demos on TEAMS / Pre-recorded Project Demos

Problem Based Scenario No 2:

Problem Based Scenario 2: Lecturer X has too many students with high marks in a module.

Solution - Ensure 3 assessments are used (Ref : example as above)

Note: Always Use Deferred Feedback

Reference :

<https://galwaymayoinstitute.sharepoint.com/sites/TLO/SitePages/Resources.aspx> Assessment Guide

<https://digitaled.ie/assessment-practice-in-higher-education-sharing-examples-ideas-for-online-assessment/>

Lessons Learnt

- **Timing Very Important** to ensure opportunity to complete assessment in appropriate timeframe (Lecturers should login as a student and TEST MCQ / Uploading PDF in timeframe to ensure setup & time allocated is correct)
- Consider carefully the use of various **types of assessment questions** – in MCQ or Online Exam - very important to ensure a robust assessment (Use of open text Questions / Use of Case study, applied questions)
- Various alternative assessment options are available (as discussed above)
- Online Teaching during COVID has increased student led assessment & demonstrated there are many more methods of assessing learning outcomes than the traditional exam-based format.

SAMPLE ASSESSMENT PRACTICE – GREAT RESOURCE FROM DCU / National Forum

Exemplars and Case Studies of Technology-Supported Assessment (& Feedback) in FE and HE Institutions

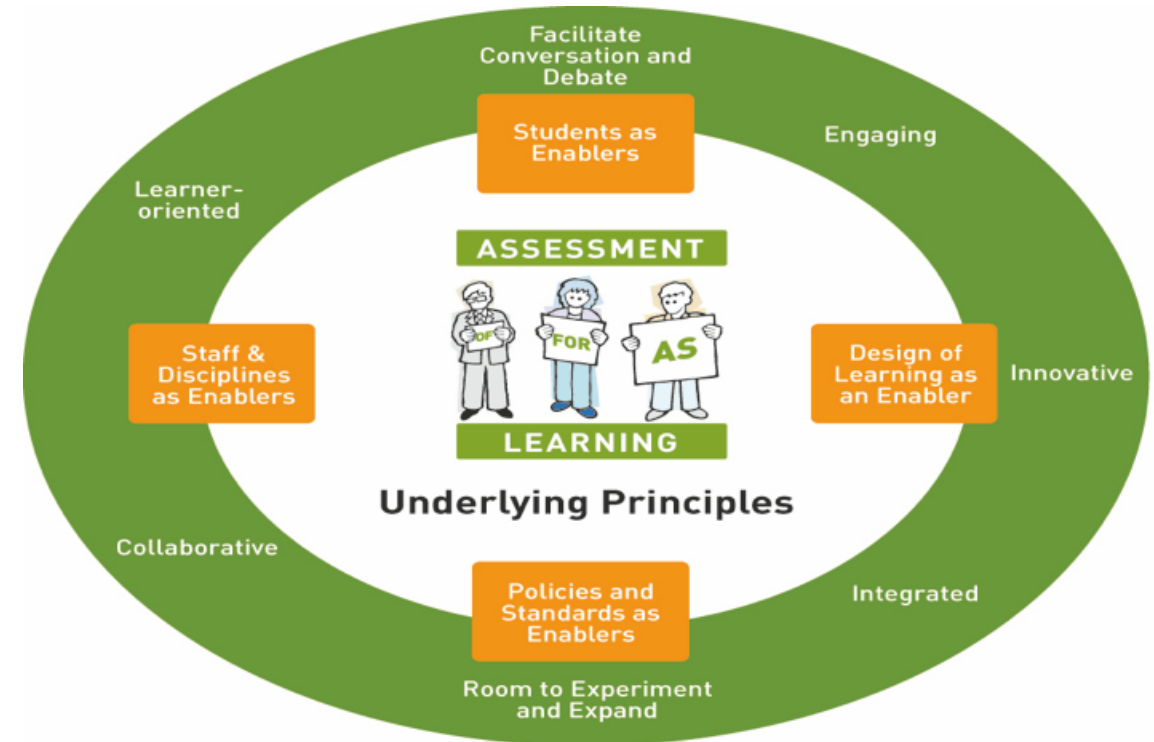


- https://docs.google.com/document/d/1-53jSmf_uf46ojZKL4vJRuLtEHNZ9hdQs7lR_LH5ypM/edit#heading=h.7bivqrg9ob2w
- <https://www.teachingandlearning.ie/wp-content/uploads/Assessment-methods-resource-for-publication-final.pdf>

Purpose of Assessment, Useful Links & Further Reading



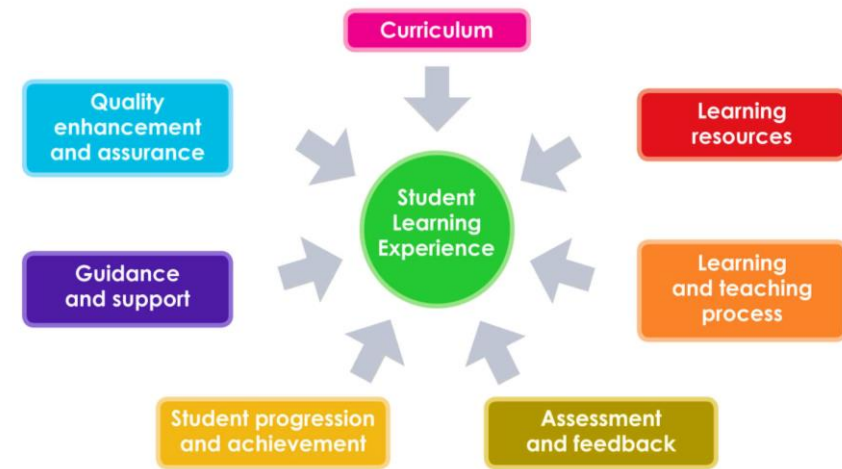
Assessment OF, FOR and AS Learning



Shift from Assessment OF (Summative) to
Assessment FOR and AS Learning

Assessment may, for example, be used to:

- determine entitlement to a qualification (e.g. summative assessment);
- **confirm learning progress (by the learner or by another);**
- to determine a learner's 'learning' competence;
- **identify gaps in learning (to, e.g., enable and inform the development of formative feedback to the learner or to adapt learning strategy);**
- help determine special educational or training needs (e.g. diagnostic assessment);
- **provide a learning opportunity;**
- inform the evaluation of the quality of a programme of education and training;
- **recognise experiential learning;**
- support the learner to monitor their own progress;
- **determine eligibility to enrol on a programme;**
- place a person at a level in a language programme;



Check out QQI (2018), Green Paper on Assessment <https://www.qqi.ie/Downloads/Green%20Paper%20oAssessment%20of%20Learners%20and%20Learning%20March%202018.pdf>

Introduction to the Key Purposes of Assessments: *of/for/as* Learning

Key purposes of assessment:

Assessment *of* learning is the assessment that is associated with completing assessment to demonstrate learning, usually graded assessment that has high stakes.

Assessment *for* learning is assessment [graded and ungraded] that is concerned with giving feedback on teaching and student learning

Assessment *as* learning is assessment and activities that facilitate students' empowerment and engagement to become better learners.

National Forum for the Enhancement of teaching and Learning in Higher Education. (2016). Enhancement theme: Assessment of, for and as learning: Students as partners in Assessment.

SUMMATIVE

EXAMPLES:

Students self-assess and receive a grade for this judgement.

Students and staff both grade the work (summative co-assessment).

Students self-review and/or peer review to make a judgment (critical evaluation) of their work.

Students judge their work based on holistic or analytic criteria, or by comparing exemplars.

Students collaborate to develop their own shared assessment criteria.

EXAMPLES:

'High stakes' graded end or mid semester exam, project, essay.

GPA grade/degree classification.

'Low stakes' graded in-class participation; MCQs online primarily for feedback purposes.

Written/oral feedback to students; Staff-student dialogue; Feed-forward (actions to improve); Early feedback to staff to improve teaching.

Students request feedback based on their self-monitoring.

Teacher
is responsible,
is decision-maker

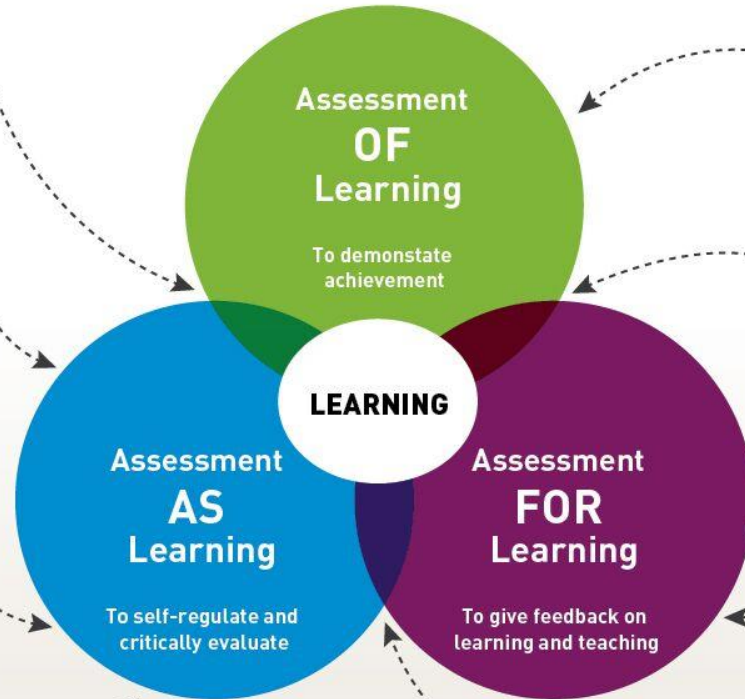


Student
is responsible,
is decision-maker

High Stakes



Low Stakes

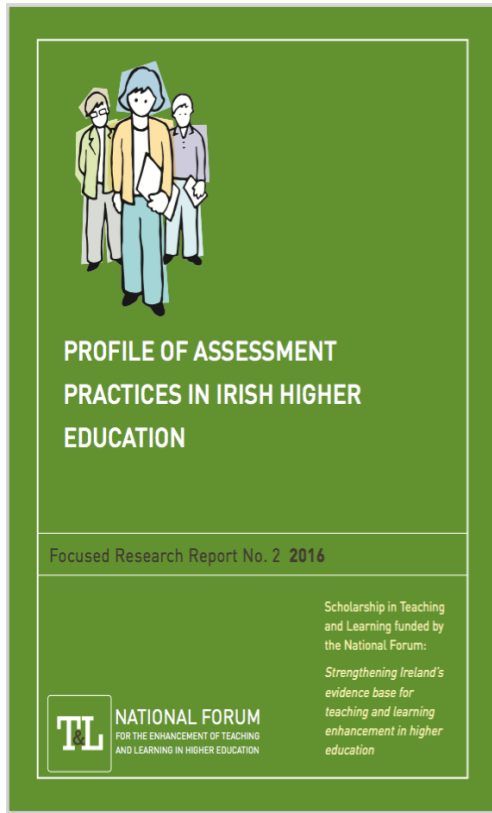


FORMATIVE

Structure: Multiple Pathways and Choices.

<http://tinyurl.com/zovls76>





National Forum
(2016)

Typical Student A



**Two 5-ECTS single-semester modules
(Total 10 ECTS credits)**

5.2
assessments

Typical Student B

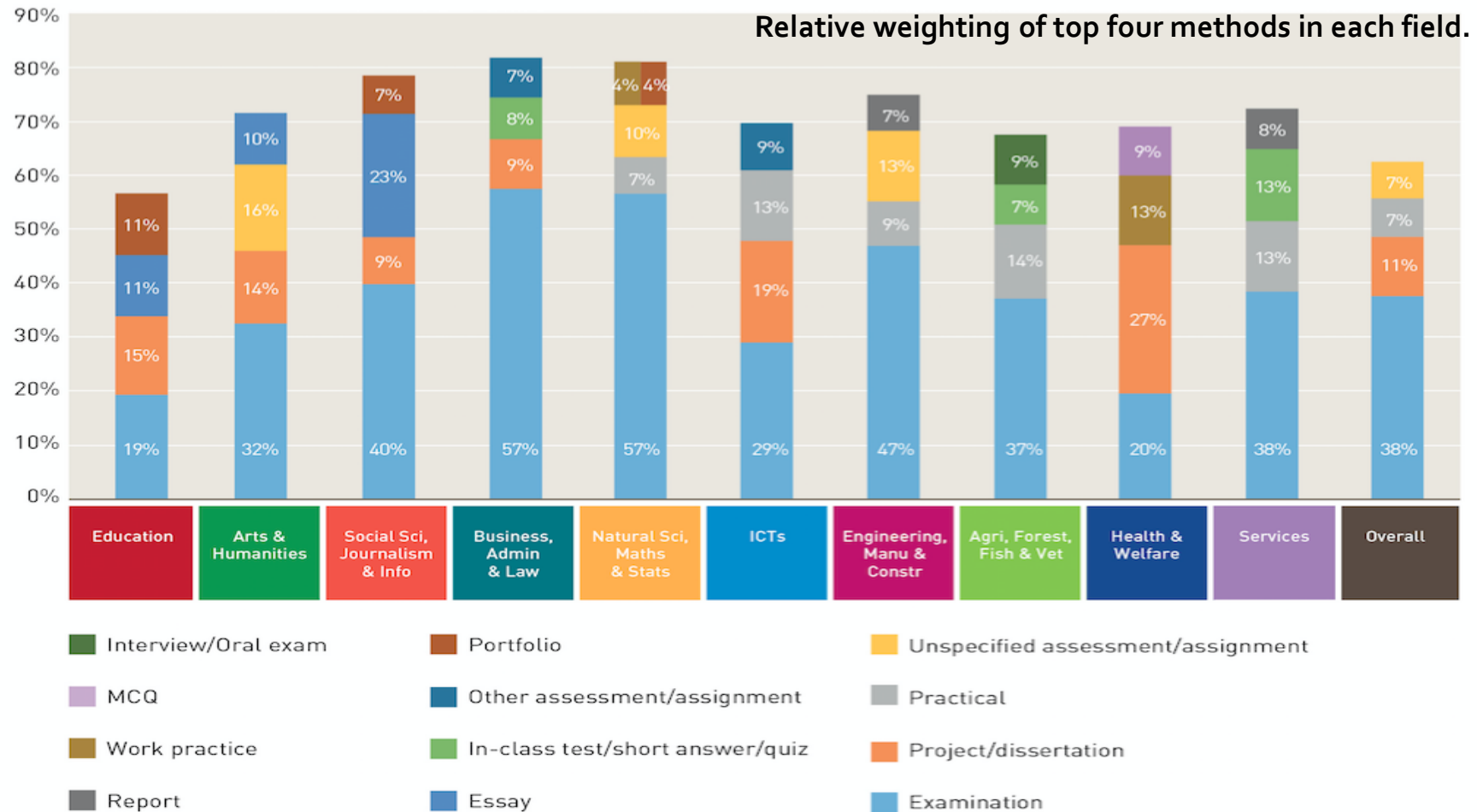


**One 10-ECTS full-year module
(Total 10 ECTS credits)**

2.8
assessments

Profile of Assessment Practices in Irish Higher Education

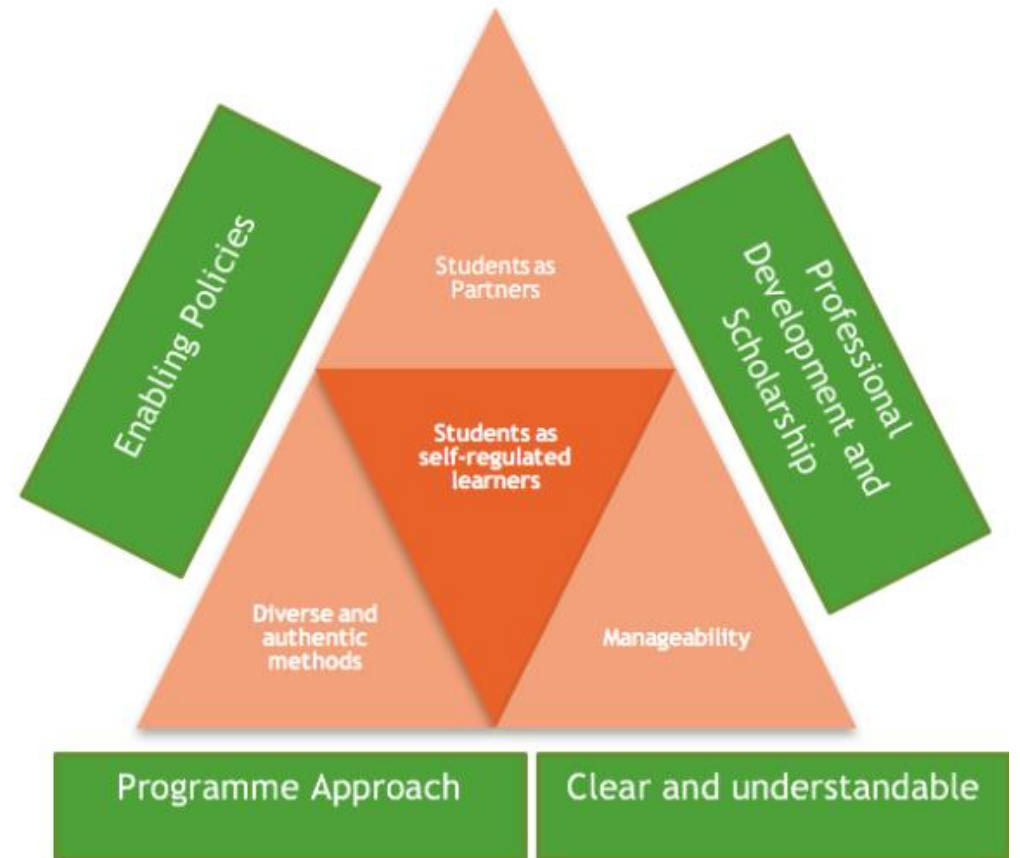
Irish Study 2016: National Forum (n=487 Modules/ 30 HEIs)



NF Guide - Approach to Assessment

Assessment must be valid, reliable and effective...
PLUS

- Assessment and feedback should empower students to become **self-regulated learners**
- Assessment and feedback should **be clear and understandable** by staff and students
- Decision on assessment and feedback should be guided by a **programme-level approach**
- Assessment and feedback approaches should foster a **partnership between staff and students**
- Student should experience a **diverse range of assessments methods**, including, where relevant, **authentic and work-based assessments**
- Assessment and feedback should **be manageable** for staff and students
- Assessment and feedback should be enhanced through staff engaging in related **professional development**, including engagement in **scholarship** in this area.
- Assessment and feedback should be supported by **enabling policies**



National Forum for the Enhancement of Teaching and Learning in Higher Education

Putting teaching and learning at the centre of sectoral enhancement and innovation



Download Resource at:
<https://www.teachingandlearning.ie/wp-content/uploads/2017/07/Final-Programme-Assessment-Resource-with-doi-070717-1.pdf>

Drivers of Change (Context): Programme Assessment

Leading the Change in Programme Assessment: Some Ideas (Leadership)

Knowing What's Going on in your Programme (Evidence and Dialogue)

Making Changes Within Programme(s): Some Design Interventions

WELCOME

Welcome to the Digital Education (DigitalEd.ie) learning environment. Explore the site and discover your digital capabilities, courses and resources to enable you to teach online and support flexible learners effectively. [Learn more about the project.](#)



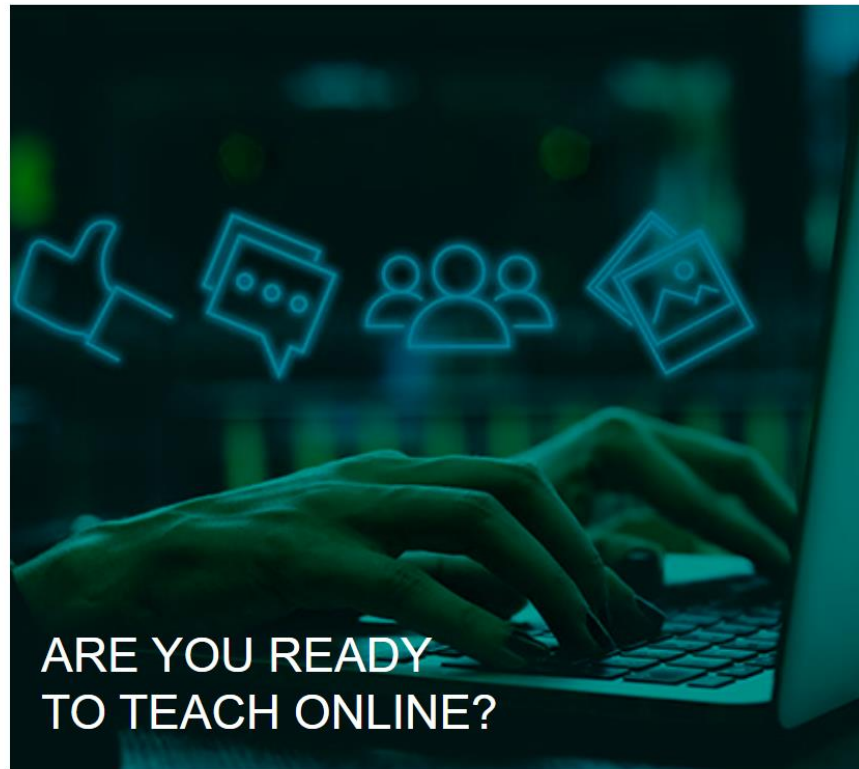
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LEARNING PATHWAYS

More Useful Links

- **GMIT Moodle Training** for staff is available at the BOLT Teaching Remotely Toolkit go to <https://learnonline.gmit.ie/course/view.php?id=903> and on the GMIT Teaching and Learning stream channel is here <https://web.microsoftstream.com/channel/34740fbf-3504-430b-98ea-a37cd1a846fe>
- **GMIT Teaching and Learning Office** – [staff portal site with useful resources, links etc.](#)
- **DigitalEd.ie/ iNOTE Learning Pathway** online courses is available at this link <https://www.cpdlearnonline.ie/course/index.php?categoryid=10>
- **Link to DigitalEd.ie practical guides for teaching and assessing online** <https://digitaled.ie/blog/>
- **Link to a GMIT Student Online Learning Steps to Success Guide and the Digital Online Charter** – practical advice for online learning at GMIT www.gmit.ie/blendedlearning
- **GMIT Assessment Guide** see link <https://galwaymayoinstitute.sharepoint.com/sites/TLO/SitePages/Resources.aspx> and more resources and links available on the [GMIT Teaching and Learning Office Sharepoint site](#).
- **National Forum COVID-19 T&L Resources** available at this link <https://www.teachingandlearning.ie/resource-search/> and from the HE sector https://docs.google.com/spreadsheets/d/e/2PACX-1vQpa4joLbowZzgVcUkCxH2KUXIQY6wG6bH2pHol24BlabHago6YCgHQ-Vt_oOo7Hgipj1o5shv_5HYw/pubhtml

Sample Assessment Reading

- Bennett, S., Dawson, P., Bearman, M., Molloy, E., Boud, D. (2016). How technology shapes assessment design: Findings for a study of university teachers. *British Journal of Educational Technology*. DOI: 10.1111/bjet.12439
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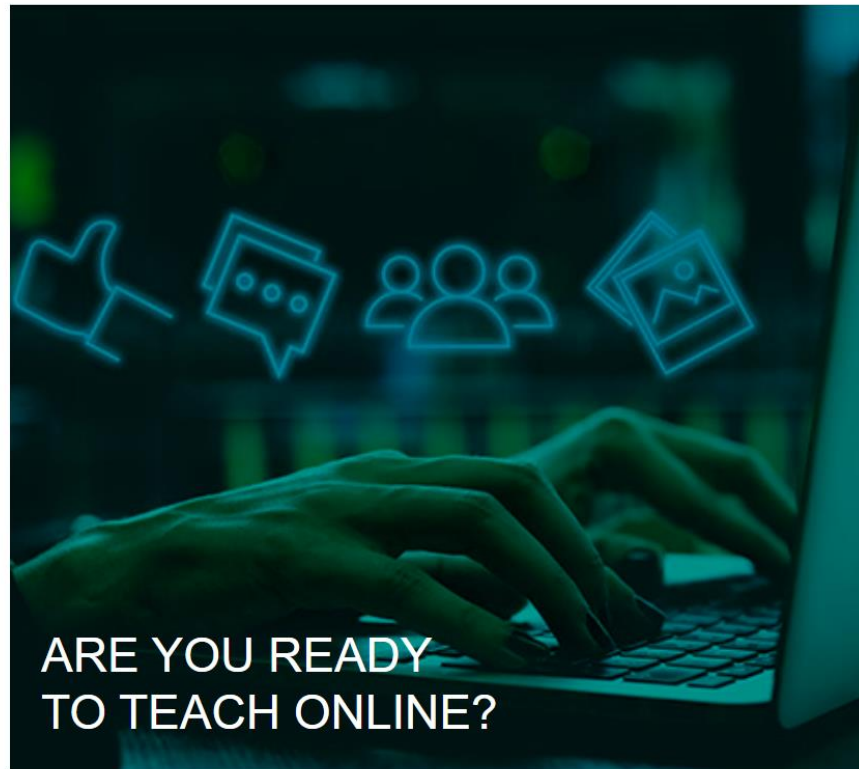
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