

To support GMIT academic colleagues' engagement with online assessment, the Teaching and Learning Office have developed a variety of supports. This **Online Assessment Guide** presents five sections including:

- **Section 1:** A range of online terminal exam/assessment options, requirements, set up and considerations.
- **Section 2:** Selecting online alternatives to common assessment methods (National Forum, 2020).
- **Section 3:** Academic integrity considerations.
- **Section 4:** A programme of assessment themed training events including webinars and workshops that can be booked [here](#). Plus, learning technology design clinics (AMA on Assessment - Ask Me Anything, 15-minute express clinics) that can be booked [here](#).
- **Section 5:** Additional assessment resources, you may choose to explore.

**Note:** all resources presented and linked in this guide are available to access on the [BOLT Teaching Remotely site](#) and [GMIT Teaching and Learning Office resources section](#). All video training resources are also available on the [GMIT Teaching and Learning Channel](#)

## Section 1: Online Terminal Exam/Assessment Options and Considerations

Online Terminal Exam /Assessment Options	Description of the approach	Digital platform & tools	System set-up, academic integrity & quality assurance considerations
<p><b>Case study, essays, worksheets, project work, exam paper question set, and maths problem sheets.</b>            (timed and submitted online via Moodle)</p> <p><b>Set-up video resources:</b>  <a href="#">BOLT Teaching Remotely training resources and Moodle</a></p>	<p>Final semester assignments usually associated to an answer sheet or a grading rubric guide, that matches the achievement of a learning outcome to certain criteria can be easily managed online. Grading and feedback can be provided through the rubric.</p> <p>Think about pedagogical considerations and ensure that the assessment tasks are aligned to the learning outcomes. Choose assessment tasks that allow students to demonstrate that they have achieved the learning outcomes. To this effect, assessment rubrics will need to be created to map the achievement of the learning</p>	<p>Live submission timed on Moodle, use of MS Lens to support upload.</p> <p>PDF or word file submission on Moodle - fixed time</p>	<p>Online exams should be set up to open at the times scheduled on the <b>institute exam timetable</b>.</p> <p>Set up submission area via the Assignment activity on Moodle.</p> <p>Activate 'cut-off date' in settings. Require students to click the 'submit' button and sign off on an 'Academic Integrity Declaration' (see section 3 for a sample Academic Integrity Declaration). Require students to 'accept' the submission statement/Academic Integrity Declaration.</p>

<p><a href="#">guides on GMIT LearnOnLine</a> <a href="#">Ink here.</a></p> <p><b>GMIT Moodle <a href="#">T&amp;L Assessment Tools Resource</a></b></p> <p><b>Moodle <a href="#">Demonstration Video</a> – setting up the assignment activity on Moodle (Moodle resource).</b></p>	<p>outcomes. Check out the <a href="#">GMIT Teaching and Learning Office resources space</a> for some rubric examples and this <a href="#">assessment guide</a>.</p> <p>A useful set up video resource on the Assignment function is available here <a href="#">Moodle – Setup Moodle General Assignment</a> and here <a href="#">Assessment Tools on Moodle</a></p>	<p>window and date.</p> <p>URKUND active on Moodle.</p> <p>‘Academic Integrity Declaration’ signed off by student on Moodle in assignment setting.</p>	<p>Check URKUND is activated. <a href="#">URKUND training video resources are available here</a></p> <p>Note to students if they will work with MS Word or PDF creator etc. Share with students the <a href="#">GMIT Assessment Brief Template</a> (if required).</p> <p>Provide students with <b>instructions for the online exams</b> and how to manage remotely. A sample guide is available <a href="#">here</a>.</p> <p>Students may use <b>MS Lens</b> to scan hand-written work/problem sheet rough work notes (useful for all disciplines, including online Maths or essay exams). <b>Android download link:</b> <a href="https://play.google.com/store/apps/details?id=com.microsoft.office.officelens&amp;hl=en_IE&amp;gl=US">https://play.google.com/store/apps/details?id=com.microsoft.office.officelens&amp;hl=en_IE&amp;gl=US</a> <b>Apple iOS download link:</b> <a href="https://apps.apple.com/us/app/microsoft-office-lens-pdf-scan/id975925059">https://apps.apple.com/us/app/microsoft-office-lens-pdf-scan/id975925059</a></p> <p>Share with students a link to download in advance and it is recommended <b>a trial assignment area</b> is set up, so that students can practise uploading a document via MS Lens.</p> <p><a href="#">Module leader/lecturer should make explicit to students what is permitted and not permitted. For example</a> <b>Usually permitted:</b> • Internet • Books/Articles/other sources • Module Materials, students’ own notes <b>Not Permitted</b> • Assessment-related conversations with family or others with relevant expertise • Assessment-related conversations with other students/classmates? • Assessment related collaboration with other students/ classmates?</p>
<p><b>Open book online exam (timed or takeaway, use the assignment function on Moodle)</b></p>	<p>An open book exam is <b>based on understanding rather than recall and memorisation</b>.</p> <p>This can be enabled by the assignment function on Moodle. Options include submission of an essay, case</p>	<p>Moodle – assignment.</p> <p>Download the exam and</p>	<p>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. CLEAR SIGNPOSTING for students on Moodle is required - on the</p>

<p><b>Set-up video resources:</b>  <a href="#">BOLT Teaching Remotely training resources and Moodle guides on GMIT LearnOnLine</a>  <a href="#">Ink here.</a></p> <p><b>GMIT Moodle T&amp;L Assessment Tools Resource</b></p> <p><b>Moodle <a href="#">Demonstration Video</a></b> – setting up the assignment activity on Moodle (Moodle resource).</p> <p><a href="#">Teaching and Learning Moodle Assessment Tool</a> resource for how-to videos, tips, and examples (this resource is linked from BOLT also).</p>	<p>study questions, reflective question set. It can be timed, and various conditions set, in the set-up area in Moodle.</p> <p>The settings of a test can limit/allow multiple attempts, set time limits, allow exceptions and control the level of feedback and grading a student receives from the system.</p> <p>A useful set up video resource on the Assignment function is available here <a href="#">Moodle – Setup Moodle General Assignment</a> and here <a href="#">Assessment Tools on Moodle</a></p>	<p>respond on the paper and save as pdf and upload.  OR  handwriting and use MS Lens and then upload under assignment activity.</p>	<p>LOCATION OF THE EXAM PAPER/ONLINE EXAM. Create and label a topic END OF TERM ASSESSMENT/EXAM AREA.</p> <p>Online exams should be set up to open at the times scheduled on the <b>institute exam timetable</b>.</p> <p>Students will be working remotely, unsupervised and will have access to resources/books in that time period.</p> <p>Ensure there is appropriate communication to students about instructions on how to complete the paper (well in advance of the online exam date).</p> <p>When preparing <b>open book exam questions review</b> this useful resource from the University of Newcastle (Australia) <b>at this <a href="#">link</a></b>.</p> <p><b>The GMIT Open Book Exams advice guide for Students is available <a href="#">here</a>.</b></p> <p>Where students are <b>required to scan/upload their answers</b> at the end of an exam, the total time allowed for the exam should include <b>a standard extra 30 minutes</b> to allow students to upload documents. This is designed to reduce the stress that might arise if students encounter a delay in uploading a paper and to provide clarity for students across modules. Feedback from the summer and autumn exam sessions suggests that students required time due to varying broadband speeds etc.</p>
<p><b>Online Quiz/MCQ</b>  (online quiz exam on Moodle)</p> <p><b>Set-up video resources:</b>  <a href="#">BOLT Teaching Remotely training resources and Moodle guides on GMIT LearnOnLine</a>  <a href="#">link here.</a></p>	<p>Moodle quiz provides a range of question types including essay questions, case study questions, multiple-choice questions, fill the blank, matching pairs, true/false, numeric responses and a file submission upload. It can be timed, and various conditions set in the set-up.</p> <p>Quiz exams test a learner’s understanding of a broad range of material, usually broader than essay style questions. The learner is expected to not only know basic definitions, but also intricate details of the subject area.</p>	<p>Quiz tool on Moodle</p>	<p>Online terminal quiz exam should be set up to open at the times scheduled on the <b>institute exam timetable</b>.</p> <p>When liaising with an <b>External Examiner (EE)</b> on <i>MCQ type Online Terminal Exams</i>, it is recommended either 1) the lecturer sets up a TEAMS call with the EE and 'shares their screen' of the quiz exam on Moodle or 2) set the EE up as 'an affiliate' of GMIT Moodle through your School/Dept. and then provide them with access to your module page on Moodle by enrolling the EE as a</p>

**GMIT Moodle [T&L Assessment Tools Resource](#)**

**Useful demonstration resources** to help you build a quiz/MCQ are available at the following video links:

[Moodle – MCQs](#)

[Moodle – Quiz Question Bank Export/Import](#)

[Moodle – Quiz Setup](#)

[Assessment Tools on Moodle](#)

In the case of 'reasonable accommodation' allowances in quiz set up. This resource will demonstrate how to set up extra time for 'specific students' on Moodle. Learn more at [Moodle – Set up 'Extra Time' on Quiz Function](#)

Creating a robust well-designed MCQ requires careful preparation. Attend an assessment design session with the T&L Office learning technology team to learn about MCQ design set-up and considerations – [follow this link](#)

'non-editing' teacher. This set-up can be explored further in the Teaching and Learning clinics planned.

Always have a **variety** of question types.

**Always 'test your quiz/assessment' in advance of the exam.** Enrol a colleague as a student and run a test and ensure the instructions are clear and the test runs as planned. This is critical.

**Deferred feedback** is generally the preferred option to use for summative MCQ's/online assessment quizzes. **This allows the lecturer to review the marks before the student receives them.**

Online quiz assessments should be a combination of 'short answer' **and** 'essay' type questions to allow learners to apply knowledge, reflective statements and distinguish themselves.

**Weight your questions in the Quiz:** careful consideration should be given to the marking scheme. For example, short answers (lower weighting) and essay/reflective statements (higher weighting).

If you are using a time limit or closing the quiz at a certain time, be sure to set '**When time expires**' to '**Open attempts are submitted automatically**'. This will save whatever the learner has answered so far and will prevent lost work.

Make quizzes as **unique as possible** for each learner by inserting **random** questions from a question bank category and using 'short answer' and 'calculated' questions where variables are generated randomly.

There is an option to prevent **Backward navigation (on Moodle quizzes)**. If you are using this feature, make sure students are aware in advance. This feature **will reduce the chance of cheating and of lost work.**

			Provide students with <b>instructions for the online exams</b> and how to manage remotely. A sample guide is available <a href="#">here</a> .
<b>Recorded presentation/ Screencast</b> (upload stream link to presentation to Moodle)	Students can record a PowerPoint presentation/ Screencast/a Podcast and submit the recording on Moodle assignment by a specific date and time.  For the Podcast option, ask students to submit a short report or reflection on learnings with the podcast.	MS Stream and Teams	Submit the students <b>Stream link</b> via Assignment option in Moodle.  Ensure a clear <b>rubric</b> is used for this assessment.  Plan for an assessment literacy activity with students in advance of any final assessments planned. This can include a discussion on the assessment criteria and rubric.
<b>Live Presentation</b> (via MS Teams)	As an alternative to delivering a presentation in class, presentations can be delivered live during class time or take place on an end of term showcase/semester finale event on MS Teams.	MS Teams	This would <b>run on Teams and a set date and time</b> .  Session can be recorded for internal examiners review.
<b>Collection of e-tivities completed</b> e.g. Discussion Forums  <b>Set-up video resources:</b> <a href="#">BOLT Teaching Remotely training resources and Moodle guides on GMIT LearnOnline link here.</a>  <b>GMIT Moodle T&amp;L Assessment Tools Resource</b>	E-tivities provide a framework for enhancing active and participative online learning and can be graded. <a href="#">Learn more about e-tivities here.</a>  Forums allow students to do much more than discuss topics – they can upload and post project work and assignments for their peers to review and respond to.  Lecturers can create forms for assessments/topics with rules for peer reviewed responses. The forum posts can be rated or linked with the Gradebook tool to allow the lecturer to provide grading. The advantage of forums over the Assignment tool, is that students can become involved in peer assessment. The forum also allows for self-assessment and reflection – students can take feedback onboard and revise their work at different stages through multiple submissions.  The Discussion Forum can be a useful tool for assessment projects that requires distinct stages or tasks that build	Moodle tools to consider - Discussion Forums  Database/ Journal activity	Questions/tasks set should require the learners to draw on their reflections/experiences/topic choices/literature sources etc.  Be clear about expectations: don't set essay type questions for responses with a 300-word limit. Be explicit about any conditions, for example: due dates, word count, attachment limitations. If you want to allow multimedia responses, require students to link to their online video/screencast/podcast link on Stream.

	on each other. A project might require students to produce smaller pieces of work at different stages in the process. For example: a proposal, a methodology outline, a reading list/bibliography, sample questions for a survey, an outline of tools/techniques chosen – these can be revised and combined later to feed into a larger project or process.		
<b>ePortfolio</b>  (web platform e.g. WordPress, Weebly, Pebble Pad etc.)	Presenting evidence across a range of topics on achievement of learning outcomes and this includes a reflective commentary.  <a href="#">ePortfolio assessment rubric guide – check out this link.</a>	WordPress Weebly Pebble Pad	Explore the value of ePortfolio assessment through a T&L Office workshop (if interested, email <a href="mailto:TLO@gmit.ie">TLO@gmit.ie</a> to register your interest).
<b>Proctored oral/written exam</b>	In the event a student must take a proctored oral or written live exam, a lecturer or invigilator can arrange a live meeting link via MS Teams. In the live exam the student would share their screen and webcam. This is for a one to one, special case scenario.	MS Teams environment	This may be a requirement for some disciplines/courses associated with certification.

To further explore alternative assessment approaches, please review the GMIT [Alternative Assessment Strategy Guide](#) here and T&L resources at [GMIT Teaching and Learning Office](#) SharePoint site.

Visit the GMIT Moodle Assessment support area ('one stop shop' on online assessment and more) at [BOLT Teaching Remotely site on GMIT LearnOnLine link.](#)

All video training resources on online assessment developed since the COVID emergency are also available on the [GMIT Teaching and Learning Channel](#)

## Section 2: Selecting Online Alternatives to Common Assessment Methods (National Forum, 2020)

The National Forum in consultation with Teaching and Learning leads across higher education institutes compiled a list of alternative assessment methods and what to consider. A summary of the overall considerations is presented below and the complete guide is available [here](#). This is a very useful resource and worth reading. To support the rollout of this resource, GMIT T&L Office ran a series of clinics in April and October this year about alternative assessments and approaches to consider. A copy of the clinic resource is available [here](#) and the recording is available [here](#). If you are interested in attending a workshop or clinic to help you design and set up your assessments on Moodle, check out the programme of events in Section 4 of this document.

### Some key considerations:

- Before selecting an alternative assessment method for the online environment, please ensure you read [the ten considerations for alternative assessments](#) and the [ten ways to make online assessment accessible and inclusive](#).
- It is important to **keep the assessments as familiar** as possible for students. There will be time to innovate in the future but, in the current context, the less complex and more familiar the assessment is, the better able students will be to adjust and succeed.
- In choosing alternative assessment methods, it is important to **aim for the achievement of the same learning outcomes**.
- With an alternative assessment, it may be that grading/marking criteria, rubrics or feedback procedures will need to be altered. It is crucial that you discuss any grading/marking changes with colleagues to ensure they are coherent and aligned. The detail of the revised grading/marking approaches should also be shared with students in advance of the assessment taking place.
- Before selecting an alternative assessment, familiarise yourself with any institutional directives/recommendations regarding, for example, selection of alternative assessments during COVID-19 or how students with limited/no internet access can be accommodated.
- Informed use of your institutional VLE will be crucial as assessment moves online. Be sure to familiarise yourself with your VLE and the options available to you and your students, such as how assessments can be recorded/stored, any file upload limits or what applications/software is supported by your institution.

## Section 3: Promoting Students' Understanding of and Commitment to Academic Integrity

The following advice was adapted from T&L Office resources and the DCU guide to academic integrity, developed in April 2020, in response to the COVID emergency in assessing online. Recommendations are contextualised to GMIT online learning environment (Moodle).

Academic Integrity has been defined as a commitment, even in the face of adversity, **to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage**. From these values flow principles of behaviour that enable academic communities to translate ideals to action ([ICAI, 2014](#)). Academic integrity focuses on positive student and staff behaviours, rather than the more negative behaviour that are emerging in higher education assessment practices, such as plagiarism and contract cheating. **Education, prevention and detection** have been identified as key to addressing, in particular, plagiarism.

**Regardless of the alternative assessment that you chose, there are a few approaches to promoting a student's role and responsibility in this area:**

- Educate students on what is meant by Academic Integrity**, be explicit about what this means within the context of your discipline and/or specific assessment task. Explain to students what is permitted and not permitted in relation to access to resources and other aid.
  - Tell students what sources, materials and people, they may and may not consult.
  - Tell students how to cite those sources and refer students to the GMIT online training resources in the Student Hub.
  - Tell students explicitly what kind of collaboration is permitted and what is not permitted.
  - Communicate this to students in writing by email, on TEAMS and post the details in Moodle on the course page and on the programme page.
  - Require students to confirm agreement with an appropriate '[Academic Integrity Declaration](#)' in Moodle.
- Provide a sample '**Academic Integrity Declaration**' set up that requires each student to sign off and submit. A sample is outlined as follows. A copy of the **GMIT statement and instructions is available [here](#)**.

*As a GMIT student, I declare that I have read and understand the following statements: I confirm that I did/will not give or receive any unauthorised help on this exam and that all work will be my own. I did/will complete this exam in a fair, honest, respectful, responsible, and trustworthy manner. I did/will adhere to the lecturer's instructions and I will neither give nor receive any assistance to others, other than what is permitted. The writing contained in this exam submission is my own, and any direct quotations have been identified and the reference cited. Additionally, I have cited references in any place where I have significantly borrowed someone else's ideas.*
- Provide students with **instructions for the online exams** and how to manage remotely. **A sample guide is available [here](#)**.
- If students are working in teams/groups, have them create a Team Code of Ethics (so they'll hold each other accountable) ([e.g. UC San Diego 2020 resource](#)).
- For an online quiz, an 'Academic Integrity Declaration' (see sample in point 2) could be presented as the first mandatory question in the quiz that the student must 'accept' before proceeding further.

6. Set up the **'safe browser'** feature on Moodle (note this works best in the remote desktop lab environment).
7. For an assignment special project/open book exam, the student could be required to paste the text of the **Academic Integrity Declaration** and their acceptance of same into their assignment submission. The Academic Integrity Declaration text should be provided in the assignment instructions. (Note: this may affect the Urkund score if using Urkund but could be dismissed/allowed for when reviewing submissions).
8. **Don't assume digital assessment is less secure.** A useful guide in how to detect cheating can be reviewed at this link [https://www.deakin.edu.au/data/assets/pdf\\_file/0003/2091567/07-cradle\\_academic-integrity-online\\_PM.pdf](https://www.deakin.edu.au/data/assets/pdf_file/0003/2091567/07-cradle_academic-integrity-online_PM.pdf) . No assessment is immune to cheating. While in-person examinations are often thought of as more secure, recent large-scale survey research suggests that exams are the site of both more third-party cheating, and more undetected third-party cheating, than take-home written tasks (Harper, Bretag, & Rundle, 2020). **The types of assignments students say they are least likely to cheat on are reflections on practicals, vivas, personalised and unique tasks, and in-class tasks** (Bretag et al., 2019). Some of these are translatable into digital modes.
9. **Conduct integrity checks (if required)**
  - For smaller classes, you may follow-up with each student via MS Teams to talk through **at least one of their answers**. This is also known as **'academic integrity interview checks'**. If the student can talk about it, and how they know what they know, this can indicate that they completed the online exam with integrity. Please ensure students are aware this may/or will take place after the online exam and schedule a time with the student for this interview check.
  - Use URKUND for any narrative exams and check all assignments (not just those with a certain percentage similarity).
  - If using the quiz function in Moodle for your exam, use their metrics and logs to check for signs of integrity violations. For example, you can see what time a student logged in and out, how long did it take them to finish (if marks appear quite high).

## Section 4: Teaching and Learning Programme of Events supporting Assessment Design and Managing Academic Integrity

Book a place on any GMIT Assessment training session listed below [here](#).

Book an Ask Me Anything (AMA) on Assessment Clinic [here](#).

Date	Time	Clinic Title	Clinic led by
13 Nov, Fri	9-10am	<b>Moodle Training – Assessment:</b> Explore a wider range of assessment tools to include forms, lesson and workshop for assessment, and advanced quizzing. <i>(Repeat of Nov 4 session)</i>	Titus Learning Ltd <i>(Note: these sessions are designed for small groups 4-8 max per session online).</i>
13 Nov, Fri	10-11am	<b>Moodle Training – Reports:</b> Find out what reports are available and beneficial for purpose. <i>(Repeat of Nov 4 session)</i>	Titus Learning Ltd
13 Nov, Fri	11am-12pm	<b>Setting Up Online Assessment &amp; Managing Academic Integrity</b>	Dr Carina Ginty, Annette Cosgrove & Dr Sean Daffy, GMIT
13 Nov, Fri	12-1pm	<b>RPL Assessment Workshop for HoD's &amp; Assessors in GMIT:</b> This session will cover the RPL assessment process, roles of HoDs, Assessors, Mentors, Admissions Office, Teaching & Learning Office, and general support for RPL-related issues. <i>(Register to attend by emailing <a href="mailto:TLO@gmit.ie">TLO@gmit.ie</a> - aimed at HoD's and Assessors).</i>	Dr Carina Ginty, GMIT
13 Nov, Fri	2-3pm	<b>Moodle Training – Gradebook:</b> Discover how to configure grading with H5P/Scorm, etc. Learn about setup, usage, weightings + special request. <i>(Repeat of Nov 4 session)</i>	Titus Learning Ltd
17 Nov, Tue	11am-12pm	<b>Managing Academic Integrity in Online Exams.</b> This session will also include privacy, data protection, consumer law and equity law relevant to online exams.	Gavin Clinch & Jennifer Gilligan, IT Sligo
17 Nov, Tue	4-5pm	<b>Assessment Tools on Moodle:</b> This session will focus on the variety of assessment tools available on Moodle and some case examples. <i>(Repeat of Nov 6 session)</i>	Dr Sean Daffy, GMIT
18 Nov, Wed	9-11am	<b>National Forum Webinar Series: Designing Assessment Strategies in Interprofessional Education</b> <i>(More information and booking details are available <a href="#">here</a>).</i>	Prof Jill Thistlethwaite, University of Technology Sydney
19 Nov, Thu	10am-3pm	<b>QQI National Symposium on Work-based Assessment Getting to Grips with Policies and Practices in Work-based Assessment</b> <i>(More information and booking details are available <a href="#">here</a>).</i>	QQI
20 Nov, Fri	1-2pm	<b>Setting Up Online Assessment &amp; Managing Academic Integrity</b>	Dr Carina Ginty, Annette Cosgrove & Dr Sean Daffy, GMIT
23 Nov, Mon	4-5pm	<b>Exploring Online Assessment Challenges – Multi-discipline focus group session facilitated with T&amp;L Office (Contact <a href="mailto:TLO@gmit.ie">TLO@gmit.ie</a> to reserve a place – this session will include representatives from each School).</b>	D Carina Ginty and Annette Cosgrove
27 Nov, Fri	2-3pm	<b>Setting Up Assessments on Moodle:</b> This small group session will cover Open Book, MCQ's, special timed assignments, quantitative online assessments etc. to support colleagues with online assessment design. This session will not be recorded.	Dr Sean Daffy and Orla Skehill, GMIT
2 Dec, Wed	3-4:30pm	<b>Moodle Training – Assignments &amp; Quizzes:</b> This session will cover how to set-up and correct assignments and quizzes in Moodle.	Titus Learning Ltd. <i>(Note: these sessions are designed for small groups 4-8 max per session online).</i>

<b>3 Dec Thu</b>	3-4:30pm	<b>Moodle Training – Assignments &amp; Quizzes:</b> This session will cover how to set-up and correct assignments and quizzes in Moodle. <i>(Repeat session of Dec 2)</i>	Titus Learning Ltd.
<b>4 Dec, Fri</b>	10-11am	<b>Setting Up Assessments on Moodle:</b> This small group session will cover Open Book, MCQ's, special timed assignments, quantitative online assessments etc. to support colleagues with online assessment design. This session will not be recorded.	Dr Sean Daffy and Orla Skehill, GMIT
<b>9 Dec, Wed</b>	3-4pm	<b>Setting Up Assessments on Moodle:</b> This small group session will cover Open Book, MCQ's, special timed assignments, quantitative online assessments etc. to support colleagues with online assessment design. This session will not be recorded.	Dr Sean Daffy and Orla Skehill, GMIT

## Useful GMIT demonstration video links to previous Assessment Training/Webinar Sessions supporting [DigitalEd](#) and BOLT in 2020:

Please note the resource links listed below are available to access in the [BOLT Teaching Remotely site](#) under the Online Assessment/Exams topic. In this topic, you will find the relevant video/guide mapped to the related assessment topic.

1. [Alternative Assessment Strategies for Online & Blended Learning](#) *(Dr Carina Ginty, GMIT + Panel on Assessment Case Examples)*
2. [Assessment Tools on Moodle](#) *(Dr Sean Daffy, GMIT)*
3. [BOLT Teaching Remotely training resources and guides on GMIT LearnOnline](#) *(GMIT)*
4. [EDTL Approach: Consider Assessment & Feedback](#) *(Enhancing Digital Teaching & Learning in Irish Universities)*
5. [How to Submit Your Video for Assessment](#) *(Laura Hegarty, GMIT)*
6. [Moodle – Assessment + Reports](#) *(Titus Learning Ltd)*
7. [Moodle – Assignment Offline Grading](#) *(Mary ODonnell, GMIT)*
8. [Moodle – Assignment Online Grading](#) *(Mary ODonnell, GMIT)*
9. [Moodle – Extra Time on Quizzes for Students](#) *(Mary ODonnell, GMIT)*
10. [Moodle – Design + Gradebook](#) *(Titus Learning Ltd)*
11. [Moodle - Gradebook 3 Step Setup](#) *(Mary ODonnell, GMIT)*
12. [Moodle – Grant Assignment Extension](#) *(Mary ODonnell, GMIT)*
13. [Moodle – MCQs](#) *(Dr Cormac Quigley, GMIT)*
14. [Moodle – OneDrive for Exam Papers](#) *(Mary ODonnell, GMIT)*
15. [Moodle – Quiz Question Bank Export/Import](#) *(Mary ODonnell, GMIT)*
16. [Moodle – Quiz Setup](#) *(Mary ODonnell, GMIT)*
17. [Moodle – Setting Up Assessments + Slide Deck](#) *(Dr Katie ODwyer, GMIT)*
18. [Moodle – Setup Moodle General Assignment](#) *(Mary ODonnell, GMIT)*
19. [Moodle – Setup a Moodle URKUND Assignment](#) *(Mary ODonnell, GMIT)*
20. [Moodle – Short Answer Questions](#) *(Dr Cormac Quigley, GMIT)*

21. [Online Assessment Clinic + Slide Deck](#) (Dr Carina Ginty, GMIT)
22. [QQI National Academic Integrity Week Webinar Series: Student Role in Raising the Right Kind of Awareness for Integrity and Against Contract Cheating](#) (Dr Zeenath Reza Khan, UOWD, UAE)
23. [QQI National Academic Integrity Week Webinar Series: Where is the borderline of plagiarism?](#) (Dr Tomáš Foltýnek & Dr Dita Dlabolová, Mendel University)
24. [Selecting Assessment Methods](#) (Dr Marion Palmer, IADT)
25. [Using Microsoft Lens & OneDrive to Upload a PDF to Moodle](#) (Irene Hayden, GMIT)

## Section 5: Additional Assessment Guides & Resources

1. [10 Points to Consider in Choosing Alternative Assessment Methods](#) (National Forum, 2020)
2. [Academic Integrity, Advice for Students](#) (GMIT)
3. [Academic Integrity, Assessment Security and Digital Assessment](#) (Deakin University, 2020)
4. [Academic Integrity in Online Assessment](#) (Irish Universities Association, 2020)
5. [Advice for Choosing Alternative Assessments](#) (DCU, 2020)
6. [Alternative Assessment Strategies Resource Guide](#) (Dr Carina Ginty, GMIT)
7. [Assessment Guidelines](#) (GMIT)
8. [Expanding our Understanding of Assessment & Feedback in Irish Higher Education](#) (National Forum, 2017)
9. [Feedback Opportunities in Online Learning](#) (University of Surrey, 2020)
10. [Moodle Grading & Assessment Guides](#) (BOLT Teaching Remotely, GMIT)
11. [Online Assessment Design](#) (SUNY, 2020)
12. [Online Alternatives to Common Assessment Methods](#) (National Forum, 2016-18)
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