

College	
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Unit Name(s) & Code(s)	Information Technology: Applications Software 1 D75X 34
Contents:	
Learners	1
Description & Common Characteristics etc.....	1
The Context	1
Existing approaches to assessment for the Unit(s).....	2
Staff experience/expertise in technology-enhanced assessment.....	2
The Solution	2
Description.....	2
Assessment Type:.....	2
Rationale	3
Technology & Delivery Setting.....	3
Resources and Tools Required.....	3
What the Tutor Does (and ICT skills required).....	3
What the Students Do (and ICT skills required).....	3
Outcomes	3
Implementation and effectiveness	3
Student feedback.....	3
Reflections & Changes	3

Learners

Description & Common Characteristics etc.

- HN level students Level 7 (SCQF)

The Context

Target Outcomes, Knowledge and/or Skills, Performance Criteria, Evidence Requirements

Outcome 1 - OPERATE A RANGE OF IT EQUIPMENT INDEPENDENTLY, GIVING ATTENTION TO SECURITY AND TO OTHER USERS.

Knowledge and/or skills

- The different components of a computer system and how to use them, (i.e. mouse or other pointing device, keyboard, monitor, disk drive, processor, printer, scanner, etc.)
- The functions of tools such as file managers, print managers, control panels and how to use these
- The ways in which data can be kept secure, (e.g. encryption, passwords, back ups,

virus protection) and how security procedures can be used to meet the needs of all users of a computer system

- The causes of some common software and hardware problems, (e.g. cable connections, device settings, software option settings) and what action to take to resolve these

Outcome 1 - Evidence Requirements

The candidate will need evidence to demonstrate his/her knowledge and/or skills by showing that, with minimal support from others (but using on-line help or suppliers' manuals), s/he can:

- Use five hardware devices, (e.g. mouse, keyboard, printer, monitor, disk drive, scanner)
- Start up and close down the operating system
- Open and close software packages
- Locate data and applications
- Use a filing system, (e.g. to organise folders and sub-directories applying naming conventions)
- Use two tools within the operating system, (e.g. file managers, print managers and control panels)
- Implement security measures responsibly and with consideration for the needs of other users, (e.g. passwords, backups, virus protection)
- Resolve one hardware and one software problem, (e.g. printer off-line, sound not working, too many open programs, system freeze, software option settings, etc.).

The evidence for this Outcome should be by submission of an observation checklist covering all the points above. The candidate must also produce printouts to show changes made to his/her filing system and to identify backup files.

Existing approaches to assessment for the Unit(s)

- The assessment is practical in nature and generates a lot of paper.

Staff experience/expertise in technology-enhanced assessment

- Moodle experience, online AAT course (accounting industry) delivered with summative e-assessment.

The Solution

Description

These assessment changes were explored:

- Screen Capture of student work
- Online submission of Screenshots
- Quiz
- No change to the existing exemplar. The solution will be to make the way students submit evidence more streamlined and innovative.

Assessment Type:

- Summative

Rationale

- Reduce the amount of paper work generated

Technology & Delivery Setting

- PC's, supervised conditions, Moodle

Resources and Tools Required

Moodle Quiz, PC screen capture software, PC screenshot tool

What the Tutor Does (and ICT skills required)

- Set up assessment and access submissions via Moodle.

What the Students Do (and ICT skills required)

- Access and submit using Moodle.

Outcomes

Implementation and effectiveness

Has taken longer than anticipated

Student feedback

None available at time of writing

Reflections & Changes

These assessment changes were explored:

- Screen Capture of student work
- Online submission of Screenshots
- Quiz

The assessment chosen was a fairly simple IT task in file management, this IT application unit previously used evidence that was produced on paper – using 'print screen' to prove tasks had been done and (they were also observed by the teacher). There was a set of file resources to use in the assessment that were accessed via a shared network drive and students could then download the files to their own private networked drive space and manipulate them there.

Screen Capture

The team looked at creating screen capture movies with a learning technologist (to provide the evidence of learning and competence) but they felt it was overly complicated because the students had to learn to do screen capture before they could do the assessment it was giving them more rather than less to do, so it was a bit onerous for the students, so kind of adding to the stress of being examined.

When the Learning Technologist demonstrated the proposed screen movie approach we realised that there was far too much going on – making the students go in and out of ‘different places’ i.e. windows and applications etc. The team saw this from a student point of view.

Online submission of Screenshots

Learning from the screen capture experience, the team decided to start again and keep it quite simple. But they now have a different problem – using Moodle they seem to have problems getting the files to the students. They need to use pre-stored files and have them on Moodle, you can drag stuff onto Moodle but you cannot seem to drag stuff out of Moodle easily and again that seems to be making what was previously a simple task more complicated.

In the new proposed approach new problems were found in using Moodle- the assessment has learning materials, source files, a mock assessment and the assessment itself. But the student needs access to the source files for undertaking the assessment. But in Moodle the students cannot easily get the source files that are in the Moodle course and getting the files out of Moodle into their personal networked drive work space and get them onto their desktop to manipulate them to undertake the task. When they download from Moodle it downloads as a zip file – but when they click on the opened zip file there is no option to download it -just open it – which means the only way to download the files is to open each one and then save it – a lot of hassle. Previously they would have just gone to the shared drive and copied the files to their own account space and worked on them there. Another thing is that they still need hand-outs on paper with instructions, we have them on Moodle but that means opening another window and jumping between the Moodle window and the instructions window. One other problem is that the downloaded documents and files documents open in protected mode, making things tricky.

That’s the main problems they are up against at the moment, the rest of the assessment would then include doing the tasks and then taking screen shots of the changes to the files and then inserting the screenshots into a Word template and submitting that online via a Moodle assessment ‘dropbox’.

Quiz

The team explored doing a quiz as part of the assessment – doing a mock quiz. Trying to do a drag and drop (naming parts of the computer) but they were having trouble with the graphic file formats involved - their Moodle required a jpeg and they did not know how to convert the format – they had to seek help about that. The intention is that the quiz would cover all the background knowledge. One thing the team noted from their own experience in the project is that every college Moodle looks so different! They are also doing extended response style questions – which they are finding more manageable.

Summing Up

The main anticipated benefits of these approaches are a) gets rid of the paper chain and b) can automate a part of the assessment process. It’s also highlighted the limitations of Moodle – to be honest! Time is an issue and training needs to be embedded in the

development process – having a big gap between training and using it is like starting over.