What kind of role do you have?

- Senior Management: 8
- Academic: 9
- Academic developer/Quality enhancement: 2
- IT: 3
- Learning Technologist: 16
- Other: 3
Which institution do you represent?
My knowledge of the following is:

- Online submission: 8.6
- Online marking: 7.8
- Online exams: 4.4
- Systems integration: 4.5
- Institutional policy: 6.1
Rate your institution's level of development in the following areas:

- Use of online submission: Developed
- Use of online marking and feedback: Developed
- Online internal and external moderation: Developed
- Online exams: Not developed
- Student access to all individual assessment marks in one place: Developed
- Integration between VLE and student records system: Developed
- Use of assessment data/assessment analytics: Not developed
Please rate the following in terms of impact on staff:

1. Online submission
2. Online marking and feedback
3. Online exams
4. A central dashboard with all marks
How does the move from paper based to online submission, feedback and grading make you feel?
What are the most significant benefits of online assessment?

- Less paper: 19%
- More feedback and marking tools: 14%
- Responding to student expectations: 14%
- Increased consistency: 13%
- More assessment data: 12%
- Save time: 9%
- More convenient: 9%
- Less errors: 6%
- Increased security: 6%
Any early questions for the panel this afternoon?

- In developing a strategy for EMA, how important do you feel student choice is, when balanced against the needs of the institution?

- What is the single best argument that has swayed academic colleagues towards incorporating online assessment and feedback into their teaching?

- Success seems in part to come from big projects, supported by big teams. Any tips for smaller institutions attempting to make changes with limited resource?

- Alternatives to Turnitin/Feedbackstudio? Are we depending too much on one company?

- Should all TEL initiatives ensure student engagement by employing recent graduates?

- If you were to run the project again, what one thing would you do differently?

- How important is student assessment literacy, in the success of an EMA project?

- How does one motivate colleagues to switch to increased use of assessment tools?

- What could be done to hasten the process of transitioning to EMA as an institution and win over pessimistic parties?
Any early questions for the panel this afternoon?

- To what extent has the perceived integrity and authenticity of digital assessments been an issue for you?
- What is the approach to take if staff seem unanimously opposed to embracing EMA fully?
- Any tips when looking at integrating student admin systems and VLE ref marking and giving feedback?
- What happens to all the data collected? Does the student own it?
- What specific EMA IT support is provided for students?
- What does the panel feel about assessing programme learning outcomes rather than module? How can EMA help with this or is this something the project thought about?
- Is the effort taken in marking online worth it? Are students only interested in the grade?
- What area of the institution was the driver behind the move to digital assessment: academic, professional, senior management?
- To what extent does the NSS (A&F ques) shape your institutional practice/policy for EMA? i.e. how do you plan/respond/prepare for students being asked about feedback being ‘fair’ (beyond mapping the marking and moderation process)?
Any early questions for the panel this afternoon?

Re: Learning Analytics...how useful are the 'big data' numbers for feed-forward?