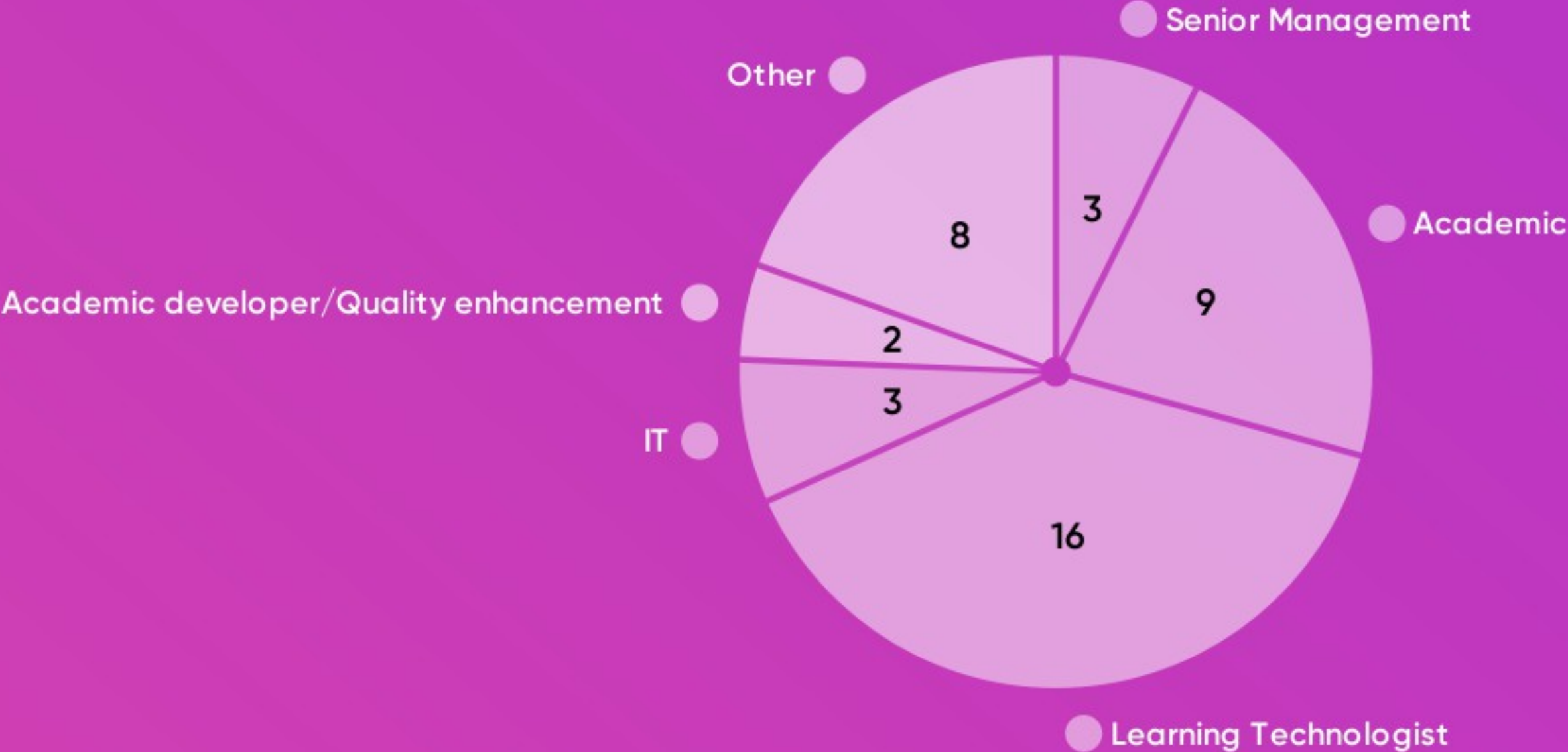
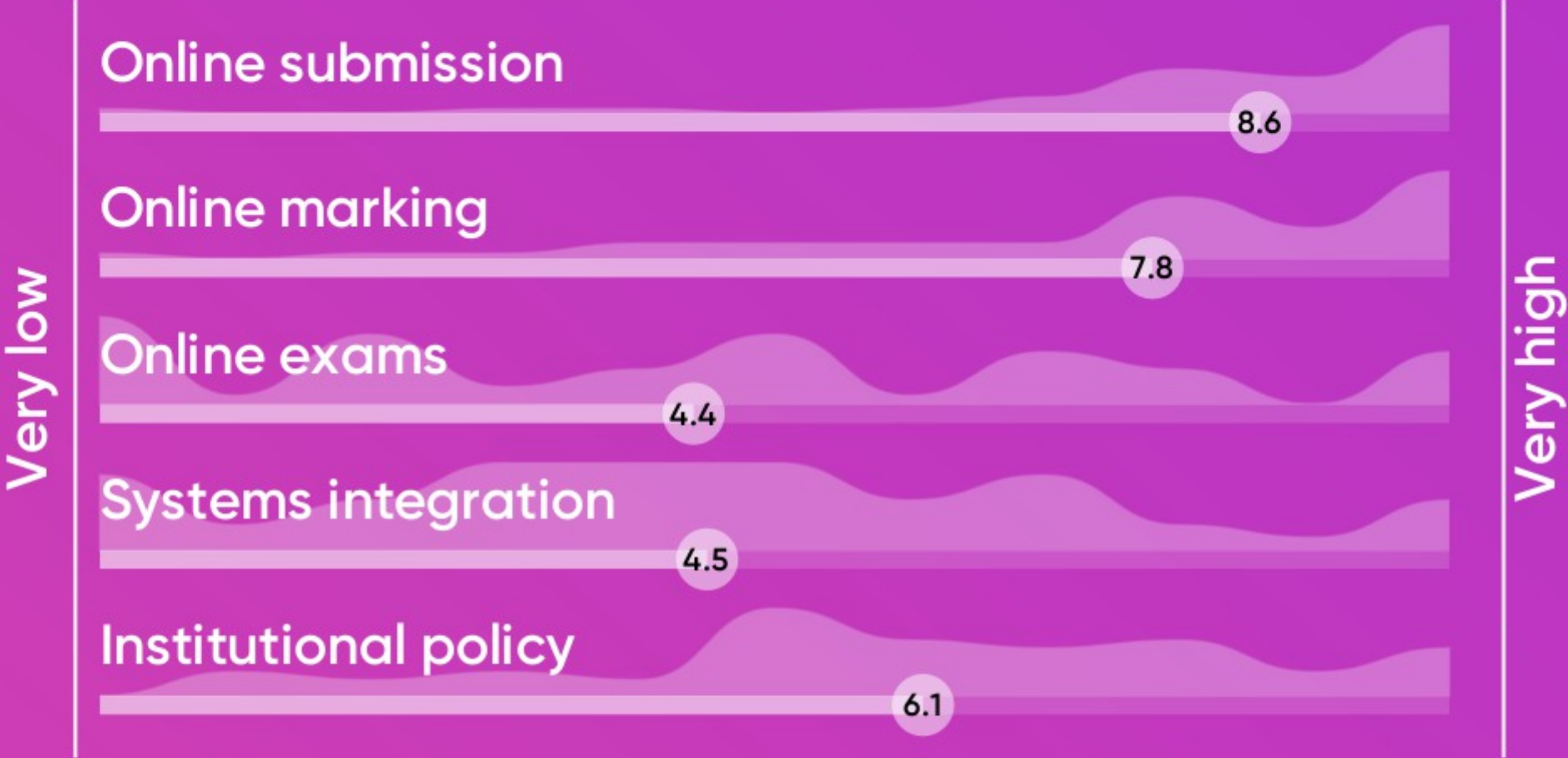


# What kind of role do you have?

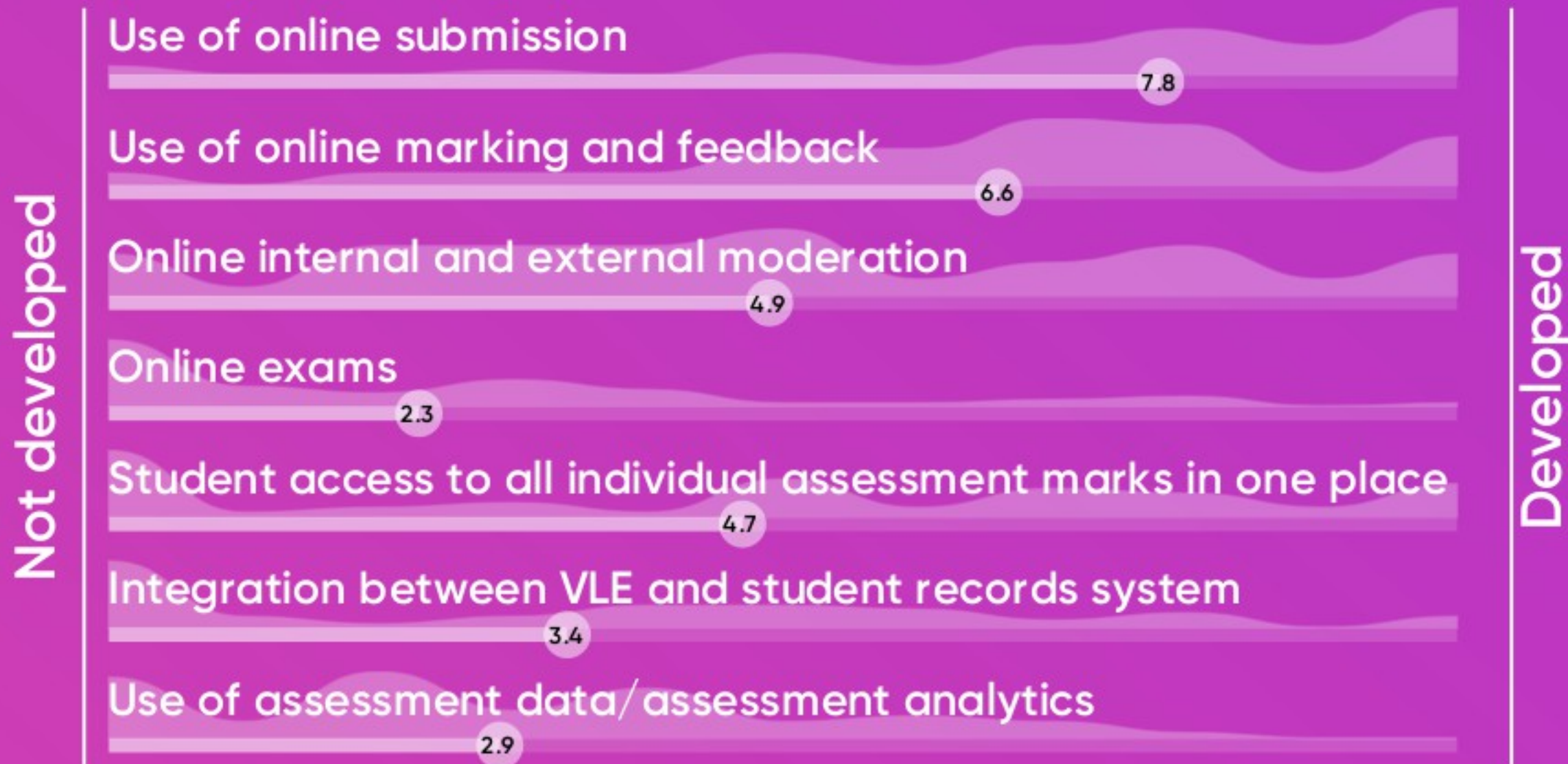




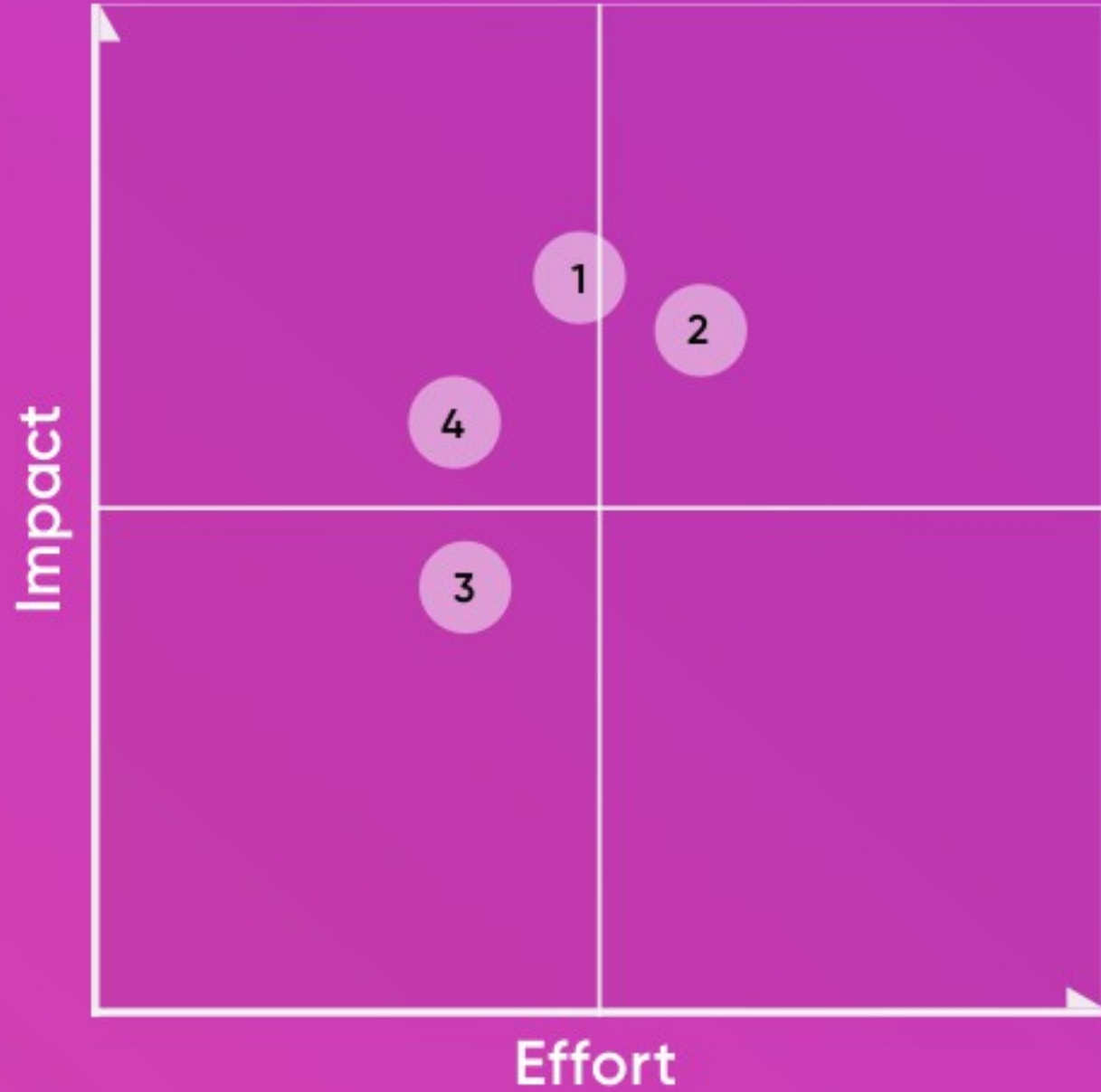
# My knowledge of the following is:



# Rate your institution's level of development in the following areas:



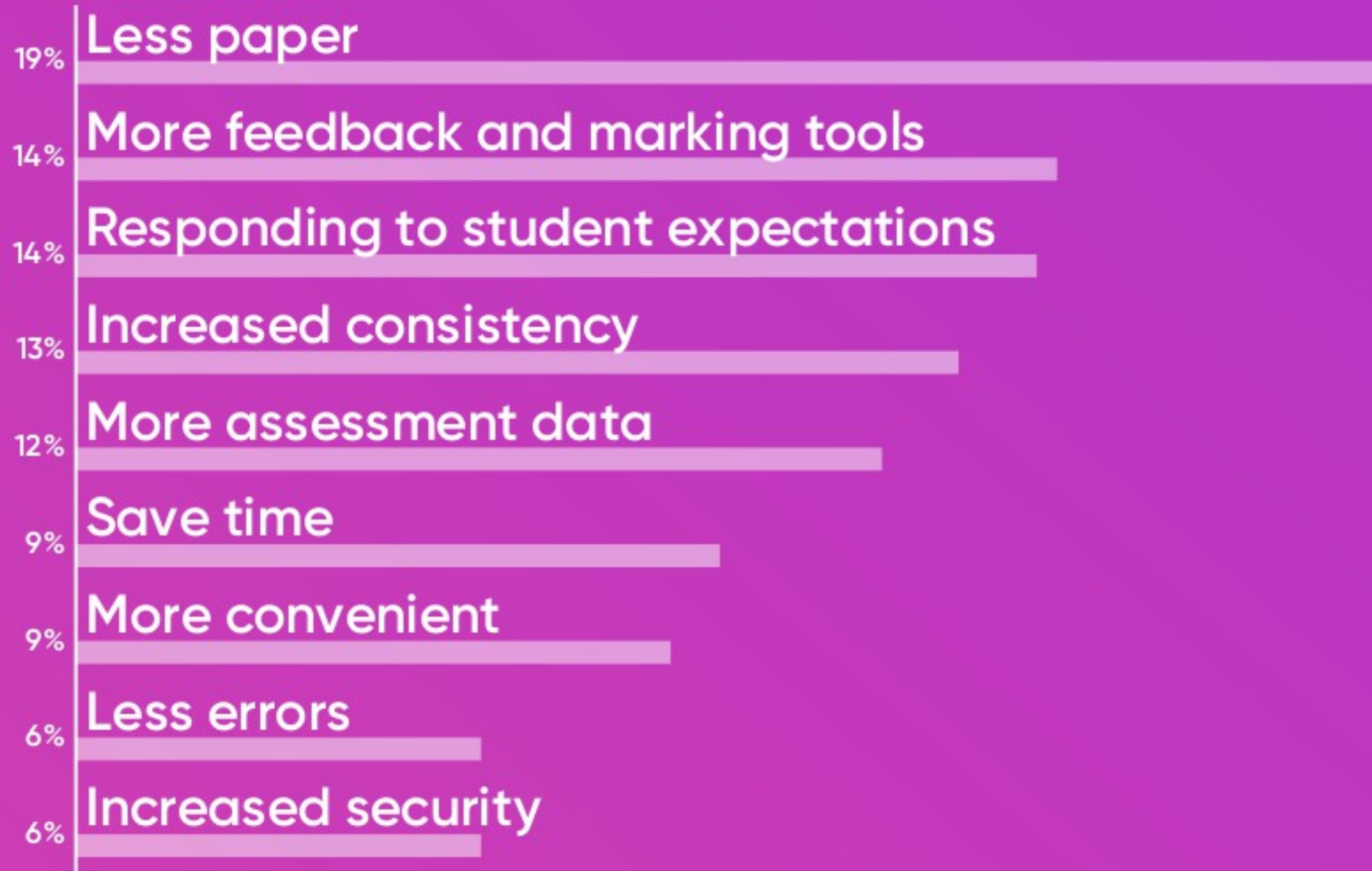
# Please rate the following in terms of impact on staff:



- 1 Online submission
- 2 Online marking and feedback
- 3 Online exams
- 4 A central dashboard with all marks



# What are the most significant benefits of online assessment?



# 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 happens to all the data collected? Does the student own it?

Is the effort taken in marking online worth it? Are students only interested in the grade?

What is the approach to take if staff seem unanimously opposed to embracing ema fully?

What specific EMA IT support is provided for students?

What area of the institution was the driver behind the move to digital assessment: academic, professional, senior management?

Any tips when looking at integrating student admin systems and VLE ref marking and giving feedback?

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?

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?