

Assessment and Motivation in Elearning LLL

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LLL Course

- **Management of Safety Construction**
- **1,5 credits ECTS**
- **Professionals (engineers, architects)**
- **11 participants**
- **4 weeks**
- **2 face to face sessions**
- **Presentation and exam**

Assessment Model

- **Student centered**
- **Performance based**
- **Continuous assessment**
- **Self assessment**
- **Expert assessment feedback**
- **Progress based**

Preconceived Ideas

- **Integrate assessment and instruction**
- **Limitation of time**
- **Problem based**
- **Combination of individual guidance and team assessment**
- **Combining types (declarative, structural, procedural)**
- **Level of knowledge acquisition**

Structure

- **Interactive but asynchronous communication**
- **Record of responses, answers and feedback**
- **Continuous formal and informal feedback**
- **Self assessment easy (open ended questions, quizzes)**
- **Multiple perspectives**

Description

- **One chapter per week**
- **Moodle platform**
- **Supporting documents available in each week**
- **One quizz or predefined questions**
- **Open forum with four themes each week**
- **Introduction to theme with an initial question/problem**

Table of Assessment

- Final exam plus fora participation
- 40 points exam and 10 points for each chapter
- Exam without consultation – one hour
- 2,5 points available for each theme
- 0,5 point for related comment
- 0,5 point for innovative comment

Results

- Motivation based on assessment
- **Personal contact**
- **Variety of approaches**
- **Individual differences along the course**
- **Group and bilateral involvement**
- **Different reactions to themes**
- Improvement with time

Recommendations

- **Effort to get participants acquainted**
- **Points for group action**
- **Create an individual public learning diary**
- **Create more opportunities for participants themes**
- **Create opposing groups discussions**
- **Make peer grading of fora available for participants**

Conclusions

- **Extend to other types of learners**
- **Research on assessment**
- **Grading rules some motivation**
- **Make quizzes part of assessment**
- **Bring more case studies**
- **Implement chat rooms**
- **Learning objectives adjusted to participants needs**