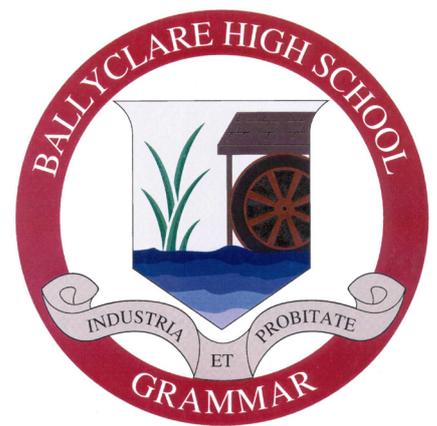


CASE STUDY

Ballyclare High School



INFORMATION	
Area	E-Testing
Programmes Supported	GCE Moving Image Arts
Awarding Body	CCEA
Number of Learners	11
Contact	Lauren Todd

E-ASSESSMENT FOR GCE MOVING IMAGE ARTS CASE STUDY

INFORMATION

Area	E-Testing
Programmes Supported	GCE Moving Image Arts
Awarding Body	CCEA
Number of Learners	11
Contact	Laureen Todd

BACKGROUND

We are pleased to be acting as a pilot school for CCEA in the development of e-assessment guidance. Our role is to assist CCEA identify:

- roles and responsibilities for e-assessment within schools;
- e-testing concepts and guidelines;
- how e-portfolios can be used; and
- e-assessment case studies.

OUR EXPERIENCE – PILOT IN ACTION

E-Assessment – Guide to Effective Practice (2007) outlines the necessary steps that schools must take to become ready for the increased use of e-testing and e-portfolios. In light of these guidelines and our work with CCEA, we had several discussions on how best to develop a policy for e-assessment. In particular, we considered the following questions:

- What is the purpose of the e-portfolio/e-progress file?
- What should we include in the e-portfolio/e-progress file?
- What do we want the e-portfolio/e-progress file to do?

Developing approaches to e-learning and e-assessment

We established an e-learning and e-assessment strategy sub-group, as suggested in the guidance document. This group, known as the ET Strategy Group:

- considered the pedagogical implications for e-learning;
- discussed enhanced opportunities for blended learning;
- devised guidance for staff; and
- put forward proposals for e-assessment based on the guidance document.

The group based its work on evidence-based research and put in place case studies to trial e-testing processes and procedures. Current areas of e-assessment practice included:

- Qwizdom handsets;
- Yacapaca benchmarking activities;
- Microsoft Academy;
- Moving Image Qualification; and
- QTI Assessment in VLE.

We allocated roles in relation to e-assessment procedures as outlined in the guidance document.

In 2008, our school held an online examination for Moving Image Arts.

FEEDBACK

Mock exam

In January 2008, 11 students sat the mock online exam. Due to some students being abroad and on work experience, we could not hold the mock on the designated day. We arranged with CCEA to schedule the exam another day. This involved us having to organize another password. This all went very smoothly and the interface worked very well. The only problem we encountered was when one of the pupils wiped his work. The CCEA officer was not available but we were fortunate that we had an ICT technician at the school to help. This situation could be improved if CCEA make sure that phones are manned throughout a mock or re-sit.

Online exam

The online exam took place on 29 May 2008. We felt that the computer monitors in Room 133 (where the mock was sat) were too close together, so this time we held the exam in our Learning Centre. Again, during the exam, one of the pupils wiped her work. We called CCEA and this time the relevant staff member was on hand to help our technician retrieve the pupil's work.

Conclusion

Overall, the online exam experience was very positive. The documentation provided to the technician was very thorough and we felt confident and informed coming up to the exam.

MOVING FORWARD

From next year, pupils will have to submit their Foundation Portfolio for Moving Image Arts on disk. Pupils will also have to scan their paper documents to create PDFs and work with Photoshop files.

In 2008/2009, we will have approximately 25 AS and A2 pupils. As the numbers on the course grow, we will need to re-assess where the online exam can be sat as the monitors might become too close together. We may need to use two exam rooms. This would require us to have two invigilators.

We have allocated money to departments to procure Virtual Learning Environment (VLE) systems. The VLEs have an e-portfolio tool built into the system. The ET Strategy Group now gives direction to departments as regards e-learning providers.

We want to replace our current intranet and ensure that staff are familiar with the new ICT environment. A before-school drop-in session is in place once a week for staff that wish to learn to use the system.

The development of the new ICT environment complements the development of a medium-term strategy by the ET Strategy group for the 're-introduction' of a cluster methodology within school. This is crucial and central to the successful integration of blended learning which is core to e-learning. This strategy will focus on the development of 'static' and 'portable' clusters. We have two mobile laptops that can be used as portable clusters.



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COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT

29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG

☎ +44 (0)28 9026 1200

☎ +44 (0)28 9026 1234

☎ +44 (0)28 9024 2063

✉ info@ccea.org.uk

🌐 www.ccea.org.uk



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