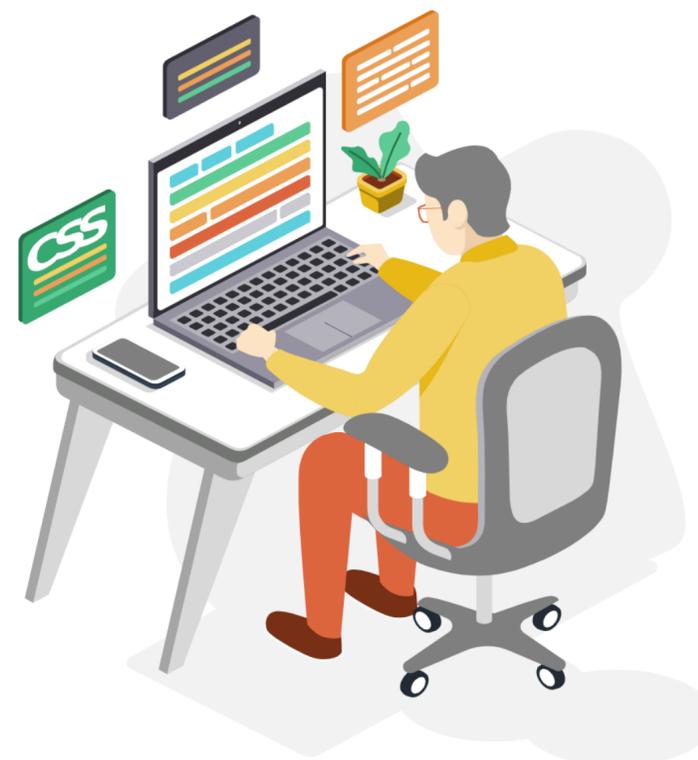


D-Eva Bank.

Resources for e-assessment of students' practical skills



INTRODUCTION

Due to the unprecedented COVID-19 pandemic, higher education institutions have faced different challenges in their teaching-learning activities. Particularly, conducting assessments remotely during COVID-19 has posed extraordinary challenges for higher education institutions owing to a lack of preparation with the inherent problems of remote assessment.

E-assessment formats involving the practical skills of the students have proved particularly challenging and difficult to rapidly switch and adapt.



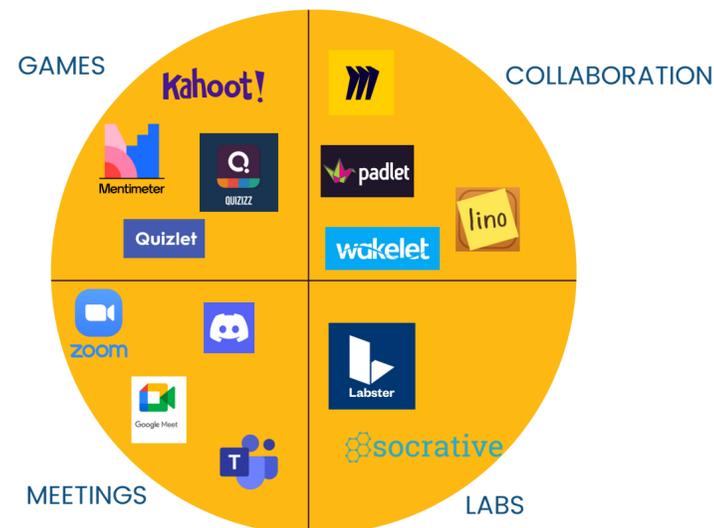
THE PROBLEM

- By 24 April 2020, education institutions in approximately 180 countries were closed.
- Approximately 220 million college students (99% worldwide) have been out of school, causing several significant interruptions in coursework deliverability.
- There is an imminent need to introduce practical skills on current e-learning and e-assessment tools.

CHALLENGES OF E-ASSESSMENT



CURRENT TOOLS FOR E-ASSESSMENT

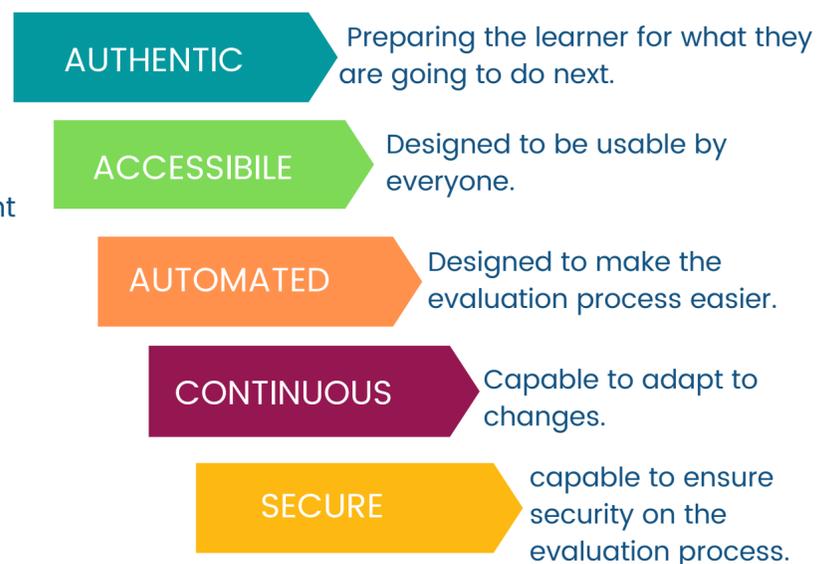


WHATS IS LACKING FROM CURRENT E-ASSESSMENT TOOLS

- Lack of interaction or communication between students and teachers.
- Lack of motivation from students for online assessment and learning.
- Inability to assess effectively.
- Lack of clear expectations for online learning and assessment.

PRINCIPLES TO FOLLOW FOR THE FUTURE OF E-ASSESSMENT

Existing and emerging technologies are starting to play the most important role to make assessment smarter, faster, fairer, and more effective. According to the report, "The future of assessment: five principles, five targets for 2025", universities and colleges could use technology to transform assessment by making it more:



CONCLUSION

Despite current technological advances, the creation of tools capable of ensuring an efficient, consistent, fair, and sufficient virtual assessment that can be adapted to different educational contexts has not been easy. For the next few years, it is very important to have e-assessment tools that can be more specific according to the field of education. These new tools should be able to include, as much as possible, practical skills in order to ensure the educational quality of the universities independently of external social issues as the COVID-19 pandemic.

RELATED LITERATURE

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- Brown, S, & K. Sambell (2020). The Coronavirus Assessment Collection. <<https://kaysambell.wordpress.com/supporting-the-rapid-switch-to-emergency-remote-teaching-assessment-issues/>>.