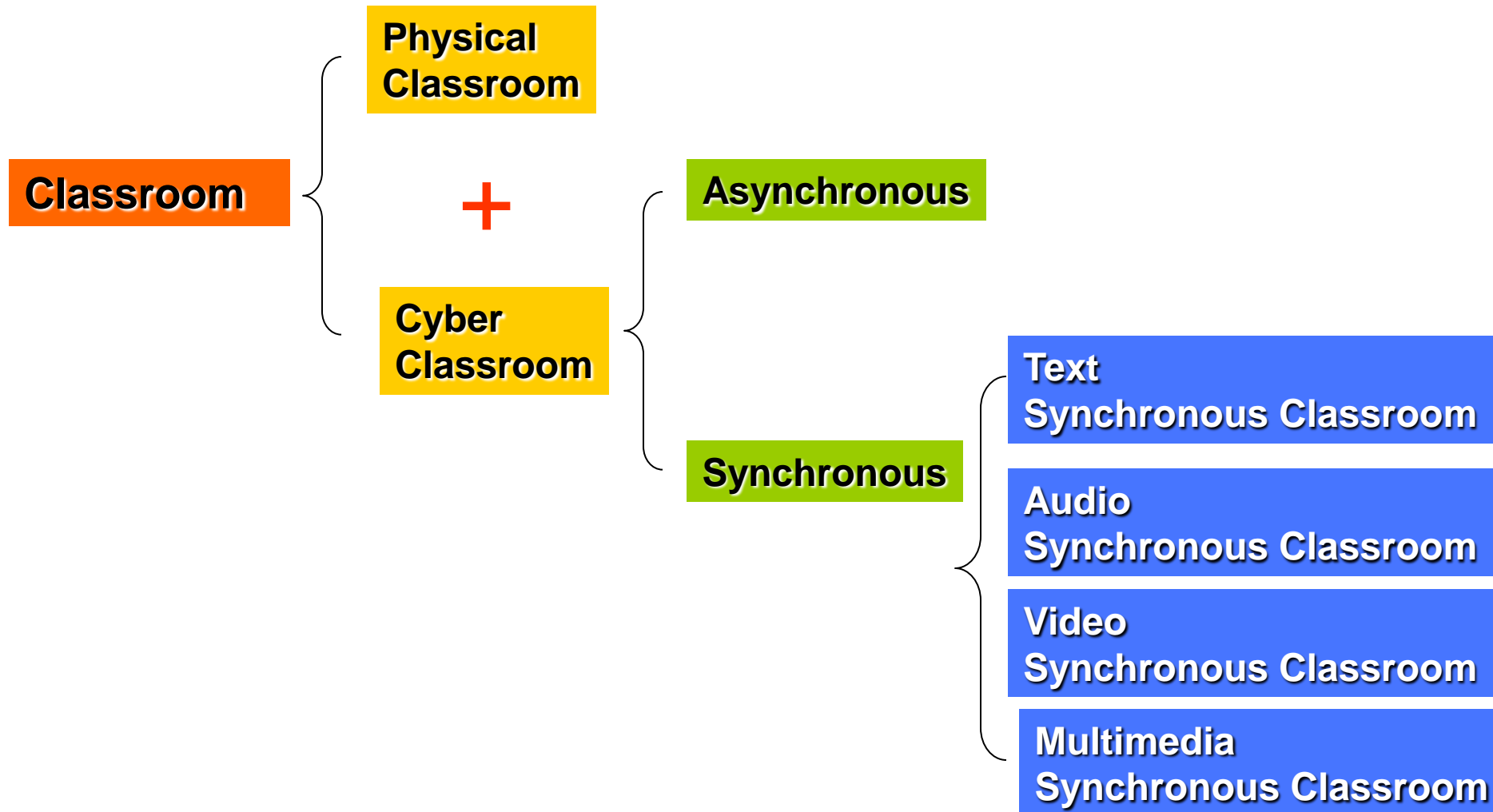
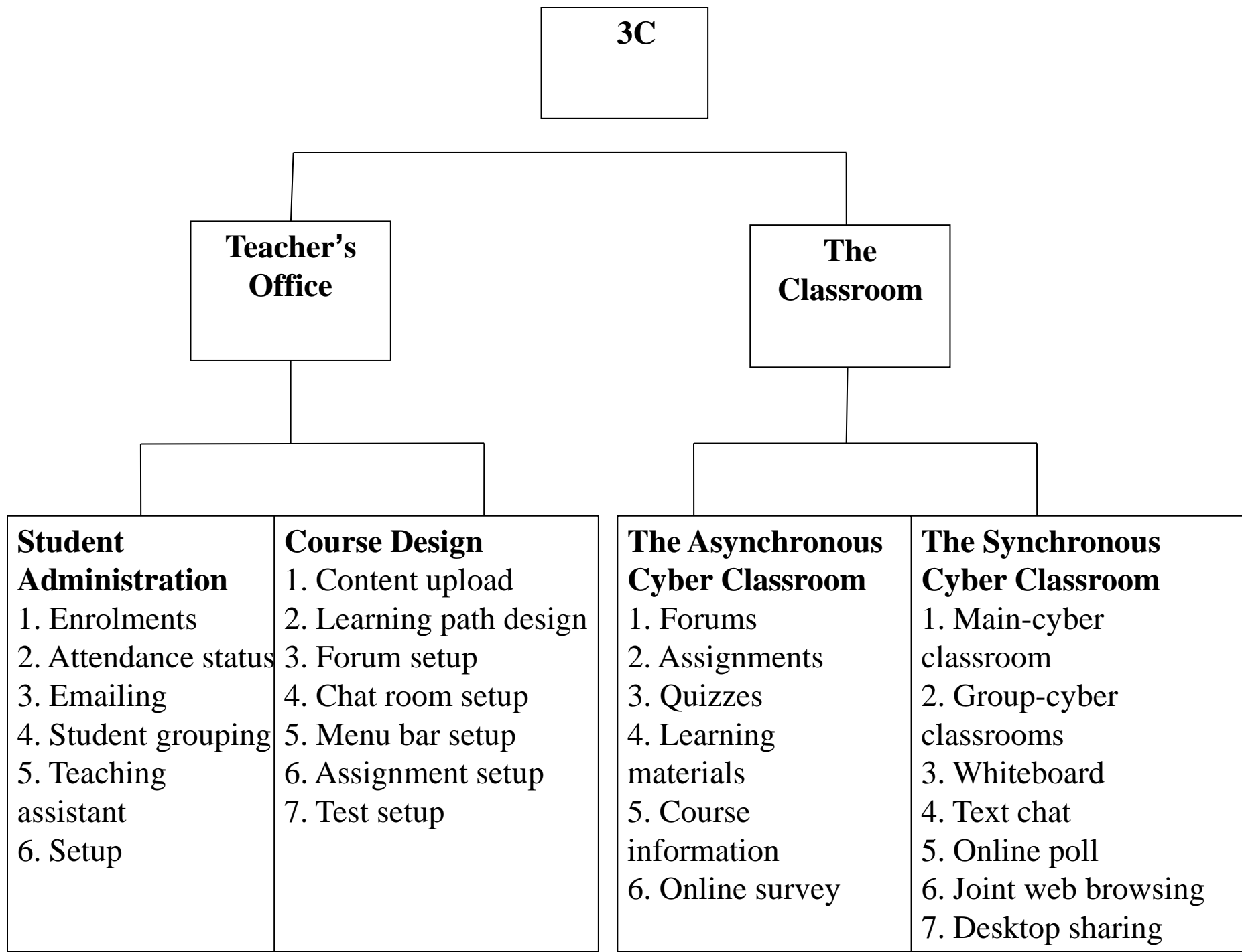


Synchronous Cyber Assessments

Distinguished Professor Nian-Shing Chen
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Project, Taiwan E-Learning and Digital Archive
Program (TELDAP)
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Blended Learning Environment





Synchronous Cyber Classroom

Whole Class Lecture

The screenshot displays a Synchronous Cyber Classroom interface. The main window shows a lecture slide titled "Live-Class-from-my-Office.JPG" with a list of topics and handwritten notes. The topics are:

- 第一節 學習管理系統 (LMS)
- 第二節 學習內容管理系統 (CMS)
- 第三節 同步教學系統 (Streaming Server)
- 第四節 串流影音系統 (Conferencing)
- 第五節 數位學校的組成 (e-Learning)

Handwritten notes include "LMS", "Streaming Server", "Conferencing", "e-Learning", and "LIV". The slide also mentions "國立中山大學資訊管理學系 陳年興教授" and "版權所有，請勿翻印".

On the right side, there is a grid of 20 small video windows showing participants. Many participants are making a "V" hand gesture. The participants' names are listed in the top-left corner of each window, including: 陳年興, 陳乃琴, 林秀如, 洪天文, 徐益清, 徐登山, 黃柏林, 楊嘉偉, 蔡思正, 蔡若鵬, 簡春霖, 鄭佳和, 王志明, 孫仲志, 簡泰崇, 李恆福, and 黃志成.

The bottom of the interface shows a Windows taskbar with the Start button, several open applications, and a system tray with a clock showing 10:48 AM on 3/30/2006.

Synchronous Cyber Classroom

Small Group Discussion & Practice



Design and Implementation of Online Synchronous Assessments



Design and Implementation of Online Synchronous Assessment and Potential Issues

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onefun@elrc.mis.nsysu.edu.tw

Abstract

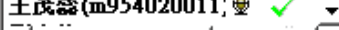
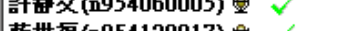
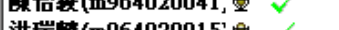
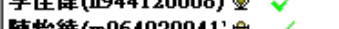
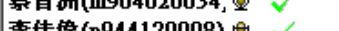
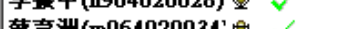
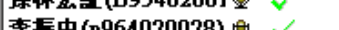
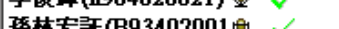
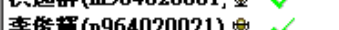
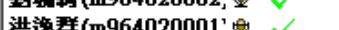
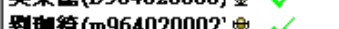
Online learning has been rapidly developing in the last decade. However, there is still very little research available on how to effectively conduct online synchronous assessment. At present, there is very little literature available about the actual adoption of online synchronous assessment approach and any guideline regarding how to effectively design and implement such assessments. This paper describes our attempts of designing four different methods for conducting online synchronous assessments, based on the commonly adopted assessment principles. These four methods are: synchronous quiz assessment, synchronous written assessment, synchronous oral assessment and synchronous practice assessment. The paper describes the details of the implementation and evaluation of these methods in an actual online credit course. Various potential challenges and issues have also been identified while conducting online synchronous assessments during interviews with the participants and through the feedback of

Four Assessment Designs

- Synchronous quiz test
- Synchronous written test
- Synchronous oral test
- Synchronous practice test



(*)Nian_Shing_Chen(nschen...



Synchronous Quiz Test

- Teacher
 - Design quiz items using LMS in advance
 - Prepare quiz test using LMS with its status set as disable
 - Enable the quiz test from LMS right before the test
 - Give a certain period of time for students to answer
- Student
 - Click the quiz test in asynchronous cyber classroom
 - Try to answer every item of the quiz test before the given time is expired
 - System will automatically hand-in the test when the given time is expired

Synchronous Written Test

- Teacher
 - Prepare written test items in advance
 - Print written test items to the whiteboard of synchronous cyber classroom during the test
 - Give a certain period of time for students to answer
- Student
 - Compose answers to the written test items using any word processor, like MS-Word
 - Upload the document with answers to the Assignment area in the asynchronous classroom before the given time is expired

Synchronous Oral Test

- Teacher
 - Prepare oral test items in advance
 - Ask students one by one questions in oral
- Student
 - Answer to teacher's question in oral one by one

Synchronous Practice Test

- Teacher
 - Prepare practice test items in advance
 - Setup individual synchronous cyber classroom for every student using Grouping function (1-in-group)
 - Ask student to get into each individual's synchronous cyber classroom while still remain in the main synchronous cyber classroom
 - Print practice test items to the whiteboard of the main synchronous cyber classroom
- Student
 - Enable the recording feature of individual synchronous cyber classroom
 - Do the practice test items given by the teacher before time expired

Results

- Students agreed that the four designs used for synchronous cyber exams in this study can really test out learners' learning performance
- Synchronous practice test was the most creative and efficient way to assess whether learners have learned the required synchronous teaching skills

Problems & Challenges

- There are two major problems encountered in our real implementation for synchronous cyber exams.
 - The first one is monitoring and cheating problem
 - The second one is lacking suitable software tool which is designed dedicated for supporting synchronous cyber tests.

Problems & Challenges

- Different courses have different natures and hence required different means of assessment methods;
- Or even in the same course but to assess different types of knowledge and skills, the corresponding evaluation methods would be different.
- ➔ How to design suitable tools to support synchronous cyber exams to meet the needs are still the challenges.

Conclusion

- It is no doubt that traditional physical exam is more reliable compared to synchronous cyber exams;
- However, synchronous cyber exam has its own unique needs which is inevitable to be happened in the future.
- What we should do is to explore its potentials and challenges and try to come out with feasible solutions.