
KEY DRIVERS FOR ASSESSMENT CHANGE IN UNCERTAIN TIMES

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In March 2020, Federation University made the decision to move all courses to be fully online due to the COVID-19 pandemic. Staff were required to rapidly adapt both their course materials and assessment tasks into an online form, including all invigilated written exams. This study aimed to investigate key drivers for assessment change for staff and in particular staff perceptions of the likely long-term impact of this rapid change based on their experience in 2020. A mixed methods approach was used to investigate staff experience and drivers of assessment change. Staff completed an online questionnaire consisting of both qualitative and quantitative items, with a focus on their experience of rapid assessment change and other influencing characteristics such as general self-efficacy, personality aspects and perceived support. Interviews were also offered for those who wished to elaborate further. While staff found the need for rapid change to be challenging, they also saw benefits that mean these changes are likely to be implemented in full or hybrid on a permanent basis. Results of the current study provide insight regarding impacts on assessment choices, support mechanisms and factors that influence assessment change.

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