

# E-ASSESSMENTS IN HIGHER EDUCATION IN AFRICA



## STUDENTS

- Acknowledging student's voice
- Teacher-student trust
- Teaching students academic integrity
- Impact of cheating on students' future life
- Students' competence to use technology



## ACADEMICS

- Academic technological competence
- Mindset of academics (changing mindset)
- How do academics think about assessments? (cost)



## INTEGRITY

- Academic misconduct
- Teaching cheating is wrong
- Proctoring
- Technology + invigilation+ how to design an assessment



## TECHNOLOGY

- Invigilating system
- Technology affordance: e.g. communication with external examiners
- Do the disadvantages of assessments outweigh their advantages?
- Software intrusiveness
- Anti-plagiarism software: Turnitin, CopyCatch



## SHOWCASES IN AFRICA

- Assessment is compound: testing content knowledge and technical knowledge- Nigeria
- Assessing higher-order thinking- Nigeria
- E-assessments in Sudan, challenges and opportunities
- What's work is different from what's available



## DESIGN GUIDELINES

- Standardisation
- Type of questions in e-assessments
- Indicators to modify an e-assessment;
  - Students' feedback
  - Administrating the workload
- Replacement of fieldwork in practical subjects
- How does the system detect student's cheating?
- Challenges of developers in pedagogy
- Challenges of academics in technology
- Collaborative work in assessments
- E-assessments for big classes