

Continuous assessment through asynchronous activities in virtual campuses

Claudia Russo
Educación Digital

Instituto de Investigación y
Transferencia en Tecnología
UNNOBA, ITT CIC
Junín, Argentina

claudia.russo@itt.unnoba.edu.ar

Mónica Sarobe
Escuela de Tecnología
Instituto de Investigación y
Transferencia en Tecnología
UNNOBA, ITT CIC
Junín, Argentina

monica.sarobe@itt.unnoba.edu.ar

Tamara Ahmad
Educación Digital
Instituto de Investigación y
Transferencia en Tecnología
UNNOBA, ITT CIC
Junín, Argentina

tamara.ahmad@itt.unnoba.edu.ar

Natalia Sinde
Educación Digital

Instituto de Investigación y
Transferencia en Tecnología
UNNOBA, ITT CIC
Junín, Argentina

natalia.sinde@itt.unnoba.edu.ar

Abstract—This article deals with the passage from a merely summative evaluation to a continuous evaluation, based on the educational challenge posed by the COVID-19 pandemic. Likewise, it states that the adequacy of the pedagogical-didactic proposals and their organization in virtual classrooms provided teachers with a series of student monitoring tools. This motivated the teaching role of guide or educational facilitator, making the course administration methodology consistent with the evaluation methodology.

Keywords: Continuous evaluation, e-learning, virtual tools, student monitoring, educational facilitator.

I. INTRODUCTION

Until the COVID-19 pandemic, at the Universidad Nacional del Noroeste de la Provincia de Buenos Aires (UNNOBA), the evaluation methodology was governed by the General Regulations for Students (Ordinance of the Superior Council 23/2009 - File 1492/2009). According to the regulations, in each subject, the student body would be evaluated through partial tests, practical work, colloquiums and/or other modalities, the topics and dates of which would be announced in advance. Each partial exam would have at least one instance of recovery and that person who had complied with the planned assistance, had practical work and one of the partial exams or their approved recovery, could - if there was no objection from the Academic Unit for that matter - Take a final make-up test on the failed topics. Likewise, all the subjects included in the study plans of the careers had to be approved through a final exam, oral and/or written, graded individually [1].

The historical situation gave rise to the emergence of regulation 1902 of July 8, 2020 (Resolution of the Superior Council No. 1902/2020) that approved the Organization of Virtual Classrooms for undergraduate and graduate careers, Monitoring of students in virtuality and Use of the Platform as a Technological tool. Its Annex II dedicated two pages to

the virtual evaluation to regularize and pass the virtual subject and defined the evaluation as "a component of the training process, both face-to-face and remote, through which significant information is observed, collected and analyzed to make decisions to improve learning. From this conceptualization, the introduction of techniques and instruments for continuous or formative evaluation was proposed, renewing the university evaluation methodology historically characterized by summative or final evaluation. The latter was included as one more instance of the evaluation in its objective of assessing "the changes or results produced as a consequence of the educational process of the students" [2].

II. FUNDAMENTAL DEFINITIONS

For a full understanding of the changes made, it was necessary to specify notions. According to the moment in which it is exercised, the evaluation can be diagnostic, formative or summative. The diagnostic or initial evaluation is the one that is carried out at the beginning of the course to know the individual and group starting point of the student body, identifying competencies and skills acquired and those that are expected to be developed towards the end of the course. Formative or continuous assessment is the one that is applied through different samples in a subject, focusing more on the teaching-learning process than on its final products. The summative or final evaluation, without a doubt the best known, is based on a final assessment aimed at knowing the degree of student learning and awarding a grade [3].

The due coherence between the evaluation methodology and the teaching methodology required each teacher who wanted to carry out a formative evaluation, the performance of their role as facilitator or student guide during the teaching-learning process. To this end, the teaching staff had to propose exercises, intervene on time to give instructions, encourage debate, pose doubts, make points, point out errors

and offer solutions. In turn, this type of evaluation exercised the student body in study routines and homework [3].

Following the 1902 regulation, the nature of the virtualized distance modality meant:

- the reinsurance of educational quality through its continuous evaluation as a "fundamental process that guarantees the quality of learning, the suitability of the system and certification"; and
- the challenge of "designing virtual evaluation strategies that contemplate the different dimensions of the training process, incorporating work methodologies and digital tools that adjust to the new academic scenarios" [2].

Therefore, the formative evaluation of the student body also meant the continuous evaluation of the pedagogical-didactic proposals of the teaching staff, the system in which they were framed and of the certification they provided.

This turned the view on the system and, in particular, on its operationalization of virtual evaluation strategies through tools available on the ED Platform (Fig. 1). This LMS-type virtual teaching-learning environment was built by UNNOBA's Digital Education area on Moodle, providing monitoring tools. In turn, the internal instruments could be combined with external means as long as a record of it and its qualifications were left. In any case, he raised the need to develop mostly asynchronous activities.



Fig. 1. Systems Analysis and Design Course II-2021 on ED platform.

III. TRACKING TOOLS

As stated above, the asynchronous activities presented on the platform facilitated both continuous monitoring of student learning and its formative assessment. It promptly tracked the progress and completion of assignments from Course Activity, Course Participation, and Activity Completion reports.

The report on Course Activity (Fig. 2) reported the number of views and users, as well as the last access to each of the activities or resources proposed on the platform.

Actividad	Vistas	Entradas de blog relacionadas	Último acceso
Inicio			
• Avisos	542 visualizaciones por 25 usuarios	-	martes, 7 de diciembre de 2021, 07:45 (19 días 3 horas)
• Materiales	1 visualizaciones por 1 usuarios	-	martes, 3 de agosto de 2021, 18:01 (244 días 17 horas)
• Información general del curso	3 visualizaciones por 2 usuarios	-	martes, 21 de septiembre de 2021, 19:10 (195 días 9 horas)
• Cronograma	11 visualizaciones por 2 usuarios	-	viernes, 26 de noviembre de 2021, 09:23 (330 días 1 hora)

Fig. 2. Example of the report on Course Activity.

Participation in the course (Fig. 3) informed the movement within the platform allowing filtering by activity, period, role and actions.

Nombre / Apellido(s)	Vista	Seleccionar
TOMAS VERON	si (27)	<input type="checkbox"/>
YESICA MARIBEL RUZZI	si (3)	<input type="checkbox"/>
DAIANA ANDREA RODRIGUEZ	si (18)	<input type="checkbox"/>
MARCELO MIGUEL RIOS	si (30)	<input type="checkbox"/>

Fig. 3. Example of the report on Participation in the course.

For its part, the Completion of the activity (Fig. 4) presented a grid that crossed students and activities through boxes and checkmarks. The solid line in the boxes indicated that the proposal appeared as complete if the space had been checked manually. On the contrary, the dotted line in the boxes indicated that the completion of the activity appeared with a blue tick automatically after the proposal was completed. The green tick indicated that the completion mark had been automatically passed after the teacher review. Finally, the solid red line revealed a manual marking of activity completion by the teacher [4].

Nombre / Apellido(s)	Dirección de correo	Confirmar progreso de trabajo	Foro de actividades	Cuestionario de la actividad 1	Cuestionario de la actividad 2	Cuestionario de la actividad 3	Cuestionario de la actividad 4	Acceso a Sala Inmersiva de AOS	Diagrama de Estados	Diagrama de Actividades	Diagrama de Componentes	Diagrama de distribución	Foro de la actividad...	Cuestionario de la...	Regir equipo de trabajo	Encuesta final del curso
Ignacio Arriola	ignacioarriola@unnoba.edu.ar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
FACUNDO JESUS ALARIN	facundo@comunidad.unnoba.edu.ar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ADUSTIN BASCOH	adustin@comunidad.unnoba.edu.ar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
FRANCISCO ANDRES BERNIET MARCHETTO	francisco@comunidad.unnoba.edu.ar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
THAEO BRUCEZZ	thaeo@comunidad.unnoba.edu.ar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ANRI CABRE	anri@comunidad.unnoba.edu.ar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
IGNACIO MARTIN CITARE	ignacio@comunidad.unnoba.edu.ar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
LUCIA CURA	lucia@comunidad.unnoba.edu.ar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Fig. 4. Example of the report on Activity Completion.

This last report was similar to the progress bar added by the Completion Status block (Fig. 5) together with its proper configuration (UNNOBA, 2020) [5].



Fig. 5. Example of visualization on the Status of Completion.

IV. CONCLUSIONS

Thanks to the tools available on the platform, and taking into account the aforementioned evaluation notions and the recommendations of the regulations, the continuous evaluation of most of the virtualized proposals could be successfully carried out during the years of the pandemic.

Although –since, at UNNOBA, all courses are face-to-face– with the return to face-to-face classes, the evaluation was once again governed by the General Regulations for Students, the teaching staff was able to assess the tools learned and integrate their use into current educational proposals.

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