



International Baccalaureate®
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MYP webinar series on eAssessment in the MYP

Lisa Nicholson

April 2020

Webinar series

#1 - The eAssessment revolution

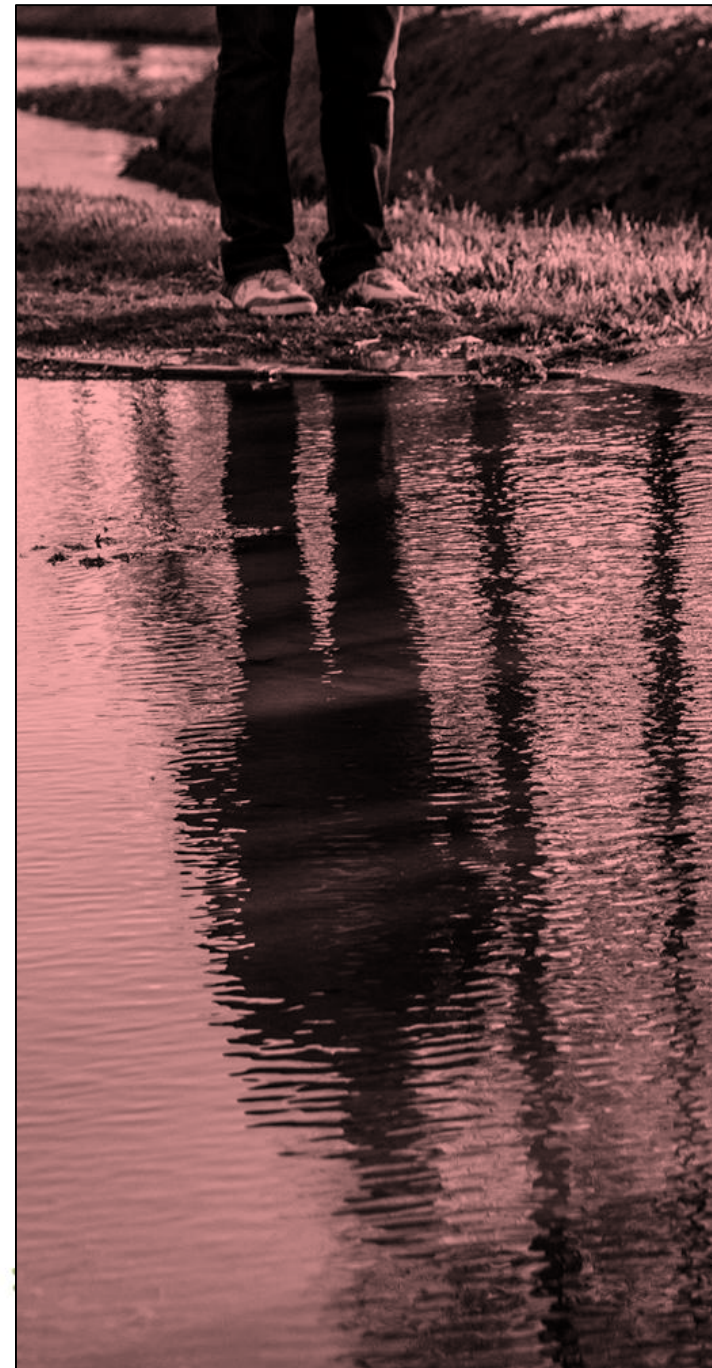
#2 - eAssessment and current research

#3 - eAssessment and the backwash effect

#4 - eAssessment look and feel

Webinar series objectives

- Inquire into IB assessment principles and practices
- Connect MYP eAssessment principles and practices to the classroom
- Explore how contemporary research supports MYP eAssessment
- Reflect and expand upon new ideas



Do you have everything you need?

- **Something to take notes with**
- **MYP *Assessment ready nano PD* (programme resource centre)**
- ***Assessment principles and practices—Quality assessments in a digital age***
- **Chat box: send “to everyone”**

Note: Some of the pictures used in this webinar series were taken by **Gastón Seijas** (IB student) and **Mathieu Boudrias**. The IB is grateful for their generosity.



Finding the eAssessment resources on the programme resource centre

Welcome to the programme resource centre

Search resources ...

IB programme resources

Primary Years Programme **Middle Years Programme**

MYP news

- New posters visualise key aspects of the PYP
- PYP: Next steps
- My IB and My School system improvements: changes you will see at login

MYP news

- Teacher feedback for MYP on-screen examinations
- Teacher feedback on partially-completed unit planners for ePortfolios
- November 2018 subject reports

View all PYP resources → View all MYP resources →

My Resources

MYP resources

Middle Years Programme (MYP) guides, teacher support material, eAssessment software and documentation, programme authorization and evaluation information, programme research and information for coordinators

☆ Set as startpage Resources in: English | 5 more languages ▾

CURRICULUM MY RESOURCES IMPLEMENTATION LEARNING AND TEACHING NEWS

Language and literature Language acquisition Individuals and societies Sciences Mathematics Arts

TEACHING MATERIAL MYP ASSESSMENT

MYP eAssessment

General material

- MYP eAssessment development report - PDF
- MYP on-screen familiarization for students (Mac) - ZIP
- MYP on-screen familiarization for students (PC) - ZIP
- MYP eAssessment: Introduction for school leaders and teachers (video) ▶
- Conduct in the MYP on-screen examinations: Items not permitted (poster) - PDF
- Conduct in the MYP on-screen examinations: Notice to candidates (poster) - PDF
- MYP on-screen examinations: IT requirements and school responsibilities - PDF
- How to run on on-screen examination packages on a macOS Catalina device - PDF
- On-screen exams—Information for candidates - PDF
- Rough/scratch paper for use in MYP on-screen examinations - PDF
- MYP eAssessment Q&A Sheet – May 2016 - PDF

eAssessment demos and guidance

- MYP eAssessment demo: Individuals and societies (video) ▶

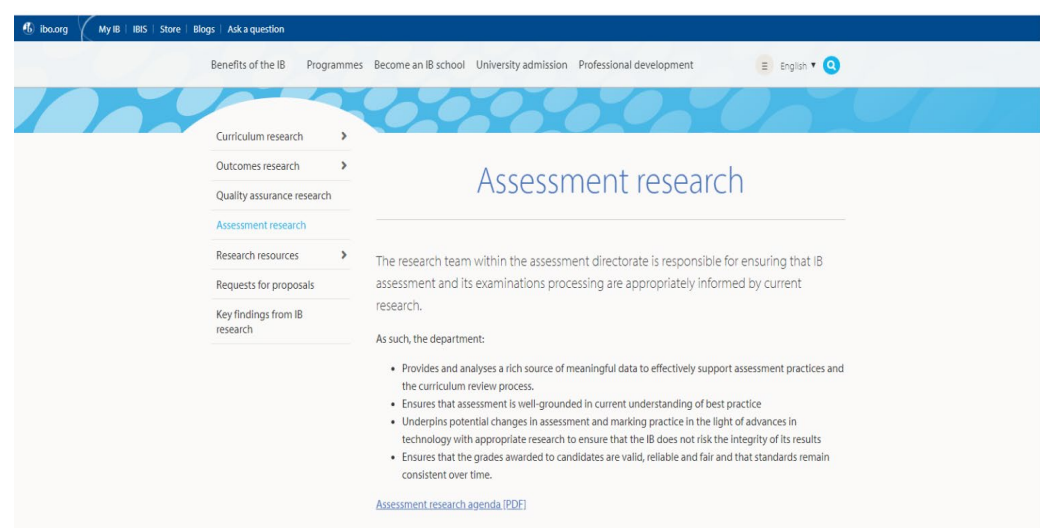
Current session material

- November session 2019
- May session 2020
- November session 2020
- May session 2021
- November session 2021

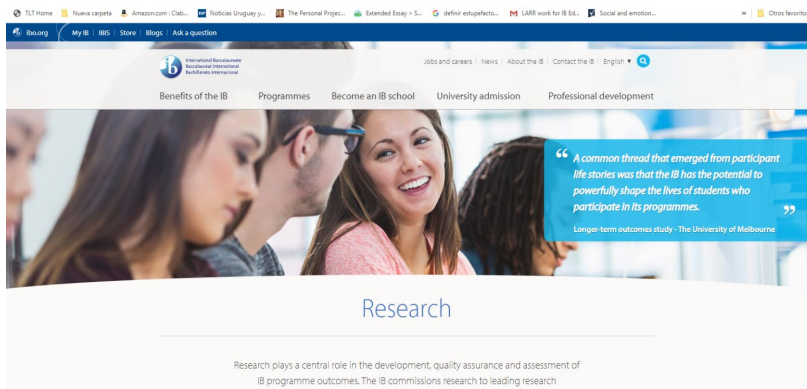
Specimens, past session material and reports

- Specimen and past on-screen examinations—user instructions - PDF
- Student response service – user instructions - PDF
- On-screen examinations - Frequently Asked Questions - PDF
- May session 2019
- November session 2018
- May session 2018
- November session 2017
- May session 2017
- November session 2016
- May session 2016
- Subject reports

Finding IB research in the IB webpage



The screenshot shows the ibo.org website with a navigation menu at the top: "My IB", "IBIS", "Store", "Blogs", and "Ask a question". Below the navigation, there are links for "Benefits of the IB", "Programmes", "Become an IB school", "University admission", and "Professional development". The main content area is titled "Assessment research" and includes a sidebar with links to "Curriculum research", "Outcomes research", "Quality assurance research", "Assessment research", "Research resources", "Requests for proposals", and "Key findings from IB research". The main text states: "The research team within the assessment directorate is responsible for ensuring that IB assessment and its examinations processing are appropriately informed by current research. As such, the department:" followed by a bulleted list of responsibilities. A link for "Assessment research agenda (PDF)" is provided at the bottom.



The screenshot shows the ibo.org website with a navigation menu at the top: "My IB", "IBIS", "Store", "Blogs", and "Ask a question". Below the navigation, there are links for "Benefits of the IB", "Programmes", "Become an IB school", "University admission", and "Professional development". The main content area is titled "Research" and includes a quote: "A common thread that emerged from participant life stories was that the IB has the potential to powerfully shape the lives of students who participate in its programmes." followed by "Longer term outcomes study - The University of Melbourne". Below the quote, it states: "Research plays a central role in the development, quality assurance and assessment of IB programme outcomes. The IB commissions research to leading research".

IB Assessment research seeks to ensure that the design and development of IB assessments and assessment practices are underpinned by relevant research and data and that ensures the valid, reliable and manageable assessment of the IB programmes. For example, this is one of the studies you can find within the "Outcomes research" section of ibo.org. *Comparative analysis of assessment in the International Baccalaureate Middle Years Programme and the General Certificate of Secondary Education.*



eAssessment and research

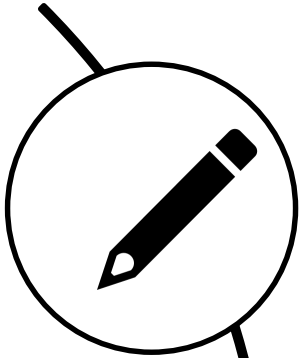


Objectives of this webinar

Join MYP practitioners from around the world in exploring **eAssessment and research** as you:

- inquire into playful assessment practices
- explore eAssessment in light of research
- reflect on how the IB continually uses contemporary research to inform assessment decisions.

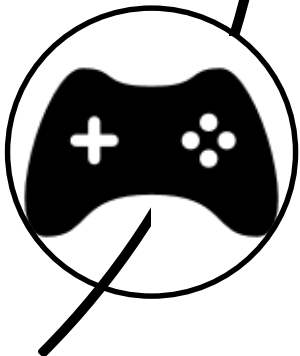
Traditional assessment to digital assessment



Traditional methods of assessment are often “too simplified, abstract, and decontextualized” to meet 2020 educational needs which should measure what students can actually do with their knowledge and skills (competencies).

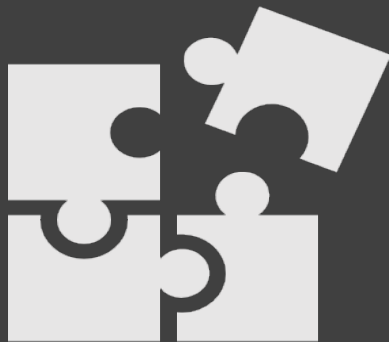


Performance-based assessments are those that use the real world, thereby providing relevancy, but these are hard to craft.



“Digital learning environments can provide meaningful assessment environments by supplying students with scenarios that require the application of various competencies”.

Playful assessment




Process-oriented,
student-driven learning.



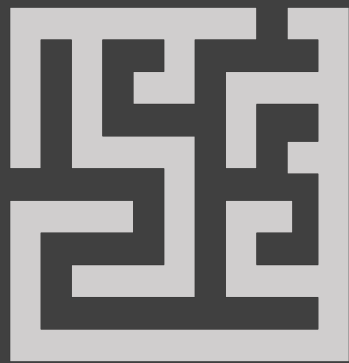
How young minds can
give shape to their
ideas, observe their
surroundings and
design solutions for the
problems around them.



During gameplay, students
naturally produce rich sequences
of actions while performing
complex tasks.



Some types of playful assessments



- Game-based assessments (GBAs)
- Playful assessment goes **beyond measuring outcomes of content knowledge** to shed light on thought processes
- **Makerspaces** require constant interaction between learner and teacher
- Collaborative **spaces** where people gather to get creative, invent new things, and share ideas lend themselves to playful assessment

Your turn!



What have you done in your classroom with playful assessment?

Type your thoughts in the chat box.

Contemporary research that supports eAssessment principles and design



We need to tap into how adolescents use gaming and how we need to consider this in supporting learning.

(See “Stealth Assessment: Measuring and Supporting Learning in Video Games” by MacArthur Foundation)



Borrowing ideas from game construction can help teachers with assessing student projects, supporting skill development and constructing rubrics.

(See “A Look at Playful Assessment” on Edutopia website)

IB Assessment research agenda

The impact of technology on assessment

Research in this area will seek to add to the growing body of literature surrounding computer-assisted assessment and position the IB on the cutting edge of these developments, focusing on the following questions.

- How can the IB improve the validity and reliability of on-screen marking of externally assessed components while ensuring that standards are maintained?
- How can the IB best utilize item-level information on assessment to improve the quality of IB assessments?
- How can the IB use the move towards the electronic upload and moderation of internal assessment components to improve the reliability and manageability of the moderation process?
- How can the IB use digital technologies to change the way in which candidates are assessed in the Diploma Programme and Middle Years Programme?

Source: [Assessment research agenda \[PDF\]](#)

Our speaker...



Introducing our guest for today



Dr Rebecca Hamer

IB Assessment principles and practice
Assessment research and design

- Joined IB in 2012
- Involved in curriculum review of DP/CP and MYP
- Involved in MYP eAssessment development since 2013



MYP eAssessment

Question 1:

How does eAssessment meet the criteria for 21st century learning with 16-year-old students?





How does eAssessment meet the criteria for 21st century learning with 16-year-old students?

- ✓ Integrate technology-supported inquiry and problem-based learning
- ✓ Interdisciplinary themes across content areas
- ✓ Link school to outside community

Evidence that impacts students/schools



How does eAssessment meet the criteria for 21st century learning with 16-year-old students?

- ✓ Integrate technology-supported inquiry and problem based learning
- ✓ Interdisciplinary themes across content areas
- ✓ Link school to outside community
- ✓ Assess through a balance of:
 - ✓ classroom assessment (formative) with a focus on performance
 - ✓ technology-enhanced summative assessment.

Evidence that impacts students/schools



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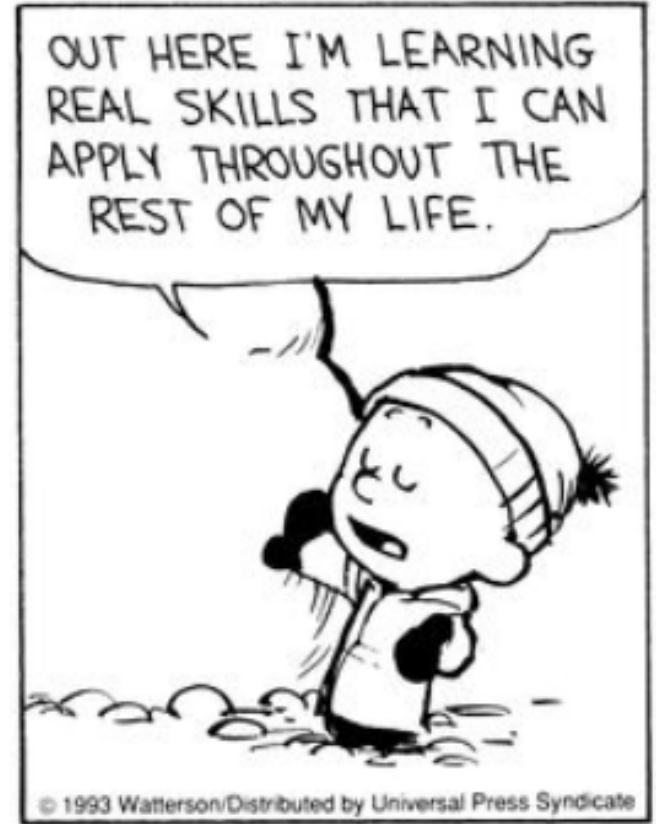
Evidence that impacts students/schools



Performance demonstrated through skills
—enter the 21CS

How do 21st century skills (21CS) fit in the IB MYP?

- ✓ There is a lot of discussion on what they are.
- ✓ Most of the skills have been around for a while.
- ✓ 21CS should be transferable
- ✓ The only real 21CS:
 - ✓ information, media and IT literacy
 - ✓ awareness of privacy rights.



Source: Bill Watterson



21 st century skills		IB learner profile	Skill categories
Consensus 21CS set	Other 21CS		
4Cs	Communication		Ways of working
	Collaboration		Ways of working
	Creativity	Curiosity and imagination	Ways of thinking
	Critical reflection		Ways of thinking
	Information processing (i.e. information, media and IT literacy)		Tools for working and living in the world
		Metacognition	Ways of thinking
	Leadership	Initiative and self-direction	Ways of thinking
	Lifelong learning		Ways of thinking
	Problem solving		Ways of thinking
	Thinking and reasoning		Ways of thinking
	Social ethics and responsibility		Tools for working and living in the world
		Global awareness	Tools for working and living in the world
		Health and environmental literacy	Tools for working and living in the world



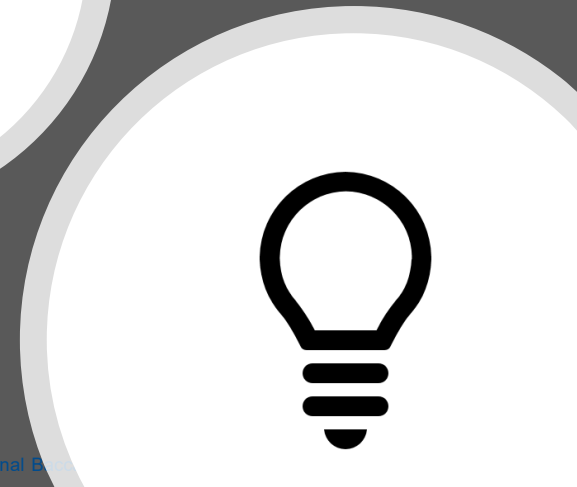
21st century skills			IB learner profile	Skill categories	
Consensus 21CS set		Other 21CS			
4Cs	Communication		Communication	Ways of working	
	Collaboration			Ways of working	
	Creativity	Curiosity and imagination	Inquiry	Ways of thinking	
	Critical reflection			Ways of thinking	
	Information processing (i.e. information, media and IT literacy)		Reflective	Tools for working and living in the world	
		Metacognition		Ways of thinking	
	Leadership	Initiative and self-direction	Principled risk taking	Ways of thinking	
	Lifelong learning			Ways of thinking	
	Problem solving		Knowledgeable	Ways of thinking	
	Thinking and reasoning			Ways of thinking	
	Social ethics and responsibility		Caring	Tools for working and living in the world	
		Global awareness		Open (Internationally minded)	Tools for working and living in the world
		Health and environmental literacy		Balanced	Tools for working and living in the world



MYP eAssessment

Question 2:

What types of research does the IB use to inform their ongoing assessment decisions? How are those decisions implemented?

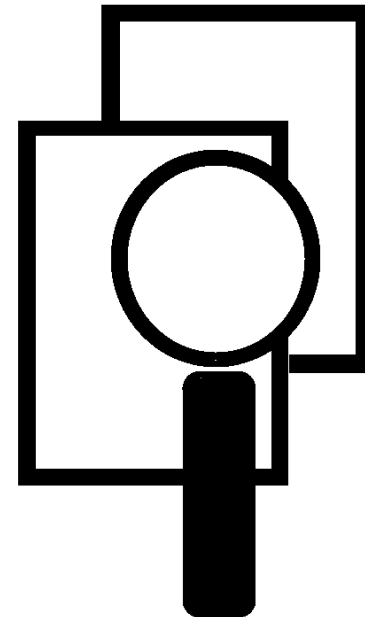




What types of research does the IB use to inform their ongoing assessment decisions? How are those decisions implemented?

- ✓ Trialling of new or changed assessments
- ✓ Improving IB processes
- ✓ Research assessment trends and methods
- ✓ Our own research

Research that impacts students/schools

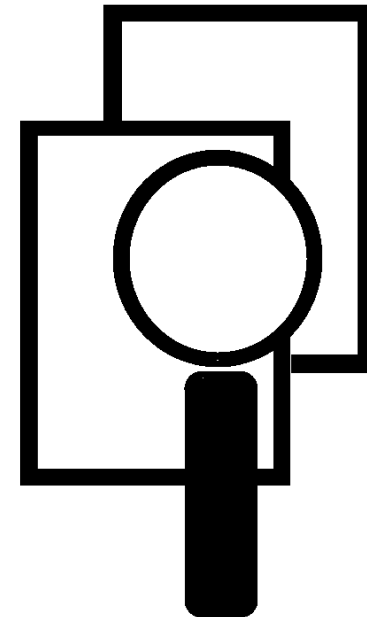




What types of research does the IB use to inform their ongoing assessment decisions? How are those decisions implemented?

- ✓ Trialling of new or changed assessments
- ✓ Improving IB processes
- ✓ Research assessment trends and methods
- ✓ Our own research
 - ✓ What do examiners look for in essay-type responses?
 - ✓ Improve best fit guidance
 - ✓ Develop a new framework for digital assessment

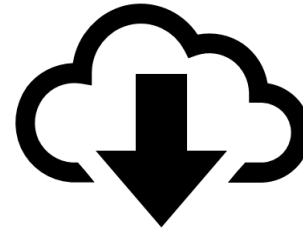
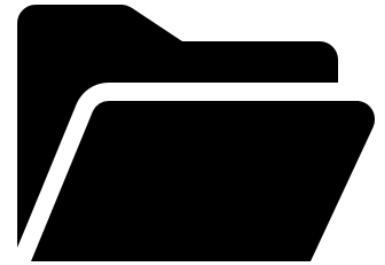
Research that impacts students/schools



MYP eAssessment

Question 3:

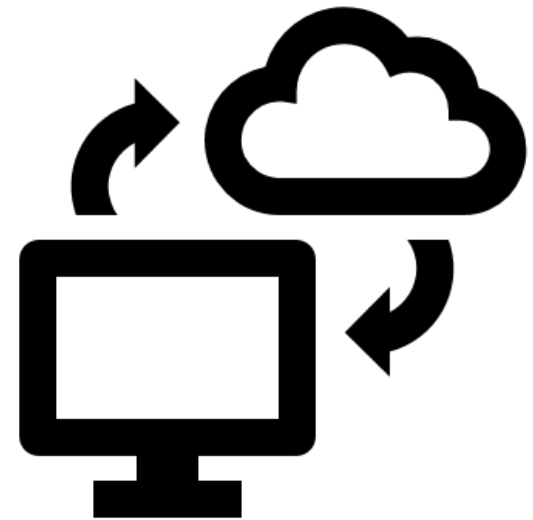
Where does research say
that the assessment world
is heading?



Where does research say that the assessment world is heading?

- ✓ E-Marking
- ✓ New ways of marking and grading
 - ✓ Comparative judgment
 - ✓ Automated essay scoring
- ✓ Digital and on-screen exams
 - ✓ Collaboration with Cito in developing a new framework of digital assessment
 - ✓ Linking item types to learning and assessment objectives

Everything going digital



Your turn!

What kind of digital assessment items do you already know?

Type your thoughts in the chat box.

An overview by technology and response type

Most Constrained

Least Constrained

Fully Selected

Intermediate Constraint Item Types

Fully Constructed

Less Complex



More Complex

1. Multiple Choice	2. Selection/ Identification	3. Reordering/ Rearrangement	4. Substitution/ Correction	5. Completion	6. Construction	7. Presentation
1A. True/False 	2A. Multiple True/False 	3A. Matching 	4A. Interlinear 	5A. Single Numerical Constructed 	6A. Open-Ended Multiple Choice 	7A. Project
1B. Alternate Choice 	2B. Yes/No with Explanation 	3B. Categorizing 	4B. Sore-Finger 	5B. Short-Answer and Sentence Completion 	6B. Figural Constructed Response 	7B. Demonstration, Experiment, Performance
1C. Conventional Multiple Choice 	2C. Multiple Answer 	3C. Ranking and Sequencing 	4C. Limited Figural Drawing 	5C. Cloze-Procedure 	6C. Concept Map 	7C. Discussion, Interview
1D. Multiple Choice with New Media Distractors 	2D. Complex Multiple Choice 	3D. Assembling Proof 	4D. Bug/Fault Correction 	5D. Matrix Completion 	6D. Essay and Automated Editing 	7D. Diagnosis, Teaching

pages.uoregon.edu/kscalise/taxonomy/taxonomy.html/. (Scalise 2009)



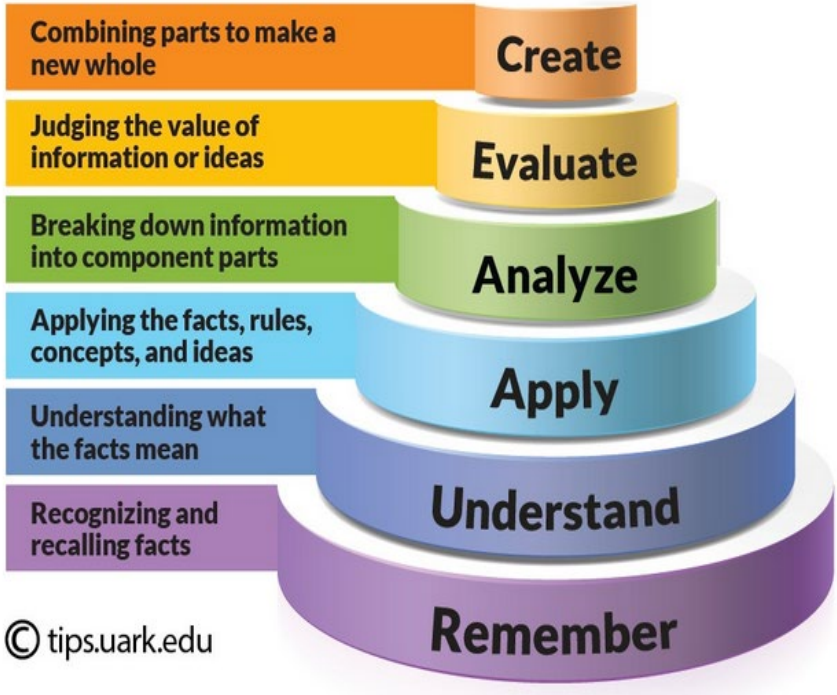
A new framework for digital assessment

- ✓ IB and Cito collaboration
- ✓ Ongoing research (2018 to today)
 - ✓ Update an overview of types of digital assessment options (from 2009 to 2020)

	Most Constrained				Least Constrained		
	Fully Selected						
	Intermediate, Constrained Item Types						
	1. Multiple Choice	2. Selection/ Identification	3. Reordering/ Rearrangement	4. Substitution/ Correction	5. Completion	6. Construction	7. Presentation
Less Complex	1A. True/False	2A. Multiple True/False	3A. Matching	4A. Interleave	5A. Single Numerical Constructed	6A. Open-Ended Multiple Choice	7A. Project
	1B. Alternate Choice	2B. Yes/No with Explanation	3B. Categorizing	4B. Size/Finger	5B. Short-Answer and Sentence Completion	6B. Spatial Constructed Response	7B. Demonstration, Experiment, Performance
	1C. Conventional Multiple Choice	2C. Multiple Answer	3C. Ranking and Sequencing	4C. Limited Figure Drawing	5C. Cloze-Procedure	6C. Concept Map	7C. Discussion, Interview
More Complex	1D. Multiple Choice with New Media	2D. Complex Multiple Choice	3D. Assembling/Proof	4D. Drag/Drop Correction	5D. Matrix Completion	6D. Enter and Automated Editing	7D. Diagnosis, Teaching

A new framework for digital assessment

- ✓ IB and Cito collaboration
- ✓ Ongoing research (2018 – today)
 - ✓ Update an overview of types of digital assessment options (from 2009 to 2020)
 - ✓ Update IB’s use of Bloom’s taxonomy (from 1956 to 2012)
 - ✓ Link item types to learning and assessment objectives

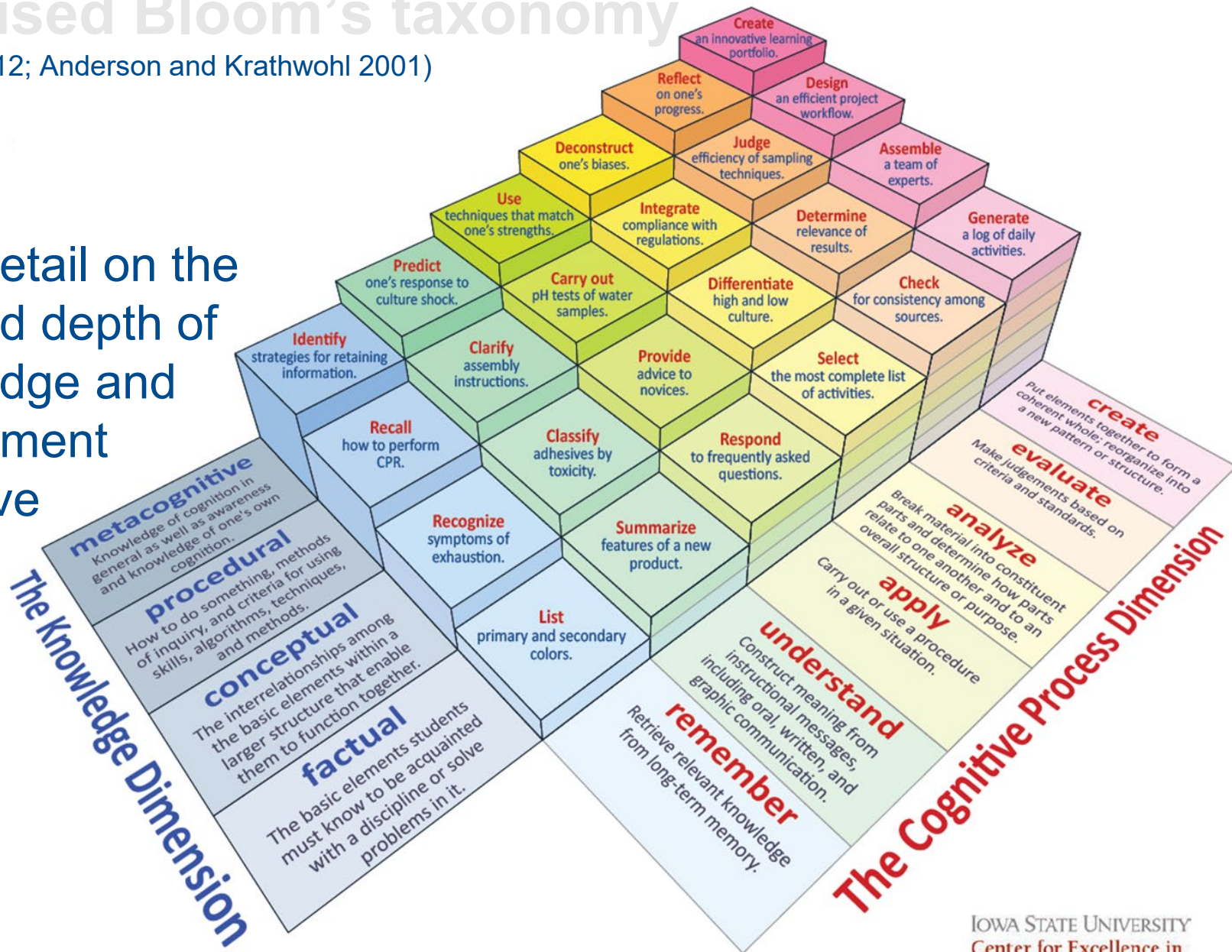


Revised Bloom's taxonomy

(Heer 2012; Anderson and Krathwohl 2001)

Why?

More detail on the required depth of knowledge and assessment objective



A new framework

(Hamer and Jongkamp 2019, inspired by Scalise 2009)

Closed response

Open response

	1. Choice	2. Match & order	3. Pre-structured completion	4. Custom interactive: Scaffolded/scripted	5. Free construction	6. Upload	7. Not yet allocated
Least	1A. Alternate choice 	2A. One-on-one matching 	3A. Alphanumeric completion 	4A. Simulations & experiments 	5A. Short response with chain of reasoning 	6A. Demonstration Experiment/Exhibition 	
	1B. Multiple choice 	2B. Categorizing 	3B. Limited drawing 	4B. Tailored tooling 	5B. Scaffolded open response 	6B. Project report/ Paper 	
	1C. Inline choice 	2C. Ranking and sequencing 	3C. Limited graphic completion 	4C. Avatar interaction 	5C. Essay response 	6C. Audiovisual presentation; Performance; 	
	1D. Multiple response 	2D. Structuring 	3D. Construction using image menu/data 	4D. Game-based assessment & collaborative work; 	5D. Structured Oral 	6D. Discussion, debate, open interview 	
Most complex	1E. Composite choice 	2E. Arrange and re-arrange 	3E. Drawing with image menu & drawing tool 	4E. Augmented & virtual reality 	5E. Construction free drawing tool, self generated data 	6E. Teaching, coaching 	

A new framework

(Hamer and Jongkamp, 2019, inspired by Scalise 2009)

		Closed response					Open response	
		1. Choice	2. Match and order	3. Pre-structured completion	4. Custom interactive	5. Free construction	6. Upload	7. Not allocated
Least complex interaction	1A Alternate choice	2A One-on-one match	3A Alphanumeric Completion	4A Simulations and experiments	5A Short response and chain of reasoning	6A Demonstration/experiment/project		
	1B Multiple choice	2B Categorizing	3B Limited drawing	4B Tailored tooling	5B Scaffolded open response	6B Project report/paper		
	1C Inline choice	2C Ranking and sequencing	3C Limited graphic completion	4C Avatar interaction	5C Essay response	6C Audiovisual presentation, performance		
	1D Multiple response	2D Structuring	3D Constructing with image menu/data	4D Educational gaming and collaborative work	5D Structured oral	6D Discussion		
	1E Composite choice	2E Arrange and rearrange	3E Drawing with image menu/drawing tool	4E Augmented and virtual reality	5E Construction free drawing, self-generated data	6E Teaching/coaching		
Most complex interaction								

Making the link item types—knowing

(based mostly on IB MYP and DP past exams)

(Hamer and Jongkamp 2019, inspired by Scalise 2009)

Closed response		Open response				
1. Choice	2. Match&Order	3. Pre-structured completion	4. Custom interactive	5. Free construction	6. Upload	7. Not allocated
1A Alternate choice F	2A One-on-one F	3A Alphanumeric completion F P	4A Simulations& experiments F	5A Short response C F	6A Demonstration/experiment/project	F
1B Multiple Choice F/C M	2B Categorizing F	3B Limited drawing	4B Tailored tooling	5B Scaffolded open response F	6B Project report/paper	
1C Inline choice	2C Ranking and sequencing	3C Limited graphic completion	4C Avatar interaction	5C Essay response F C	6C Audiovisual presentation, performance	
1D Multiple response	2D Structuring	3D Constructing with image menu/data	4D Educational gaming and collaborative work	5D Structured oral	6D Discussion	
1E Composite choice	2E Arrange and rearrange	3E Drawing with image menu/drawing tool	4E Augmented and virtual reality	5E Construction free drawing, self generated data	6E Teaching/coaching	

Least complex

Most complex

Making the link item types—understanding

(based mostly on IB MYP and DP past exams)

(Hamer and Jongkamp 2019, inspired by Scalise 2009)

		Closed response					Open response	
		1. Choice	2. Match&Order	3. Pre-structured completion	4. Custom interactive	5. Free construction	6. Upload	7. Not allocated
Least complex ↓ Most complex	1A Alternate choice	F, F	F, F, C	F, P, C	F, M, C	C, F, P, F/C	6A Demonstration/experiment/project	F
	1B Multiple Choice	F/C, M	F	3B Limited drawing	4B Tailored tooling	5B Scaffolded open response	6B Project report/paper	
	1C Inline choice		2C Ranking and sequencing	3C Limited graphic compl.	4C Avatar interaction	5C Essay response	6C Audiovisual presentation, performance	
	1D Multiple response	C	2D Structuring	3D Constructing with image menu/data	4D Educational gaming & collaborative Work	5D Structured oral	6D Discussion	
	1E Composite choice		2E Arrange and rearrange	3E Drawing with image menu/drawing tool	4E Augmented and virtual reality	5E Construction free drawing, self-generated data	6E Teaching/coaching	

Making the link item types—applying

(based mostly on IB MYP and DP past exams)

(Hamer and Jongkamp, 2019, inspired by Scalise 2009)

		Closed response					Open response	
		1. Choice	2. Match&Order	3. Pre-structured completion	4. Custom interactive	5. Free construction	6. Upload	7. Not allocated
Least complex ↓ Most complex	1A Alternate choice	F F F	F F C	F P C F	F C M	F C P F/C	6A Demonstration/experiment/project	F
	1B Multiple Choice	F/C M F/C	F P				6B Project report/paper	
	1C Inline choice		C	F C P		F C F P	6C Audiovisual presentation, performance	C M
	1D Multiple response	C		C P		C M	6D Discussion	
	1E Composite choice						6E Teaching/coaching	
	2A One-on-one							
	2B Categorizing							
	2C Ranking & sequencing							
	2E Arrange and rearrange							
	3A Limited drawing							
	3B Limited graphic compl.							
	3C Constructing with image menu/data							
	3E Drawing with image menu/drawing tool							
	4A Simulation of experiments							
	4B Tailored tooling							
	4C Avatar Interaction							
	4E Augmented and virtual reality							
	5A Free response							
	5B Scaffolded open response							
	5C Essay response							
	5E Construction free drawing, self-generated data							

Making the link item types—analysing

(based mostly on IB MYP and DP past exams)

(Hamer and Jongkamp 2019, inspired by Scalise 2009)

		Closed response					Open response	
		1. Choice	2. Match&Order	3. Pre-structured completion	4. Custom interactive	5. Free construction	6. Upload	7. Not allocated
Least complex ↓ Most complex	1A Alternate choice	F, F, F	F, C	F, P, C, P	F, C, M, C	F, C, P, C, P, C, P	6A Demonstration/experiment/project	F
	1B Multiple Choice	F/C, M, F/C	F, P		C	F, C, P, C, M, F, C, P, C, M	6B Project report/paper	
	1C Inline choice		C	F, C, P		F, C, F, P, C, M, C	6C Audiovisual presentation, performance	
	1D Multiple response	C		C, P			6D Discussion	
	1E Composite choice						6E Teaching/coaching	
	2A One-on-one							
	2B Categorizing							
	2C Ranking & sequencing							
	2D Structuring							
	2E Arrange and rearrange							
	3A							
	3B Limited drawing							
	3C Limited graphic compl.							
	3E Drawing with image menu/drawing tool							
	4A Simulation of experiments							
	4B Tailored tooling							
	4C Avatar Interaction							
	4E Augmented and virtual reality							
	5A							
	5B Scaffolded open response							
	5C							
	5E Construction free drawing, self generated data							

Making the link item types—evaluating

(based mostly on IB MYP and DP past exams)

(Hamer and Jongkamp 2019, inspired by Scalise 2009)

		Closed response					Open response	
		1. Choice	2. Match&Order	3. Pre-structured completion	4. Custom interactive	5. Free construction	6. Upload	7. Not allocated
Least complex	1A Alternate choice	F, F, F	F, C	F, P, C, F	F, C, M, C	F, C, P, C, P, C, P, C, P	6A Demonstration/experiment/project	F
	1B Multiple Choice	F/C, M, F/C	F, P		C	F, C, C, P, M, P, P, C, M, P	6B Project report/paper	
	1C Inline choice		C	F, C, P	P	F, C, F, C, P, M, C	6C Audiovisual presentation, performance	
	1D Multiple response	C		C, P		M, C, P, M	6D Discussion	
	1E Composite choice					P	6E Teaching/coaching	
Most complex								



Making the link item types— creating

(based mostly on IB MYP and DP past exams)

(Hamer and Jongkamp, 2019, inspired by Scalise 2009)

		Closed response			Open response			
	1. Choice	2. Match&Order	3. Pre-structured completion	4. Custom interactive	5. Free construction	6. Upload	7. Not allocated	
Least complex ↓ ↑ Most complex	1A Alternate choice 	2A One-on-one 	3A 	4A Simulation of experiments 		6A Demonstration/ experiment/project		
	1B Multiple Choice 	2B Categorizing 	3B Limited drawing	4B Tailored tooling 		5B Scaffolded 	6B Project report/ paper	
	1C Inline choice 	2C Ranking & sequencing 	3C Limited graphic compl. 	4C Avatar Interaction 		5C 	6C Audiovisual presentation, performance 	
	1D Multiple response 	2D Structuring	3D Constructing with image menu/data 	4D Educational gaming and collaborative work		5D Structured oral 	6D Discussion	
	1E Composite choice	2E Arrange and rearrange	3E Drawing with image menu/drawing tool	4E Augmented and virtual reality		5E Construction free drawing, self generated data 	6E Teaching/coaching 	



Your turn!

Has this changed your understanding of IB's MYP eAssessment?

Type your thoughts in the chat box.



Your turn!

Any questions you'd like to ask our speaker?

Type your thoughts in the chat box.

Before saying goodbye, share ...

In the chat box

SHARE how you have explored some type of digital assessment game-based tool in your classroom that might build student competencies for eAssessment in MYP year 5.



A large, light blue arrow pointing to the right, containing the text 'MOVING FORWARD' in bold, black, uppercase letters.

MOVING FORWARD

To extend your learning, we invite you to try an *Assessment ready nano PD* which you will find on the programme resource centre



eAssessment revolution (COMPLETED)

eAssessment and current research (April)

eAssessment and the backwash effect (May)

eAssessment look and feel (June)





**Thank you!
See you in the next
webinar!**