

Exploring Equity in Online Assessment: A Qualitative Case Study

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Abstract

Higher education institutions have faced extraordinary challenges in teaching and learning activities and conducting assessments remotely due to the COVID-19 pandemic. Exploring the capacity of the higher education sector to adapt to the new reality has become more important than ever. This paper explores the use of more flexible teaching and learning methodologies such as inquiry-based learning (IBL) with a performance-oriented assessment to ensure fair and equitable learning and online assessment opportunities. In this study, the equity in remote assessment during COVID-19 pandemic in higher education institutions was explored, taking semester six students enrolled in an early childhood education online course at the Higher Colleges of Technology (HCT) as a case for the study. Assessment strategies utilising online WebQuest methodology were used. The study highlights students' learning practices, and performance assessment using WebQuest. Specifically, it furnishes the perspectives of the students and their instructors towards performance-based assessment in IBL approach through WebQuests. The findings suggested that integration of various assessment methods based on a process-based learning and continuous feedback helps to minimise inequity since the instructors are better able to support the students within a process-based assessment in an online IBL environment.

Keywords: equity, online assessment, WebQuest, task-based learning, performance assessment