

# **Exploring an Assessment Module in Distance Education at the University of Pretoria**

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## **Abstract**

The purpose of the study was to explore as many as possible aspects of a Distance Education assessment course at the University of Pretoria. The researcher wanted to look at how the course evolved from pre-Covid-19 to post-Covid-19. This included looking at the content and assessment of the module, as well as the pedagogy and technology used. That led to using the TPACK as theoretical framework. I used an explorative qualitative case study, with semi-structured interviews with the lecturers, tutors and instructional designers and Google Form surveys for the students. They commented on the Distance Education management, the Blackboard LMS used to facilitate learning, the pedagogy of the lecturers and the content and assessment of the course. The findings will be used to make changes for the next cohort of Distance Education students, and will also be applied on the face to face students to align the two different modules.

**Key words:** assessment course, Blackboard LMS, content, Distance Education, pedagogy