

## CAN VLE BRIDGE DIVIDES BETWEEN INSTITUTIONS, ACADEMICS AND STUDENTS ON THE NATURE AND FUNCTION OF WRITTEN ASSESSMENT OF LEARNING?

Maria Eugenia Witzler D'Esposito  
Faculdade Cultura Inglesa  
São Paulo, Brazil

Iain McPhee  
University of the West of Scotland  
Paisley, Scotland

### **Abstract**

Building on previous research investigating the purposes of assessment from a student perspective (D'Esposito & McPhee, 2015), this research explores teachers' insights in the nature and purpose of written assessment using electronic means, in particular the use of virtual learning environments (VLEs). Using a mixed methods research design, a questionnaire was created based on previous research tools and emailed to teachers familiar with information communication technologies (ICT) in education. In-depth semi-structured interviews were conducted with seven randomly selected participants. Results indicate academic writing remains a key factor in assessment of academic success, how this is achieved remains a challenge.

### **Introduction**

The ability of both students and teachers to engage in new and novel ways of assessing learning on and off campus in conventional, online and hybrid contexts is increased by technological advances (Larreamendy-Joerns, & Leinhardt, 2006). However, despite these advances, academic writing remains a key factor in assessment of academic achievement and one of the challenges in teaching in conventional, online and hybrid contexts in higher education institutions, being considered a central aspect of assessment of academic success (D'Esposito & McPhee, 2015).

### **Theoretical Constructs**

#### **VLEs, Assessment, E-assessment, and Feedback**

Larreamendy-Joerns and Leinhardt (2006, p. 572) describe two complementary movements occurring in higher education: the merging of online teaching and learning into everyday practices at universities, and the increasingly salient role of off campus study in higher education institutions (HEIs). Concomitantly, an increase in off campus learning using VLEs has led to diverse techniques of assessment.

Assessment is at the core of formal higher education Angus and Watson, (2009) and Bransford, Brown, and Cocking (2000) suggest that it is a crucial element for effective learning. Assessments serve several functions such as to assess and monitor learning and teaching, and to target resources to students who require additional support.

Pachler, Daly, Mor and Mellar (2010, p. 716) coined the term *formative e-assessment* as "the use of ICT to support the iterative process of gathering and analysing information

about student learning by teachers as well as learners and of evaluating it in relation to prior achievement and attainment.” Their definition incorporates how assessment is applied in e-learning settings in on campus blended and online learning environments.

Technology plays a positive role in student learning (Bakerson & Rodriguez- Campos, 2006), and, if done correctly, VLEs can "provide student and lecturer with richer, more immediate feedback" (Bajzek, Brooks, Jerome, Lovett, Rinderle, Rule, & Thille, 2008, p. 1), which, in turn, will increase learning. Assessment in this type of environment benefits students and instructors (Dewald, Scholz-Crane, Booth, & Levine, 2000).

Several developments have been created particularly the use of VLEs and specialist software that allows both teachers and students to send and receive feedback on assessments. One of these commercially available assessment tools is Turnitin<sup>1</sup>, which has become popular as a method of providing formative and summative feedback.

### **Academic Capitalism**

As learning via the World Wide Web has increased opportunities for students to study on and off campus and a blended mix of both, assessment of learning remains a key issue in retention, progression and employability of students. A central challenge in HEIs are the business models that require increased numbers of students, particularly international students, to remain viable, retaining and progressing an increasingly diverse student population. These processes termed academic capitalism (Rhodes & Slaughter, 2004) have created several consequences that contribute to the conflict between institutions, students and academics on the nature and function of assessment of learning.

## **Methods**

A questionnaire focusing on six major themes was designed by the researchers using Google docs based on previous research tools, validated and a link emailed to teachers familiar with the use of ICTs in education from various parts of the world. It was answered by 75 respondents. In addition, 7 participants were recruited using purposive sampling and interviewed using a semi structured interview schedule revealed several key themes.

## **Results**

The questionnaire and the interviews allowed the researchers to reflexively explore teacher's ability to engage in new and novel ways of assessing learning on and off campus in conventional, online and hybrid contexts using electronic means (in particular the use of VLEs), and academic writing in terms of assessment of academic achievement, which is a teaching challenge.

### **The Questionnaire: Respondents' Data**

While 26 (36%) respondents were based in Northern Europe; 13 (18%) were in Southern Europe, 12 (16%) in North America, 8 (11%) in Australia, 6 (8%) in South America; 6 (8%) in Asia, and 2 (3%) in Africa. Most of them (55 - 74%) teach primarily at University, followed by 18 (24%) in Higher Education, 4 (5%) at Lower or Primary School, 1 in Higher or Secondary School (1%), 1 in Further Education College (1%) and 2 in other types of institutions (3%).

**Subjects Taught**

A total of 26 respondents (36%) taught Social Sciences & Humanities; 21 (29%) were in teacher training; 18 (25%) in Science, Engineering & related professions; 2 (3%) taught Medicine, Nursing & related professions, and 5 (7%) taught unspecified programmes.

**Teaching Experience**

In terms of teaching, 37% of the respondents have considerable experience (more than 26 years), while (34%) have teaching experience varying from 6 to 15 years. Just 7 (10%) have less than 5 years of experience. Also, 39% of them have been using a VLE for teaching for more than 10 years: 25% from 5 to 10 years, 30% from 1 to 5 years, and 5 (7%) for less than 1 year. Further, 45% of the respondents teach on campus, 42% use a blended mode of teaching, and 9 (12%) teach online off campus.

**Use of VLE**

As for use of VLE 40 (55%) respondents use one to grade written essays and give feedback, and 49 (68%) find it a useful tool in presenting formative and summative feedback. Out of 63 respondents who use a VLE with this purpose, 12 (19%) find it extremely useful (19%) and 8 (13%) not at all useful.

**Use of Specialist Software**

While 22 respondents out of 71 (31%) use Turnitin to give formative feedback on written assessment, 20 (27%) use it primarily to give summative feedback. Out of 54 respondents, 6 (11%) found this software extremely useful when giving feedback while 12 (22%) did not; 10 (14%) use other software to grade essays. Interestingly, 53 (73%) of them do not use any software to give feedback on written assessments.

Table 1

*Written Assessment*

Purpose of Assessment	No. Respondents (Percentage)				
	Not at all useful	Somewhat Useful	Neutral	Very Useful	Extremely Useful
Demonstrating subject specialist knowledge	24 (35%)	29 (42%)	15 (22%)	1 (1%)	
Aiding employability	13 (19%)	34 (49%)	19 (27%)	3 (4%)	1 (1%)
Demonstrating academic writing skills	40 (56%)	19 (27%)	11 (16%)		1 (1%)

Table 1 indicates that most respondents (68%) consider written assessment to be useful to aid employability; while 76% believe it unhelpful to demonstrate subject specialist knowledge. Interestingly, 56% of the respondents consider writing assessment ‘not at all useful’ to demonstrate academic writing skills. This is an interesting finding given that academic writing is an important method of assessing students in HEIs.

A total of 27 (38%) respondents report using electronic means to provide consistency when grading; 23 respondents (32%) find using technology makes assessment grading an easy task, while 29 of them (40%) considered it very easy.

When asked about sources of support to help students complete written assessment, 48 (66%) respondents indicated that the most commonly used source were teachers; 32 (44%) answered the library; 25 (34%) indicated a personal tutor; 16 (22%) general

institutional support; while only 10 (14%) respondents reported that their institution offered specialist academic writing support. As teachers were the most common source of support, this infers an impact on teacher workload.

Respondents were asked about their views on the essential qualities an effective teacher should possess to support students through assessments. Seventy-three (74%) respondents believe that the teacher should have good communication skills, 48 (66%), have subject specialist knowledge; while 23 (32%) considered having a teaching qualification was an essential part of being able to provide support.

When asked about the qualities students should possess to do well in assessment, 62 (84%) respondents answered that students should demonstrate commitment, 46 (62%) answered organisational skills, 36 (49%) answered that attendance was important, and 22 (30%) stated that students should demonstrate academic writing skills.

**The Semi-structured Interviews: Participants’ Data**

Table 2

*Participants’ Profile*

Name & Residence	Type of Institution	Programme	Teaching experience	
			Overall	VLE
Ms L - North America	University	Linguistics	40 years	Over 20 years
Ms G - North America	Polytechnic	Communication	27 years	13 years
Ms R - South America	University	Languages	45 years	21 years
Ms C - South America	HE& University	Languages	31 years	12 years
Mr G- Southern Europe	University	Communication	38 years	10 years
Mr H- Northern Europe	University	Careers Guidance	20 years	10 years
Ms J - Northern Europe	University	Careers Guidance	22 years	12 years

Table 2 indicates that participants had teaching experience varying from 20 to 45 years, and teaching experience using a VLE varied from 10 to more than 20 years.

The analysis of the semi structured interview schedule revealed several key themes:

**The Assessment**

Participants were asked to express what the term assessment meant:

... assessment is finding out for me first what the industry thinks a good document for producing for the work place and then creating a criteria sheet for what industry expects and then having the students look at that criteria sheet and then me assessing if they are meeting those criteria or not. (Ms G)

Help. Evaluate. Help. Organize. Those are words that come to my mind. To organize the learning process and the teaching courses. (Ms C)

Assessment was a method of assessing learning and to aid in course content evaluation.

... I think it is measuring whether the objectives of a specific task have been reached. It can also work as a diagnosis for the design of new and more adequate activities. (Ms C)

Assessment is an ongoing process (...) Assessment is important to help teachers and students to understand what is working and what is not in a course. (Ms C)

... It measures what they have learnt and what they are able to do ... Understand is in the head. You don't know what a student understands. It's not a learning objective and it is not an assessment you know. The assessment has to measure something, it has to measure performance ... (Ms L)

Evaluation and assessment should be continuous suggests Ms C:

I think that assessment, feedback should be given very frequently. We cannot wait for the end of the course to give the feedback to the students ... (Ms C)

### **Consistency in Grading and Feedback**

Consistency in grading is achieved using several means, rubrics, and advanced features in specialist software:

... And we try to come up with as homogenous and universal method of assessment as possible. (...) Students are aware of what is needed in each. The higher we get, for example, at Master's level or PhD level we have a handbook that actually explains in much more detail what is demanded of the students and the way they would be graded. (Mr G)

Others gave students' work to other colleagues to check:

... I will take some of mine and give them to another teacher and show her and yes, that is a pass. (Ms G)

Ms R uses both criterion referenced grading, and norm referenced grading, where all students work is read, graded, and then checked against the best examples of each grade. Ms R explains her process:

... What I do in general is to look at all of them and then I start grading... (Ms R)

### **Using Software in Assessing Students**

Some participants used specialist software to give both summative and formative feedback, however some institutions had chosen not to purchase a licence for branded software such as 'Turnitin'. Ms L explains:

(Our university) does not have a license because Turnitin owns anything which is submitted and it was perceived as a privacy violation ... (Ms L)

Some teachers used a search engine, which performed the plagiarism detection function too:

I do not use a program. I just ... I would have a hunch on the sentence so I usually grab a sentence and throw it into Google and usually it comes up. But what I have been doing is doing a really heavy front loading on what is plagiarism and our department has created videos (...) So ... there are fewer cases

of plagiarism happening because of all the teaching we are doing on what it is.  
(Ms G)

Ms G does not expect to see plagiarism to occur because how to avoid it is part of the curriculum. If plagiarism was detected, this was punished severely. Ms L and Ms R explain:

... there is no second warning (...) if you borrow someone's ideas you have to cite that person you know or write something in your own words. So, a second offence, then, I report them to the office of students conduct. (Ms L)

... But sometimes I use parts of it and jut put into Google to check, you know?  
(...) Well, if there is any kind of plagiarism ... the grade is zero. (Ms R)

While considering Turnitin useful for students, to check their work prior to submission, and avoid using it punitively:

Turnitin is useful. Very. I find that I usually recognise plagiarism before Turnitin does but I use Turnitin to confirm if that is the case but with things like dissertation projects which is of course so important. It's very very useful even for the students who once they try themselves realise that there might be too many things that they have sort of quoted too literally if you know what I mean. So, it's useful. It is a useful tool. (Mr G)

I think my goal is always learning and that means assessment is not punitive, assessment is a way to guide students to learning more. So, with written assessments I always provide the opportunity for revision because I believe that revision will lead to a better product. I have no problem with everybody in the class getting an A ... (Ms L)

### **Support**

While technology allowed standardisation of the assessment process, face-to-face interaction remained a very useful way of checking understanding and learning. Ms L used clicker technology:

In the classroom clickers are a great way to know that you know. And I love using clickers because then you can see, uh, 20% got it wrong, that 20% knows that everybody else got it right. 50% got it wrong? We have a problem we need to go over something again you know? (Ms L)

As institutions require attracting international students to survive in a competitive environment and to mitigate against cuts in funding, this has some unintended consequences. Ms G explains the situation:

... having 20% international students on our campuses is creating problems because our government is requiring us to accept international students but they are finding their way in without a total test or a standing of any kind. Somehow they get allowed to come in and then we find out that their language skill is not what that test should have indicated so they are failing ... (Ms G)

Having to teach into a class where the language skills are lacking can cause some problems, particularly for the native speakers. Ms G explains:

... So grammar for us having 20% international students on our campuses is creating problems because our government is requiring us to accept international students but they are finding their way in without a total test or a standing of any kind (...) it is demoralising and awful for the native speakers because they are in classes with these students and they feel so bad and they are charged so much and then they can't even function because nobody did a proper language assessment of them. (Ms G)

The international students were unwilling to seek help as this was not standard practice in the country of origin:

... And cultural awareness; they come from countries in which it is not polite to interact with the teacher and so they don't. So we have to train them ... (Ms G)

Participants explained the types of institution support that were made available to all students:

We have a library peer tutoring centre and a writing centre and we have so peer tutors and we have at the library they are offering this new online tutoring system where you can submit your document and get feedback so that they can get help from each other, from me, from the library, from the writing centre, the peer tutors and from their classmates. (Ms G)

Lots. There are courses that are given regularly by the computer department, by the library department, so it is up to the student. Students are aware of these courses. It is up to the student to think about. And I think, out of my head, not many students do ... (Mr G)

However, in some countries, particularly South America, Ms R explains that no help at all is available.

Peer assessment is used by Ms R to break down the barriers between institution, academic and student. She explains:

... I think the way of doing that is to make students correct their friends work because they have to point out what is there that is not so right according to them and then go back, correct, and give back so that he could compare, This is something I used this year, last year. And somehow it works. (Ms R)

### **Beyond the VLE and Specialist Assessment Software**

While the institutional VLE was used by several participants, there were other ways to provide feedback to students including using the advanced features of Word and using rubrics mapped to learning outcomes and criterion, which then uploaded to Dropbox. Ms L and Ms G explain:

... will use track changes to respond to (the written assessment) and then I will return it via the Dropbox ... (Ms L)

I give summative and formative feedback using the comment and track changes features in Word. (...) I upload the documents anonymously into Google docs then create a tertiary link so that somebody has that link and then the anonymous peer reviewer and anonymous writer don't know whose is what and then they are still offering higher order concern comments. (Ms G)

So, generally I use email. I send them by email. (...) I just go into word, do the corrections, sometimes make comments and use the word processor just to make comments and correct things. Sometimes I use different colours, red or yellow just to say that something is not so good and some comments aside. (Ms R)

Students were encouraged to take the opportunity to read the formative feedback and resubmit their assessment. Ms L explains:

... rubrics make clear to the students exactly what it is I am looking for... I realised that unless you have the students rewrite those marks up (...) as a result of that feedback. So, I always give my students the option to revise and resubmit. (Ms L)

Students in addition created their own spaces to interact, forcing teachers to meet with them online outside the institutional VLE:

I don't use Facebook. They use Facebook a lot. They use, they do electronic exercises, assignments; everything is on the tablet or on the cell phone or WhatsApp ... (Ms R)

... we do have a Facebook page for all communication students that is a closed group and wherever I find that there is a question there that is constantly being asked I actually put the answer on the Facebook group and that means that all the students in all the course actually in communications at this point of time have the answer ready. For me there is a sort of extension to the VLE and all the other tools I have used. (Mr G)

Participants did mention that the assessment had to in some way aid employability by consulting the industry allied to their subject specialism:

Huge. There is an annual survey of employers (...) every year they are asked what are the criteria that you believe are most important when you are looking to hire, what skills are the most important to you and communication skills is always at the top of the list and the ability to work as a member of a team is also always at the top of the list and that is why wherever I am teaching I incorporate both of those things. Some type of the group (...) They have to make a time to meet, they have to negotiate differences, they have to listen to each other, they have to incorporate different people's opinions, synthesize; all of this involves really higher order thinking skills. (Ms L)

Well, depends on what you do. (...) if you are working, in any kind of job, let's say, in a company, you are at least supposed to write with some kind of norm. (...) So sometimes the person is really very very good but not good at writing. Writing is not a guarantee that you are a good employer, employee. Or a good teacher. (Ms R)

Experience is often superior to technology. Mr G explains his ‘intuitive’ process of grading assessments:

I have to admit that after twenty years of grading academic papers I can now know exactly what grade I can give anybody at any point in time. It is intuitive. It is something that is based on a lot of experience that I had with grading papers, with grading exams etc, etc... (Ms G)

I don't use Facebook. They use Facebook a lot. They use, they do electronic exercises, assignments; everything is on the tablet or on the cell phone or WhatsApp ... (Ms R)

... we do have a Facebook page for all communication students that is a closed group and wherever I find that there is a question there that is constantly being asked I actually put the answer on the Facebook group and that means that all the students in all the course actually in communications at this point of time have the answer ready. For me there is a sort of extension to the VLE and all the other tools I have used. (Mr G)

However, using Facebook to communicate did not necessarily help with academic writing skills. Ms L explains:

Well, that's a huge piece of it too because some of them now when their writing is on Facebook or text messaging do not have enough experience writing in the manner that it is expected ... (Ms L)

Not all participants used institutional available technology in assessment, the following quotes illustrate this:

...it is forbidden to evaluate students in Brazil using online things. If it's let's say an institutional evaluation they have to be face to face. So, most of the courses that I have taught we were supposed to evaluate face to face. Even if everything happens online. (Ms R)

... honestly I find the VLE to be quite rigid. It is very, very difficult to be flexible within the VLE and there is why there are times when I just say to hell with it I (...) I actually create my own website and communicate with students like that. I am still one of those people, unfortunately really old fashioned who uses email a lot. (Mr G)

### **Barriers**

Participants reported that the pressure of teaching large numbers of students impacts on their ability to provide formative feedback:

Well, when some of us have 150 students what we have been trying to do is shorten the assessment times. (...) Simplifying the streamline and do the assessment before they come for the assessment time with each other. Make sure they really understand what the requirements are. That's what I think is important. (Ms G)

... If you got a class of 200 what opportunity do you have for formal written assessment? Right? (Ms L)

While even the best feedback is often not read by students causing some frustration, Ms C explains:

... they are open to receive what you are saying but most of the time they simply don't ... if you leave them alone they don't look at it. (Ms C)

The pressure of teaching large classes made giving feedback difficult, often impeded by student inability to make deadlines or submit assessments late:

... They send the assessment at the last minute. There is the space. If there is time I can read the papers, send the feedback and ask them to do again but sometimes they don't use it. Just a few make use of this. (Ms C)

### **Qualities of the Effective Teacher**

Participants were asked to explain what in their opinion makes a good teacher. The following quotes are illuminating:

Empathy. Empathy and being qualified. Being capable. (...) To have a heart and know your stuff. (Ms G)

... Passion, and commitment to being a lifelong learner. I am teaching right now a workshop for quality matters and students have to introduce themselves to the class. And one person said something like "... I was so happy when I finished my last course because to me it meant ... ok I was done learning and now I could start doing". And I thought: oh, dear! When are you ever done learning? (Ms L)

(Sighs) if I have to say, I really don't know nowadays ... I think I am a good teacher. (...) I think I prepare my classes, I pay attention to the students but sometimes I have...relationship problems because I am very very strict. (Laughter). I am very demanding and nowadays people don't like this kind of thing, you know ... (Ms R)

... Worst teachers I have found are teachers who have a ready lesson plan that needs to be followed irrespective of who the individuals in the class are. (Mr G)

Participants were asked to explain what in their opinion makes a good student in relation to assessment. The following quotes are illuminating:

Willingness to learn and thick skinned ... I find in writing students get very personally if you give them feedback on their writing. It's part of them. It's like you've written on their skin and it hurts them (...) this isn't personal attack. (Ms G)

Uh! Students who don't say: will this be on the exam? (Ms L)

... is looking for answers and ... the aware of their learning process and ... trying to improve, making use of the resources that are available, look for feedback. (Ms C)

... they are proactive... They go further because they go and look into more things than the ones that you asked them to do which I think it's fantastic. But this is one in a million. So, if I have a class just like last semester I think that I just got two students that were this type among 15. I think it's good. Some of them were just there but they are not there. (Ms R)

Well, a good student listens. A good student researches (...) and actually produces something that is entirely his or hers. (Mr G)

### **Discussion and Conclusions**

The participants interviewed had varying degrees of experience using VLE and specialist software to standardise the assessment process. Overwhelmingly, the more experienced teachers rejected institutional imposed VLEs, such as Moodle and Web CT, and communicated with their students via email, telephone, and using corporate walled gardens such as Facebook, where students had already created their own supports beyond that offered by the institution.

There is little use of commercially available software to grade and provide feedback. Both formative and summative feedback was often given using the advanced features of Word and sent to Dropbox. As a participant explained, his 'intuitive' process of grading assessments is superior to technology.

North American, Northern and Southern European based teachers report some consistency in the use of rubrics and clear criteria (for both teachers and students) with attempts at standardized procedures and the use of peer assessment as formative in learning. South American participants reported little use of rubrics with few standardized procedures, with learning criteria not always made explicit to students. However, peer assessment is encouraged as formative in learning and was reported as useful in breaking down perceived barriers between institution, academic and student in relation to how and in what way they are assessed.

There were several barriers to the use of technology in assessment with South American participants due to institutional requirements for compulsory face-to-face tests. The Brazilian government, for example, does not allow assessment that relies exclusively on online assessments. In South America respondents and participants described limited institutional support to help students' complete assessments; there, the teacher remains a key component in providing student support, which in turn increases teacher workload.

Can a VLE bridge the divide between institutions, academics and students in understanding the nature and function of written assessment? A large number of participants indicate that students often show little interest in formative and summative feedback, particularly when it is made available online in institutionally provided VLE. This fostered creativity in how feedback is delivered by academics to their students. While academic writing remains a key factor in assessment and considered a central aspect of assessment of academic success, how this is achieved remains a challenge in teaching (D'Esposito & McPhee, 2015).

### Limitations and Future Research

While this study is small in scope, and findings cannot be considered valid beyond the small group of respondents and participants, the data reveals that teachers engage in novel ways of assessing learning aided by technological advances (Larreamendy-Joerns & Leinhardt, 2006) using tools available to them beyond that provided by their institution.

The data reveals ambiguities in the nature and purpose of written assessment. Assessment feedback, formative and summative, remains a demanding task for teachers and despite their efforts and creativity; gaps remain in how and in what way the written assessment is considered useful in aiding employability, and demonstrating subject specialist knowledge. Further research is required to investigate the barriers both real and imagined on the nature and purpose of written assessments in HEIs from the perspectives of the institution, the students and the teacher.

### Note

1. Turnitin is an Internet-based plagiarism-prevention service that requires a license to use its functions. Students submit essays to Turnitin, which checks the documents for unoriginal content. The results can be used to identify similarities to existing sources or can be used in formative assessment to help students learn how to avoid plagiarism and improve their writing.

### References

- Angus, S. D., & Watson, J. (2009). Does regular online testing enhance student learning in the numerical sciences? Robust evidence from a large data set. *British Journal of Educational Technology*, 40(2), 255-272.
- Bajzek, D., Brooks, J., Jerome, W., Lovett, M., Rinderle, J., Rule, G., & Thille, C. (2008). Assessment and instruction: Two sides of the same coin. In C. J. Bonk, M. M. Lee, & T. Reynolds (Eds.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2008*, (pp. 560-565). Chesapeake, VA: AACE.
- Bakerson, M., & Rodriguez-Campos, L. (2006). The evaluation of Internet usage within the graduate-level classroom. *The International Journal of Learning*, 13, 15-72.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn, brain, mind, experience and school*. Washington, DC: National Academy Press.
- D'Esposito, M. E. W. & McPhee, I. (2015). Exploring student experiences of assessment in higher education in Scotland and Brazil: Embargo or empowerment? In L. Morris & C. Tsolakidis (Eds.), *The Proceedings of the International Conference on Information Communication Technologies in Education 2015*, (pp. 112-122). Kos, Greece: ICICTE.
- Dewald, N., Scholz-Crane, N., Booth, A., & Levine, C. (2000). Information literacy at a distance: Instructional design issues. *Journal of Academic Librarianship*, 26(1), 33-45.
- Larreamendy-Joerns, J., & Leinhardt, G. (2006). Going the distance with online education. *Review of Educational Research*, 76(4), 567-605.
- Pachler, N., Daly, C., Mor, Y., & Mellar, H. (2010). Formative e-assessment: Practitioner cases. *Computers & Education*, 54, 715-721.
- Rhoades, G., & Slaughter, S. (2004). *Academic capitalism and the new economy: Markets, state, and higher education*. Baltimore, MD: JHU Press.

**Author Details**

Iain McPhee

[iain.mcphee@uws.ac.uk](mailto:iain.mcphee@uws.ac.uk)

Maria Eugenia Witzler D'Esposito

[eugeniadesposito@yahoo.com.br](mailto:eugeniadesposito@yahoo.com.br)