



Assessment Strategies in Distance Education: Classification of Different Strategies

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The use of information and communication technologies (ICT) has been enabling and promoting the paradigm shift in higher education based on the ideas of learner-centered learning and constructivism. As the ways teaching and learning occurs are being reconsidered, so are the ways of assessing learning outcomes. As the activities of learning are becoming diverse, we have to come up with the ways to appropriately assess outcomes of such diverse learning activities. Especially, in distance education where face-to-face meetings in classrooms is not the major mode of teaching and learning, assessing student learning means not only grading and credentialing, but also giving feedback to the student's progress in learning. In considering the assessment of learning outcomes, it is important to think "what" is being assessed. In a way, the assessment methods deeply influence the quality of teaching and learning. This paper will survey the different assessment strategies being used in those higher educational programs where distance education is the primary mode of teaching and learning. It looks at the methods of assessment, the extent to which the assessment has been institutionalized, and what tools are used to help institutionalized and teacher-based assessment activities.