

## Co-Managed Trials School Case Study

School	Orewa College	MoE Id	25
Roll Year 11 cohort	1453 335	Region	Auckland
School Type	State Co-Educational Yrs 7-15	Decile	9

Orewa College was involved in the previous digital examinations:

2015 eMCAT and Online Practice Examinations

2016 Digital Trials in L1 Spanish and L1 Economics  
Digital Pilot in L1 English

2017 Digital Trials in L1 English, Media Studies and Economics  
Digital Pilots in L1 English and Media Studies and L2 English and Media Studies

### **Situation**

Orewa College has had a Bring Your Own Device (BYOD) policy in place for five years and students and teachers use devices regularly as a part of their teaching and learning. The school recommends that iPads are used in the middle school, and that seniors should have laptops.

The school uses a combination of Microsoft 365 and Google Apps, although they are gradually moving more towards the Google platform for their learning activities. Orewa College organises digital teaching and learning professional development two or three times per week.

The school has mainly traditional classrooms, but also has a few Modern Learning Environments. It has been through the School Network Upgrade Programme once. The school restricts students' use of certain sites such as Netflix and Facebook; otherwise wi-fi access is available at all times.

### **Examination Management**

Staff and students who took part in the 2016 Digital Trials and Pilots found the experience positive. The school was keen to be involved in the 2017 Digital Trials and Pilots as they provided an obvious extension to the school's current learning environment.

The school provided extra multi-plugs in case of battery failure, but most of the student devices lasted the full three hours.

The English examination was set up over eight rooms, with two supervisors per room and two roving. Several supervisors had tablets with the examination management dashboard open – this provided them with some mobility and enabled the room to be supervised by only one supervisor. The school used this model for their 2017 Digital Pilot examinations.

The school used a mixed mode of assessment – some rooms had students completing their examinations on paper, and others on a device. The students doing the digital

examination were all using laptops with soft keyboards and the rooms were quiet. The supervisors managed the different modes without a problem.

### **Staff impressions**

Staff used the Familiarisation Activities in different ways as preparation for the digital examinations. Some classes started using the activities several weeks prior to the Digital Trial examinations, whereas other classes used them a week before. Staff felt they did not need to use the activities much, though they were useful for students to get used to the digital platform. Staff felt the Familiarisation Activities adequately prepared students for the Digital Trials.

The Level 1 English and Media Studies Digital Trials were completed at the end of term 3 and the Level 1 Economics Digital Trial at the beginning of term 4. Most of the students doing the Economics examination had completed the English or Media Studies examinations and were therefore familiar with the process. Staff reported that students all logged on and completed the examination without a problem; students appeared to be comfortable and confident.

Staff believed their students were more engaged. Very capable students achieved as well as what they would have in a paper examination, whereas lower ability students tended to achieve a better result. Staff felt that their students were well-prepared for the Digital Pilot examinations.

### **Student impressions**

In general, students were happy with the Digital Trial examinations.

Students agreed that the Digital Trial examinations were intuitive and easy to use, but it was good for their own confidence to have had a practice with the Familiarisation Activities, as this gave them a sense of the examination layout.

Students felt that being able to type enabled them to complete their essays in less time than if they handwrote them, and this left them more time to edit and rework their essays. One student felt that a digital examination enabled her to produce a more succinct and thoughtful essay.

Students were reassured that if a network error occurred during the Digital Pilot examinations, their work would be saved every 15 seconds, and that a paper examination would also be available as a backup.

None of the students interviewed used paper for their planning; some had used the planning sections in the digital examination. They felt that this was a reflection of the fact that they use devices all the time in their classes. These students also felt they probably did as well as they would have if they had completed the examination on paper, but still preferred to do a digital examination because it is a natural extension of the way they learn in class.

### **2017 Digital Pilot experience**

Orewa College students were entered in the Level 1 and Level 2 English, and Level 1 and Level 2 Media Studies Digital Pilot examinations. The Exam Centre Manager (ECM) and Lead Digital Co-ordinator felt well-supported by NZQA. They were well-briefed, and commented that supervision was straight-forward.

While a small number of students chose to do the examination on paper from the beginning, students who chose the digital examination were confident in what to expect.