

# TEACHER SURVEY - DIGITAL TRIALS 2017

## INFORMATION ON THE SURVEY AND PARTICIPANTS

The teacher survey was designed to measure teachers' self-reported experience of managing Digital Trial examinations in their schools.

Fourteen Level 1 Digital Trial examinations were offered (Business Studies, Classical Studies, Economics, English, French, Geography, Health, History, Media Studies, Physics, Samoan, Science, Spanish, Te Reo Rangatira). 4,985 students participated in at least one of the Digital Trial Examinations, from 89 schools.

Of the 380 teachers who managed Digital Trial examinations, 77 (20%) completed the online survey.

Due to the small number of survey responses received (77), responses are not analysed separately by Digital Trial subject examined. However, from the survey responses received from *students* participating in the trials, we know that satisfaction levels differed depending on the Digital Trial subject. Responses for subjects requiring essay type answers, e.g. English, History, Classics, Business Studies and Language subjects, e.g. French and Spanish, were more positive than responses for subjects where graphs and formulas had to be created, e.g. Geography, Economics, Science and Physics. Therefore, we can expect that teachers administering certain subject Digital Trial examinations would be more positive about their experience than others.

The survey consisted of 17 questions. Two of them were open ended questions.

Not all respondents answered all the questions.

### *Limitations*

The response rate was 20%, which is low. Those who chose not to take the survey may have greater or lower levels of satisfaction than those who responded.

Below is a summary of the main findings. Appendix 1 is a count of responses for each closed ended question. Appendix 2 is a full list of the survey questions.

## MAIN FINDINGS

### OVERALL ASSESSMENT OF PARTICIPATING IN THE DIGITAL TRIALS

47% (35 of 74) of respondents agreed or strongly agreed with the statement that students were more engaged throughout the Digital Trial examinations compared to paper-based examinations. 53% (39 of 74) disagreed or strongly disagreed with this statement.

69% (51 of 74) of respondents agreed or strongly agreed that sitting a Digital Trial examination was a good preparation for NCEA. This is a similar level to 2016 when 66% (31 of 47) of

respondents agreed or strongly agreed that sitting a digital trial examination was a good preparation for NCEA.

70% (52 of 74) of respondents agreed or strongly agreed with the statement that they would encourage their students to sit the Digital Trial examinations and/or the Digital Pilot examinations in 2018. This is an increase from 2016 when only 50% (28 of 56) agreed or strongly agreed.

70% (51 of 73) of respondents agreed or strongly agreed with the statement that Digital Trial examinations should be extended to Digital Pilots. This is an increase from 2016 when only 55% of respondents (31 of 56) agreed or strongly agreed.

43% (31 of 72) of respondents agreed or strongly agreed that experiencing the 2017 Digital Trial examinations has encouraged them to use more digital tools in their teaching. 57% (41 of 72) disagreed or strongly disagreed.

## COMMUNICATIONS AND SUPPORT

79% (59 of 75) of respondents agreed that they were provided with enough information to administer the Digital Trial examinations.

46 of the 77 respondents contacted NZQA for assistance during the Digital Trials. Of those 46, 41 (89%) agreed or strongly agreed that they received useful help and support from NZQA.

## PREPARATION ACTIVITIES

85% (63 of 74) respondents agreed or strongly agreed that the familiarisation activities provided by NZQA prepared their students for the Digital Trial examination. This is an increase from 2016, when 63% (31 of 49) of respondents agreed or strongly agreed that the familiarisation activities provided by NZQA prepared their students for the Digital Trial examination.

36% (28 of 77) of respondents set aside less than one hour for students to familiarise themselves with the materials NZQA provided to help students prepare for the Digital Trial examination, and 45% (35 of 77) set aside one to two hours. The remaining 18% (14 of 77) of respondents set aside two or more hours.

## THE DIGITAL TRIAL EXAMINATION

71% (55 of 77) of respondents agreed or strongly agreed that overall, the administration of the Digital Trial examinations was easy. This is an increase from 2016 when 66% (35 of 53) agreed or strongly agreed that overall, the administration of the Digital Trial examinations was easy. 65% (49 of 75) of respondents did however report that there were technical problems or other issues that arose during the administration of the assessments. This is slightly lower than in 2016 when 76% (37 of 49) reported experiencing technical problems.

Technical and other issues reported included issues with logging in, scrolling, and passwords.

*“One student on a older computer could not view the whole page of the exam, as her computer would only let her scroll so far. Students who had a better computer were advantaged. Typically*

*students from lower decile families had poorer devices or a ipad / tablet which was a disadvantage.”*

*“The process of distributing passwords and getting students to login was very difficult. I had to send more than 100 individual emails and copy and paste the complex password in an email to each student. Compared to Education Perfect, this process was far more time consuming. Would much prefer a system where they can be given credentials without the teacher having to manually deliver them all.”*

*“Usernames and passwords were not accepted and needed assistance from NZQA Technical Team. Was locked out of exam and could not mark papers.”*

*“Tables of ions and formulae appeared on the front page only and students found it difficult to click backwards and forwards to access the information. Students did not seem to get the idea that the size of the box, in which to write their answers would expand, so wrote brief answers.”*

79% (59 of 75) of respondents agreed or strongly agreed that they were provided with enough information to administer the Digital Trial examination, the same proportion as in 2016.

68% (52 of 77) of respondents agreed or strongly agreed that it was easy to set up a digital examination room, a similar proportion to 2016 when 65% (35 of 54) of respondents agreed or strongly agreed that it was easy to set up a digital examination room.

## MARKING EXPERIENCE

76% (55 of 72) of respondents agreed or strongly agreed that overall, the marking process produced fair outcomes for students. This is a similar proportion to 2016 when 73% (36 of 49) respondents agreed or strongly agreed that overall, the marking process produced fair outcomes for students.

73% (51 of 70) of respondents agreed or strongly agreed that the marking instructions provided were easy to follow. This is an increase from 2016 when only 63% of respondents agreed or strongly agreed that the marking instructions provided were easy to follow.

Only 49% (35 of 71) of respondents agreed or strongly agreed that marking online took less time than marking on paper. This is however an increase from 2016 when 35% (17 of 49) of respondents agreed or strongly agreed that marking online took less time than marking on paper.

23% (23 of 74) of respondents agreed or strongly agreed that students' results in the Digital Trial examinations were negatively affected by their computer literacy. This is a drop from 2016 when 52% (26 of 50) agreed or strongly agreed that their students' results were affected by their computer literacy.

## SUGGESTIONS/FEEDBACK

Many of the respondents gave detailed feedback including feedback they had received from students. Responses included feedback about the communications and support received from NZQA, administration issues, the quality of some of the Digital Trial examinations (e.g. that some were copies of past papers), the marking process, and the limitations of using digital examination

resources (e.g. difficult to highlight and annotate). Representative extracts from the feedback received are copied below:

*For History it was so difficult to do 91003 as students are used to highlighting and annotating (on paper) so they can use these notes to help answer the questions. They could not do that on the digital exam, they also couldn't play the video clip more than once. I think digital exams will widen the gap between high and low decile students further. Currently, only one of my students has access to a computer at home - therefore, digital fluency is a joke. If we could run digital exams using write on tablets it might be easier as it most resembles a paper copy. Students are used to reading from off the table and being more physical with the paper (e.g. writing, circling, annotating, highlighting) - they interact with it, not just read it. There needs to be more work done on exams that are non-essay based, e.g. resource interpretations and/or maths working out etc. Our school has limited access to programmes that would benefit students to moving into digital exams.*

*Why is all the information divided up into separate emails and places? This made sorting out what to do VERY difficult.*

*WORST of all, was the discovery (after much careful planning of scarce classroom time) that both the familiarisation and the practice/trial were copies of past papers. This was no use to my students as we had already made use of these questions in our classroom practice. How can NZQA propose that using already published material is suitable for derived grade assessment? The test is of UNFAMILIAR texts - I would suggest that the fact that the trial used last year's texts, they would have been quite familiar to many. The least NZQA could have done was make teachers considering the trial aware of this fact. Then I would not have had my time wasted trying to figure out the confusing instructions.*

*Compared to last year, this ran without any issue. Our school will need to think about organising the room differently, offering power points for all students as many computers did not keep their charge for the length of the examination. Chrome books were not as good, compared to 'proper' laptops, for seeing screen and questions. All in all, a positive experience for the students. As a teacher, I had very little information passed on to me and we have a pro-active principal nominee. The staff at the help desk were patient and helpful, despite having to contact them repeatedly. As stated, the marking took me a lot longer. I usually mark one question at a time, to keep consistency high with the added advantage of memorising most answers- and could not do this here. This might be something worth exploring if at all possible for markers? Thank you for this opportunity and looking forward to next year's pilot.*

*We use a lot of different types of digital tools in Geography. These help to really cement the learning for our students. We also use a number of traditional geographic skills which are popular with our learners as they are scaffolded through the junior school and Social Sciences Department. The Digital Trial assessed students via one method - writing -effectively removing the opportunity for students to demonstrate their learning in other more appropriate ways (maps/diagrams). The overall quality of the answers were much lower than prelim exams because students could not fully demonstrate their knowledge by constructing additional maps/diagrams and adding further annotations*

*The screen layout for marking was difficult to use with far too much mouse movement required to navigate. The provided marking guide lacked detail for many judgements. The marking process*

*is slow and required paper to keep track of how many A's M's etc that students received. All these things could easily be fixed eg ask some practicing teachers for their solutions. My students did worse in the digital trial than they did with a paper exam (significantly). Having a calculator button at the top of the screen during the practice but not in the exam was confusing to the students along with no way of providing feedback.*

*Students found it difficult to navigate the page with all the different sections and how you had to scroll through each part. Students enjoyed typing and were able to write more and better. Found it hard to mark with no space for comments but understand that for externals no comments are given anyway.*

*We did not get a chance to mark the trial exams because it closed on us. However, we can offer some feed forward: - Pros - great for slow writers. Easy to go back and edit information. Fast to answer Skills exam- everything was together Dragging the boxes onto map was easy because it was not so precise. Cons - Eyes got sore. - No room for planning. - No drawing component. - Too long to reload between pages. - Font changed size while typing her answer. - tapping on the keys distracting. - Moving back and forth through the resources was difficult. the suggestion to improve is to have a hard copy of the resource booklet but answer booklet online. - perhaps resources should include podcasts or small video clips. - hard to proof read.*

*Marking was awful, couldn't give feedback to students without screen shotting every answer and exporting. Also as we were using these as a Prelim and potential providing to NZQA for derived grades, it was disappointing to see such a recent past paper being used for students. I had personally done the exact exam with students.*

## SUMMARISED RESPONSES BY QUESTION

**Question 1: I was provided with enough information to administer the Digital Trial examinations.**

	frequency	percentage
Strongly agree	12	16.0
Agree	47	62.7
Disagree	11	14.7
Strongly disagree	3	4.0
Not applicable	2	2.7
Total	75	

**Question 2: It was easy to set up a digital examination room.**

	frequency	percentage
Strongly agree	13	16.9
Agree	39	50.7
Disagree	13	16.9
Strongly disagree	8	10.4
Not applicable	4	5.2
Total	77	

**Question 3: Were there any technical problems or other issues that arose during the administration of the assessments?**

	frequency	percentage
Yes	49	65.3
No	26	34.7
Total	75	

**Question 4: I received useful help and support from NZQA when I contacted them for assistance during the trials.**

	<b>frequency</b>	<b>percentage</b>
Strongly agree	17	22.1
Agree	24	31.2
Disagree	2	2.6
Strongly disagree	3	3.9
Not applicable	31	40.3
Total	77	

**Question 5: I found administering the Digital Trial examinations easy.**

	<b>frequency</b>	<b>percentage</b>
Strongly agree	17	22.1
Agree	38	49.4
Disagree	13	16.9
Strongly disagree	7	9.1
Not applicable	2	2.1
Total	77	

**Question 6: I found the marking instructions easy to follow.**

	<b>frequency</b>	<b>percentage</b>
Strongly agree	11	15.7
Agree	40	57.1
Disagree	13	18.6
Strongly disagree	6	8.6
Total	70	

**Question 7: Marking online took less time than marking on paper.**

	<b>frequency</b>	<b>percentage</b>
Strongly agree	11	15.5
Agree	24	33.8
Disagree	22	30.1
Strongly disagree	14	19.7
Total	71	

**Question 8: Overall, the marking process produced fair outcomes for students?**

	<b>frequency</b>	<b>percentage</b>
Strongly agree	13	18.1
Agree	42	58.3
Disagree	15	20.8
Strongly disagree	2	2.8
Total	72	

**Question 9: How many hours did you set aside for students to familiarise themselves with the materials NZQA provided to help them prepare for the Digital Trial examinations?**

	<b>frequency</b>	<b>percentage</b>
Less than 1 hour	28	36.4
1 to 2 hours	35	45.5
2 to 3 hours	7	9.1
3 to 4 hours	6	7.8
Total	77	

**Question 10: I found the familiarisation activities prepared my students for the Digital Trial examinations.**

	<b>frequency</b>	<b>percentage</b>
Strongly agree	13	17.6
Agree	50	67.6
Disagree	9	12.2
Strongly disagree	2	2.7
Total	74	

**Question 11: I found students were more engaged throughout the Digital Trial examination compared to paper-based examinations.**

	<b>frequency</b>	<b>percentage</b>
Strongly agree	12	16.2
Agree	23	31.1
Disagree	33	44.6
Strongly disagree	6	8.1
Total	74	

**Question 12: Sitting the Digital Trials are a good preparation for NCEA examinations.**

	<b>frequency</b>	<b>percentage</b>
Strongly agree	10	13.5
Agree	41	55.4
Disagree	16	21.6
Strongly disagree	7	9.5
Total	74	

**Question 13. I believe students' results were negatively affected by their computer literacy.**

	<b>frequency</b>	<b>percentage</b>
Strongly agree	6	8.1
Agree	17	23.0
Disagree	41	55.4
Strongly disagree	10	13.5
Total	74	

**Question 14. I am confident Digital Trials should be extended to Pilots.**

	<b>frequency</b>	<b>percentage</b>
Strongly agree	11	15.1
Agree	40	54.8
Disagree	16	22.0
Strongly disagree	6	8.2
Total	73	

**Question 15: I would encourage my students to sit the Digital Trial examinations and/or Digital Pilot examinations in 2018.**

	<b>frequency</b>	<b>percentage</b>
Strongly agree	14	18.9
Agree	38	51.4
Disagree	11	14.9
Strongly disagree	11	14.9
Total	74	

**Question 16: Experiencing the 2017 Digital Trial examinations has encouraged me to use more digital tools in my teaching.**

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	<b>frequency</b>	<b>percentage</b>
Agree	4	5.6
Disagree	27	37.5
Strongly agree	35	48.6
Strongly disagree	6	8.3
Total	72	

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## SURVEY QUESTIONS

**Administration and support**

1. I was provided with enough information to administer the Digital Trial examinations.  
Strongly agree      Agree      Disagree      Strongly disagree

2. It was easy to set up a digital examination room.  
Strongly agree      Agree      Disagree      Strongly disagree

3. Were there any technical problems or other issues that arose during the administration of the assessments?

a. No      Yes

b. If yes, provide details:

If you contacted NZQA for assistance during the Trials, please answer question 4 below.

4. I received useful help and support from NZQA.  
Strongly agree      Agree      Disagree      Strongly disagree

5. I found administering the Digital Trial examinations easy.  
Strongly agree      Agree      Disagree      Strongly disagree

**Marking experience**

6. I found the marking instructions easy to follow.  
Strongly agree      Agree      Disagree      Strongly disagree

7. Marking online took less time than marking on paper.  
Strongly agree      Agree      Disagree      Strongly disagree

8. Overall, the marking process produced fair outcomes for students.  
Strongly agree      Agree      Disagree      Strongly disagree

**Preparation for the Trial examinations**

9. How many hours did you set aside for students to familiarise themselves with the materials NZQA provided to help them prepare for the Digital Trial examination?

Less than 1 hour      1-2 hours      2-3 hours      3-4 hours      More than 4 hours

10. I found the familiarisation activities prepared my students for the Digital Trial examinations.

Strongly agree      Agree      Disagree      Strongly disagree      Did not use them

11. Students were more engaged throughout the digital trial examination compared to paper-based examinations  
Strongly agree      Agree      Disagree      Strongly disagree

12. Sitting the digital trials was a good preparation for NCEA examinations.  
Strongly agree      Agree      Disagree      Strongly disagree

**Perception of Digital Assessment**

13. I believe students' results were negatively affected by their computer literacy.  
Strongly agree      Agree      Disagree      Strongly disagree

14. I am confident Digital Trials should be extended to Pilots.  
Strongly agree      Agree      Disagree      Strongly disagree

15. I would encourage my students to sit the Digital Trial examinations and/or Digital Pilot examinations in 2018.  
Strongly agree      Agree      Disagree      Strongly disagree

16. Experiencing the 2017 Digital Trial examinations has encouraged me to use more digital tools in my teaching.  
Strongly agree      Agree      Disagree      Strongly disagree

17. Any further comments or suggestions about the 2017 Digital Trials.