

## Co-Managed Trials School Case Study

School	Sacred Heart College	MoE Id	59
Roll Year 11 cohort	994 214	Region	Auckland
School Type	State Integrated Boys Yrs 7-15	Decile	8

Sacred Heart College was involved in the previous digital examinations:  
2015 eMCAT and Online Practice Examinations  
2016 Digital Pilot in L1 English  
2017 Digital Trial in L1 English and Digital Pilot in L1 English

### **Situation**

Sacred Heart College is an iPad school, though many of the year 11 and 12 students use laptops. The school uses the Google platform, as well as other educational apps, and restricts access to some websites, such as Facebook.

The school experienced some issues with the Level 1 English Pilot in 2016 and was initially reluctant to undertake any digital examinations in 2017. After a discussion with NZQA, and acknowledging the support offered as part of the Co-Managed Trials, the school decided to be involved. The school sees digital examinations as the way of the future, and wants to be involved from the start.

### **Examination Management**

The school organised for 23 students from one English class to complete the digital examination. The students used a computer lab with desktop PCs. The Exam Centre Manager (ECM) was in attendance, but left it to two supervisors to manage the digital examination.

The supervisors turned the computers on well before the students entered the room, and students could log on straight away.

The school is pleased to have taken part in the 2017 Digital Trial examinations, and learnt a significant amount. Sacred Heart is confident about participating in the Digital Pilot examination with one class.

### **Staff impressions**

Staff felt they were well prepared, and knew what to expect in terms of the digital examinations.

The English teacher had worked through the [Familiarisation Activities](#). He took his class to the computer lab, and they went through the Familiarisation Activities looking at how to get into the examination, how to navigate through the examination, how to submit, and what would be some good strategies to use in the digital examination. Students used the session to understand cut and paste, and other functionality within the digital examination.

The teacher felt his students had performed slightly better in the digital examination than he would have expected had they sat the examination on paper.

### **Student impressions**

When interviewed earlier in the year students liked the idea of digital examinations, as they regularly use devices in the classroom.

Students felt the Familiarisation Activities were useful in that they provided an opportunity to see what the examination would look like. One student had not used the Familiarisation Activities, but found the Digital Trial examination easy to use and navigate through.

Most students preferred digital examinations, because they can enter text faster, and neater than they can write. They are also able to edit their work to create better essays. Students appreciated the copy and paste function, and the spellcheck function.

One student preferred to do the digital examination for two of the standards, but chose to complete the unfamiliar text standard on paper, because of the way he used the paper resource to plan his answer.