

Te Reo Rangatira Innovation Trial 2020 Summary

NCEA Online Programme



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2020 Innovation Trial Summary: Te Reo Rangatira

Trial overview

Ākonga Māori (students) have told us that they would like to hear as well as read the content of an exam. Te Reo Rangatira was chosen to first test this idea in the context of mātauranga Māori, with the understanding that this may enable students to have a richer and more equitable digital exam experience.

The purpose of this trial was to establish the case for providing audio to complement text in a digital Te Reo Rangatira (TRR) assessment. The audio files should enable students to listen to instructions, questions and text resources as well as or instead of reading them, without compromising the validity of the assessment.

Once the digital TRR assessment and audio recordings were created and quality assured, NZQA's School Relationship Manager (SRM) worked with selected kura to support their participation in the trial. Participation was reduced due to COVID-19 restrictions and the effects on kura and ākonga. Despite COVID-19 restrictions, there was still an adequate level of student participation.

The four kura and 66 ākonga who completed the TRR trial responded to user experience surveys and took part in a virtual evaluation conversation with the SRM.

Trial objectives

This trial aimed to test whether the availability of audio that complements text in a NCEA Level 1 Te Reo Rangatira assessment improves accessibility of the assessment and motivation for ākonga Māori.

Evaluation of the trial

Evaluation data was gathered via surveys of student participants and virtual hui with kura (see Appendix A Survey results and feedback). Feedback was also gathered from the NZQA staff involved in this trial.

Evaluation results

The rigorous pre-trial planning process was crucial to the trial's success. Kaiako (teachers) could be confident about what they were opting into as the trial's expectations and timeframes were clear.

100% of ākonga who participated in the trial responded to the survey and all responded positively, confirming their choice of the audio component in a digital assessment over paper-based assessment.

The positive response from ākonga came from first-time digital users, first-time exam users, as well as users of paper-based exams, indicating the success of the audio component for all users regardless of their different levels of experience and preferred styles of learning.

The audio component that complemented the text in the Te Reo Rangatira assessment was found to have improved accessibility of the assessment and motivated the kura and ākonga Māori participants to engage willingly in the trial.

Lessons learned

The following lessons were learned from the trial:

- Trials need to be planned and scheduled with realistic timeframes and to allow flexibility for schools in extenuating circumstances.
- Thorough preparation of trial participants is labour intensive but contributes to a positive trial outcome.
- Internal resources supporting trials must be able to commit time for the duration of the trial. This is especially important when dealing with trial participants who have cultural and language requirements.
- For any audio component to work in any subject, adequate resources need to be available under the NZ Curriculum and Te Marautanga o Aotearoa to ensure schools have the right tools to prepare students prior to any assessment. Te Reo Rangatira is but one subject under the umbrella of Te Marautanga o Aotearoa and one that is well resourced. This needs to be extended beyond Te Reo Rangatira to incorporate other subject areas that may also enhance, motivate or engage student assessment experience.

Next steps

NZQA has analysed the business impact of creating and attaching te reo audio to digital practice exams and NCEA end of year digital exams, and this will be implemented in 2021.

Appendix A: Survey results and feedback

Student survey responses:

- Very well designed, easy to follow and understand.
- Definitely made the experience better and exciting. Definitely a keeper.
- Audio component is the preferred method for digital natives.
- Caters to students who lack skills in reading.
- Paper option available as a backup.
- Less noise distraction during exam time.
- Fluency of speaker on audio made a positive difference.
- Should be applied to all exams.
- Good for all students not just Māori.
- Struggled with exam, accustomed to paper-based exams and not a lot of experience doing assignments digitally.
- Lack of understanding of te reo Māori.

Teacher verbal feedback:

- Teacher manageability, pro-activeness contributes to a positive or negative student experience.
- Teacher confidence impacts positively or negatively on student experience.
- Student engaged positively as first-time users of digital exams or paper exams.
- Students familiar with paper-based exams had more drive to want to participate being a new space, new way of doing exams.
- Well-designed exam, awesome communications, a positive experience with trial in general and looking forward to what this might look like next year, and how it entices students to want to participate in external assessment in the future.
- Designers to ensure audio is authentic, clear, understandable.
- How can kura access students' digital work to allow student teacher feedback on content.
- Use of task for Derived Grade purposes to entice participation.