

Chapter 12

A Rapid Forced Adjustment in Assessment Strategy in a Time of Disruption: *The Idea, the Impact and the Change*

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Abstract

The Covid-19 pandemic and the intermittent lockdown restrictions since March 2020 have caused significant disruptions to higher education institutions' (HEIs) assessment strategy in South Africa. With traditional, campus-based assessments' completion and marking unable to continue, many HEIs had to rethink assessment principles and approaches to ensure the continuation and completion of the 2020 academic year. This chapter aims to reflect critically upon the revised assessment strategy applied by a private HEI (PHEI) due to the disruptions caused by the Covid-19 pandemic. This is achieved by reflecting on the conceptualisation, process and implementation of an equitable offering of online assessment delivery in an approach to enable students to complete the 2020 academic year successfully. The assessment strategy change had three focus areas. Firstly, sit-down, campus-based assess-

ments were converted to Take-Home Assessments (THA). Secondly, staggered submission due dates were replaced with final submission end dates for all semester-one assessments. Within this timeframe, students had the opportunity to submit their assessment once for feedback to their lecturer and use the feedback to submit an improved assessment. Lastly, the marking process changed from hardcopy to online, a concept that lecturers were unfamiliar with.

This chapter reflects on the sudden change in assessment strategy to adapt to the unfamiliar digital teaching and learning context and reflect on the lessons learned from the adoption of an assessment policy, causing more disruption and anxiety amongst students and staff. The findings suggest that the pandemic enabled the PHEI to change the traditional ways of assessing and utilising technology to assess students' work during a time of uncertainty. The PHEI showcased its agility and flexibility within a disruptive environment through innovative, student-centric thinking on which institutional policies, processes and systems were updated to ensure principle decision-making remains the constant variable in a time of chaos.

Keywords: assessment strategy; Covid-19; disruption; higher education; lessons learned; principles; teaching and learning

1 Introduction

Governments imposed strict lockdown regulations impacting almost every industry globally in an attempt to minimise the spread of the novel coronavirus (Lyons, Chrisopoulos & Brock 2020; Ozili 2020). The closure of HEIs impacted approximately 80% of the world's student population (Sahu 2020; Toquero 2020). Learning Management Systems (LMS) permitted HEIs to transfer and facilitate students' learning and completion of assessments online (Gewin 2020; Marshall, Roache & Moody-Marshall 2020). However, online learning had a detrimental impact on under-privileged students, who might not have had the infrastructure (stable internet, Wi-Fi or data) and equipment (laptop, smartphone or computer or textbooks) required to study online and/or at home. In most rural areas in South Africa, infrastructure posed a significant risk to students learning, as the internet is either unstable or has poor reception from mobile communication network providers (Cuaton 2020; Mathiba 2020; Ozili 2020). UNESCO supported the move to online learning; however, the

challenges faced by underprivileged students in developing economies were not considered, compared to their counterparts in developed economies (Ozili, 2020).

Considering the challenges some students faced, HEIs showcased their support towards students' success in completing the academic year (Kay 2013). Through digital technology platforms such as institutional LMSs, teaching and learning continued; however, access to a device, Wi-Fi, and data did pose a challenge for many students (Ramgovind 2020). The disruption caused by Covid-19 further stressed the importance of evaluating the eligibility of traditional assessment strategies applied in the 21st century amidst a world pandemic.

The PHEI understudy amended its teaching and learning strategy and assessment policy to address the social inequalities that some students faced, ensuring equal and equitable opportunities for all students to complete the first semester of 2020 successfully and return to lectures in the second semester. The purpose of this chapter is to reflect critically on how the PHEI's changes in the assessment and teaching and learning policies impacted the associated anxiety, stress and frustration levels of students and staff.

2 Literature Review

The literature review briefly considers the Covid-19 pandemic in context with higher education. The focus of the review is a brief analysis of the model used at the PHEI, including the theoretical foundation, and how it informed the development of the pandemic assessment strategy presented.

2.1 Higher Education

The higher education (HE) environment is highly regulated, with the Council on Higher Education (CHE) overseeing the accreditation of academic programmes for both public and PHEIs in South Africa (CHE 2018; DHET 2020). The success of an HEI is based on its ability to deliver employable graduates who contribute actively to the economy and society (Persichitte 2013). In the context of regulation and output demands, HEIs are also faced with increasing student numbers. In 2019, a record 208 978 students were enrolled at PHEIs in South Africa, 16% of the total higher education student population (DHET 2019). It was against this context of higher education and

the Covid-19 pandemic that the primary way in which HEIs operate was fundamentally altered.

The PHEI understudy employs a centralised model in which all curriculums are developed, quality-assured and distributed from the central support office to the multiple delivery sites across South Africa. The centralised model supports the principle of equity of delivery and standardisation. The assessments provided to students are all blind, in that no lecturer sees the assessment prior to the actual sitting.

2.2 The Institutional Model of Teaching and Learning: Vygotsky's Constructivist Approach and Changes to the Strategy due to the Pandemic

Vygotsky's sociocultural theory states that human development is viewed as a socially mediated process in which children acquire cultural values, beliefs, and problem-solving skills through collaborative conversations with more informed members of a culture (Vygotsky 1978).

In this conceptualisation, lecturers and curriculum developers are located as those who are experienced in the culture, or experts in a certain field (a discipline, the embedded skills of higher education). The students are positioned as novices in this culture, and learning the culture, which is a set of new tasks, places students in a state of conflict in order for learning to occur. This conflict is between the knowledge and skills already acquired (actual level of development) and the more advanced set of knowledge and skills (potential level of development). In Figure 1, the arrow represents thinking that is unchanged. The triangle represents thinking that is changed to a more advanced level through the incorporation of a new tool.

However, the teaching and learning circumstances created by the pandemic meant that both lecturers, curriculum developers and students were placed in a position in which new tasks had to be performed, and new knowledge and skills had to be acquired.

2.2.1 The Curriculum Developers

Curriculum developers are employed at the central academic office of the institution under study. The actual level of development requirements for curriculum developers are designing assessments to be completed under

standardised conditions. These standardised conditions include completing a range of assessments within a time constraint, with no access to existing resources, no requirement to source and use additional resources, and generally no requirement to reference sources correctly.

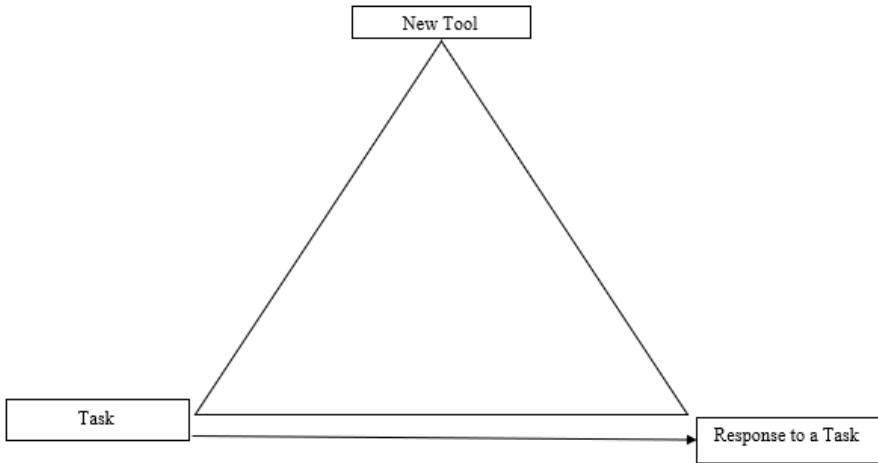


Figure 1: The development practice of our curriculum developers

The potential level of development relates to the design of assessments that are completed under non-standardised conditions, which include assessments that require additional completion time, access to all course materials, access to additional materials, and the requirement to follow intellectual integrity conventions.

To ensure the curriculum developers were clear as to the changes taking place, training was conducted online by the dean overseeing teaching and learning. The interventions included both group workshops and individual interventions and monitoring. The PHEI opted to change all sit-down tests and examinations to THA. In addition, a series of guidelines for THAs were iteratively developed.

Figure 2 represents a fundamental shift in assessment practice or understanding both the nature and purpose of assessment and the constructive alignment between the module outcomes and assessment tasks.

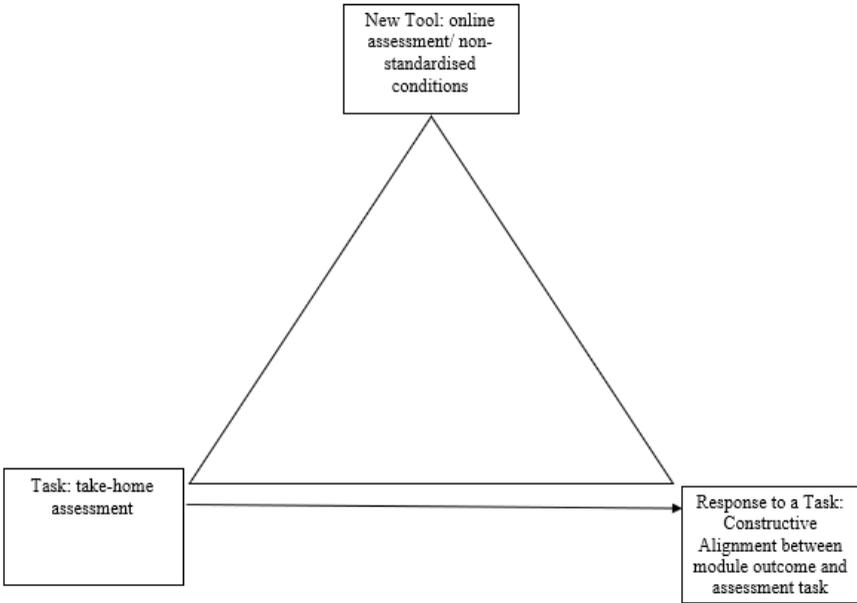


Figure 2: Shift in development practice of our curriculum developers

2.2.2 The Lecturers

The lecturers' actual level of ability involved their proficiency in 'brick-and-mortar' (delivery and developing skills for face-to-face classrooms) and marking handwritten hardcopy assessments. The lecturers' potential level of development centred on online course delivery and assessing student work on an online platform.

Firstly, LMS training involved the development of an institutional Short Learning Programme (SLP) (creating an online emotional presence) and individualised training on the LMS (including the LMS functionality and conducting online teaching). Secondly, training for online marking was provided. The essence of Vygotsky's Theory (Figure 3) is that the task (the assessment of students) is fundamentally changed with the introduction of a new tool (online platforms, rather than hardcopy, handwritten student work). The triangle is representative of the fundamental shift in thinking and practice that are required in order to perform this task.

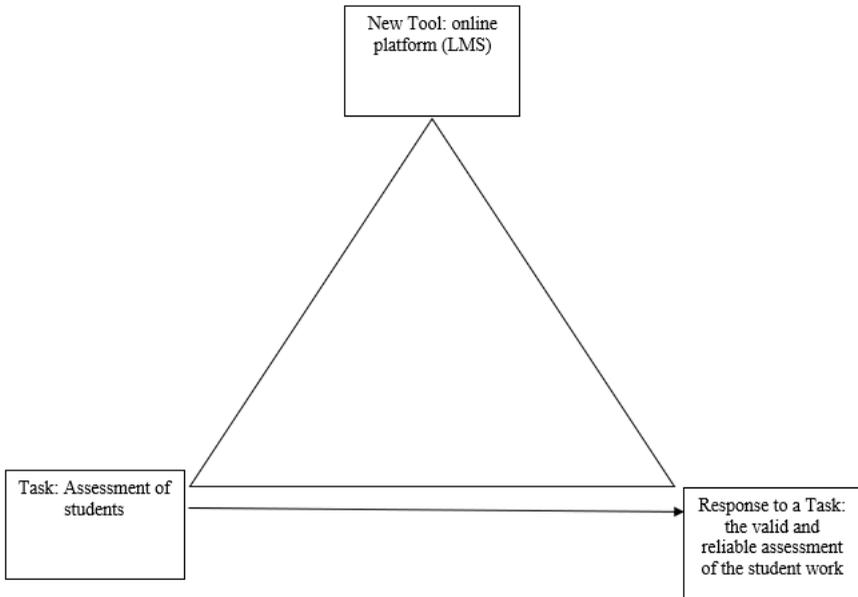


Figure 3: The development practice of our lecturers

2.2.3 The Students

The most important aspect here is the nature of the dialectic present in Vygotskian thinking. The students' actual level of development involved face-to-face contact with lecturers and completing some assessments under standardised conditions. For many students, particularly in their first year of tertiary study, this actual level of development had not yet been achieved. The students' potential level of development (Figure 4) involved learning in a fully online environment, particularly demonstrating knowledge and skills using an online platform.

2.3 Assessment in Pandemic Conditions

Whether face-to-face or online learning, assessments remain vital to creating a quality learning experience (Heng & Sol 2020). The presence of the Covid-19 pandemic and the transition to online learning added a layer of complexity to the development and administration of assessments (Adedoyin & Soykan 2020).

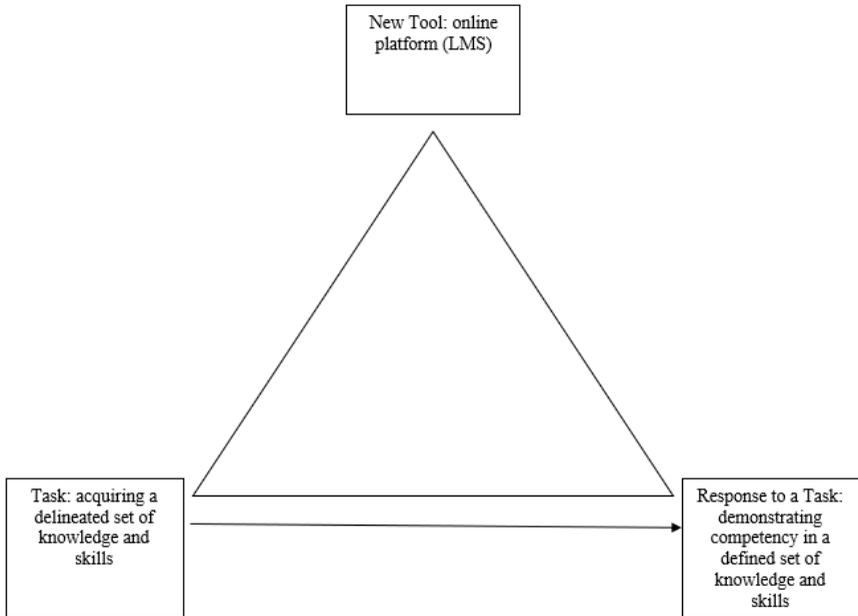


Figure 4: The development practice of our students

2.3.1 A Change from Assessments Written under Standardised Conditions to Take-Home Assessments

During the pandemic, the PHEI selected THAs to replace assessments written under standardised conditions (tests and examinations) as THAs aligned with constructivist theories (Bengtsson 2019). Other forms of assessment (e.g. assignments or portfolios of evidence) that were not designed to be completed under standardised examination conditions remained in place.

THAs are a combination of question formats similar to traditional homework, open-book exams (Biswas 2020) and other assessment types such as assignments and portfolios of evidence. THAs as an assessment instrument has been validated in terms of learning outcomes (Guangul *et al.* 2020).

The advantages of THA include the alignment of the assessment to Bloom’s higher taxonomy levels, as it allows students to reflect, promoting

higher-order thinking (Bengtsson 2019), and students have access to “a range of materials and are expected to analyse them, draw connections and logically present your ideas” (University of Melbourne 2021:1). THAs are also more closely related to real-world work experience (University of Melbourne 2021).

The primary disadvantage of a THA is students' unethical behaviour, especially during the undergraduate qualifications (Biswas 2020). Although it is a challenge for lecturers to assess students' authenticity when completing THAs, similarity tools such as Turn-it-In and SafeAssign could assist in managing students' ethical conduct on the completion of THA (Heng & Sol 2020).

2.3.2 The Submission of Assessments

Staggered submission dates require of lecturers to mark at regular intervals, instead of receiving all submissions at once, making marking loads manageable. Due to the Covid-19 pandemic and the lockdown restrictions, staggered submission dates of assessments as previously set were not applicable. In a bid to save the academic year, HEIs could opt to adapt examinations schedules to the immediate closure of campuses, modify the academic calendar, postpone examinations or replace examinations.

The PHEI opted to formally remove the staggered submission dates and set one final date for all submissions. Students were provided with several options in this regard. Campuses set staggered assessment dates to assist students with progression through the work. Students could submit before the final submission deadline, receive feedback on their work, and resubmit the assessment. However, the primary lesson learned was that flexibility in assessment submission did not assist students in completing the assessments. Instead, the majority of students waited until the final deadline to submit their work.

2.3.3 Online Marking

Shaw (2008) and Hast (2021) argue that marking online assessments is equally valid as hardcopy assessment marking, with online feedback preferred by students and faculty. Online assessments facilitate an easier submission process, access and feedback with benefits associated with technology-based approaches that monitor academic integrity (Batane 2010; Hast & Healy 2016).

However, the PHEI experienced several hindrances in the transition to online marking. Several lecturers did not manage the technological shift to students and lecturers not having the appropriate infrastructure and skills to support the submission, access and feedback process.

3 Research Methodology

An action research methodology was applied, using an interpretivist paradigm, enabling the researchers to reflect critically on the documentation used to communicate and inform students and staff about assessment strategy changes during the 2020 academic year. This methodology supports the investigation and reflection of changes made to the PHEI's assessment strategy due to the Covid-19 pandemic (Cohen, Manion & Morrison 2007; Grundy 1982; Holter & Schwartz-Barcott 1993).

The researchers applied the four-step process of the action research methodology, namely planning, acting, observing and reflecting (Coe et al. 2017; Jacobs 2014). Because of the state of crisis in which the PHEI was placed, the research process was iterative, and three of the steps of action research were conducted simultaneously. In summary, planning was conducted by sourcing the PHEIs' assessment strategy prior to the Covid-19 pandemic, reviewing the changes made to the assessment strategy after March 2020, reviewing the communication via letters and e-mails sent to institutional stakeholders, informing them of the changes to be implemented; and reviewing minutes and recordings from institutional training sessions where changes were discussed and applied in module-specific contexts. By coding these source documents and recordings, the researchers identified suggested changes, the rationale and principle of the change and finally determined the impact on students. Observation and interpretation of the findings occurred during the coding and afterwards, where themes were identified. This paper reports on the final stage of the cycle of action research, namely the reflection on the observations and interpretation of the analysis done. The authors acknowledge that this is not the classic manner in which action research is conducted. However, the evolving teaching and learning situation in the time of a crisis never seen before dictated that such methodological manoeuvring was required.

The Vygotskian approach provides both ontological (the model of teaching and learning used in the PHEI) and epistemological (dialectical

historical materialism) imperatives (Mooney 2009). This method of analysis has three steps. Firstly, a problem of context is described, namely teaching and learning at a HEI in South Africa during a time of lockdown resulting from pandemic conditions. Secondly, all the parts of the problem are fully analysed. The parts of the problem that have been identified include all aspects of curriculum delivery (e.g. institutional policies and the LMS), assessment, curriculum developers, lecturers and students. The analysis of these parts was framed by Vygotsky's ontological position, centrally the nature and purpose of the task, the new cultural tool to be used in the accomplishment of the task, and the response to the task. Thirdly, all the parts are viewed in relationship to one another. In this paper, there is a focus on assessment, and all the other parts are discussed in relation to this.

Area of focus (the part of the problem in context)	The nature and purpose of the task	The new cultural tool required	The response to the task	Data
Policies	Management of institutional teaching and learning	Fully online teaching and learning		Pre-pandemic policies; pandemic policies & post-pandemic policies
Assessment	Fit-for-purpose assessments	An assessment conducted under non-standardised conditions	Fit-for-purpose assessments	Pre-pandemic tests & examinations and pandemic THA
Curriculum developers	The design of fit-for-purpose assessments	An assessment conducted under non-standardised conditions	The design of fit-for-purpose assessments	Individual and group interventions relating to assessment design
Lecturers	The valid and reliable assessment of	Online marking	The valid and reliable assessment of	Standardised SLP on online teaching &

	student competencies		student competencies	individual and group interventions relating to marking student work
Students	Demonstrating competency in a defined set of knowledge and skills	Completion of assessment tasks using an online platform	Demonstrating competency in a defined set of knowledge and skills	Standardised SLP on online learning; Communication to students (formal institutional letters); LMS intellectual integrity reports & online assessments

**4 Conceptualisation of a Revised Assessment Strategy:
Rationale and Challenges**

The PHEI follows a clearly defined, principle-driven policy approach to the educational offering, which informs all institutional processes, procedures, systems, and decision-making. This section will unpack the conceptualisation and revision of the assessment strategy based on the policy-driven approach by the PHEI.

4.1 Policy

The PHEI had a robust system of policies in place that were based on the fundamental assumptions present in the management of teaching and learning in the contact mode of offering. The lockdown necessitated changes to two primary policies: the assessments and management of intellectual integrity. Consequently, what was created is known as “pandemic policies”.

Firstly, the pandemic policy relating to assessment contained details discussed below in terms of assessment. This policy was in place until the end of the first semester of 2020. Subsequently, the standard policy on assessment was revised to include additional assessment types, most notably, the THA.

Secondly, the PHEI created an addendum to the intellectual integrity policy based on the pandemic. We did not alter the fundamental nature of intellectual integrity, but the procedures for intellectual integrity, such as having more assessments requiring referencing conventions to be followed and assessed. However, what became evident was that there was an increase in contract cheating, for example, students copying online responses from other students. This led to investigations of contract cheating websites. We noted that the scale of this problem increased during the pandemic. The pandemic thus resulted in a significant change to our intellectual integrity policies post the pandemic. While we had previously included cheating in our policy, we revised the intellectual policy to clearly demarcate different forms of contract cheating. We have also included severe penalties for students who either facilitate or who use contract cheating platforms. Our focus has shifted from plagiarism (the use of published sources) to cheating (the use of student sources).

The above illustrates that policies concerning teaching and learning in HE are ‘living’, in that they need to adapt to environmental conditions and continuously develop their practices. In short, it is imperative for institutions to be agile, and it is possible for large institutions to adapt quickly and fundamentally alter their practices going forward.

4.2 The Learning Management System (LMS)

The PHEI had a standardised LMS in place. The model for the learning design on the LMS was based on the constructivist approach, centring on the provision of activities, links to the prescribed text and additional external resources, intellectual integrity management tools and platforms for both synchronous and asynchronous lecturer-student interaction.

4.3 Assessment

While in the best interest of students, sudden changes to the assessment policy had a significant impact on our assessment practices. Given the time constraints and the number of modules (over 900), it was decided to convert existing assessments (designed to be written under standardised conditions) to THA. The conversion involved considering the impact of time constraints, access to resources, and intellectual integrity requirements. This conversion

resulted in errors in assessments, incorrect papers being converted to a THA, and assessments that were not fit-for-purpose for a THA.

Lessons learned were that existing assessments that were converted did not necessarily assess Bloom's higher-order skills, as there were questions that required declarative knowledge only. This problem was also evident in the marking schemes, in which the reproduction of knowledge was rewarded more highly than any skill involved (compare, evaluation, etc.). Consequently, the crisis of the pandemic uncovered a flaw that may not necessarily have been noticed otherwise. The PHEI institutional learning here occurred because never before had we reviewed all tests and examinations in all disciplines at one time and institute such a seismic change in assessments in a very short, constrained time-frame. At this point, it was clear that significant changes to our assessment practices were required.

In the second semester of 2020, because there was more time than in semester one, we could capitalise on important learnings where assessments were specifically designed according to the THA strategy. Thus, we did not attempt to convert potentially problematic assessments into a different form of assessment; we started with the THA framework and were keenly focused on ensuring that Bloom's higher-order skills were assessed. This practice continued to develop for the 2021 cycle. We did not want to be in the position of being reactive, rather than being proactive again, planning for the impact of the pandemic. Furthermore, we reflected that we had improved our existing assessment practices significantly, and we did not want to disregard this learning. Accordingly, we continued to use the THA strategy and reduced the number of assessments written under standardised conditions. Exit-level modules and numeracy modules reverted to unseen written exams that were campus-based. Using online examinations with time limits and randomisation of questions is an assessment method that the PHEI does not employ. The PHEI is working with its LMS developers to adapt the system and review other providers to allow online examinations.

Reflecting on the THA principles cited by the University of Melbourne (2021) and the University of Surrey (2021), going forward, for consistent production of quality assessments, the PHEI will ensure:

- Assessment questions should always clearly assess both knowledge and skills, aligning to the principles of Bloom's taxonomy. This requires of students to show what they can do with knowledge.

- Ensure that, where relevant, a marking rubric accompanies assessments. The marking rubrics clearly illustrate marking categories and mark allocations that assess the question(s) in the assessment from both a theoretical and application perspective.
- Actively manage the development of intellectual integrity through assessments. This can be done by emphasising intellectual integrity in all assessments. To leverage assessments while promoting intellectual integrity, lecturers must share meaning regarding plagiarism and technically correct referencing. Additionally, changing the referencing format used by the PHEI from the Harvard style referencing to the APA style may go some way towards creating shared meaning amongst both lecturers and students.

4.4 Curriculum Developers

There were three primary layers to the intervention with the curriculum developers in the first semester of 2020. Firstly, the Academic Head responsible for teaching and learning, met with the curriculum developers to discuss changes to the assessments. This was done because curriculum developers needed to understand the nature and purpose of any changes in their specific discipline contexts. Secondly, communities of practice were established, involving collaborations between the dean and groups of curriculum developers working in allied disciplines. Such an intervention was practical, given that there was not enough time for the dean to meet individually with over forty curriculum developers. The intervention was also aligned with the theoretical orientation of the PHEI, namely Vygotsky's social constructivist approach, in which peer learning is leveraged. This illustrates that some theoretical approaches are more suited to be used in pandemic circumstances. In addition, while the pandemic has forced us to reconsider many of our practices, this reconsideration can occur within the framework of a robust theoretical system.

This series of workshops and individual interventions resulted in a series of guidelines relating to the assessment being created. These guidelines were simplified descriptions of the existing assessment policy and provided examples of good practice (not provided in the policy). All templates for the development of learning material and assessments were revised, given the problems that we uncovered in our existing assessments. All curriculum deve-

lopers are now part of an online team, in which examples of good practices, readings, workshop recordings and presentations are placed for future reference. Regular workshops on curriculum matters are also conducted.

We have been trying proactively to improve our assessment practices, which illustrates that times of crisis can indeed rejuvenate existing practices and move these practices into a more advanced state.

4.5 Lecturers

Before the pandemic, the PHEI only accepted hardcopy assessments written under examination conditions. These assessments were collated, administered and batched for the relevant lecturer to collect for marking. It was a very manual and labour-intensive process. However, due to the health risks the pandemic posed to the students, lecturers and staff, this administration process was moved online using the PHEIs' LMS.

A process new to all stakeholders required training and how-to guides to be provided for staff, students and lecturers to facilitate an easy transition. However, lecturers found the new submission process and marking challenging, given that this was the first time most lecturers completed online marking. There is a perception that online marking is more difficult and time-consuming, which is partially true due to the unfamiliarity of lecturers using the tool.

The LMS platform was not user friendly, requiring of lecturers to reset their annotation settings for each student, and the time limit on the platform resulted in the pages being closed and lecturers needing to start again. Students submitted multiple attempts, which lecturers were required to mark; hence increasing lecturers' marking load. Due to the lack of data and access to an appropriate device, students submitted the assessments in various formats, adding further complexities to the marking.

However, the little time spent on training did assist, but was not enough, given the challenges experienced by the lecturers in adjusting to this new way of marking, the system, the process and coping with personal challenges brought about by the pandemic.

In the 2021 cycle, we increased the number of assessments that needed to be marked online. A series of training workshops were held with lecturers to develop their proficiency in online marking further. Additionally, the move back to staggered submission deadlines assisted lecturers in mana-

ging their workload. The above highlights that institutions need to continue to focus on their lecturers' proficiency and digital literacies related to teaching and learning.

4.6 Students

The PHEI set a revised and delayed submission end date for all semester-one modules at the end of July 2020, intending to give all students adequate time to complete their assessments. Students had an opportunity to submit their assessments, receive feedback, make the necessary corrections, and resubmit. Many students did not take up this opportunity, and for those that did, there were delays in the marking where students did not receive feedback before the end of July, forcing the PHEI to grant an extension to the end of August 2020. With an extended single end date for all submissions, students worked towards this; however, only working on their assessments closer to the deadline. The PHEI did not anticipate this and the resulting pressure it placed on the lecturers, the operations department and semester-one results finalisation. The lesson learned here is that students are deadline-driven and need a firm assessment structure in place. In the second semester of 2020, we reverted to our pre-pandemic practice of structured assessment deadlines. Thus, HEIs need to find a balance between pre-and post-pandemic practices.

Because assessment submission through the LMS was unfamiliar for students, many students submitted their assessment in incorrect places, resulting in lecturers not being aware of it and the student attaining a zero score. Thus, the PHEI implemented a predicate week where students checked their results, and if any were missing, they informed the PHEI of the date, time and place where they had submitted their assessment, and the PHEI searched the system for the missing assessment. To ensure equity to all students, students that did not have a laptop and could not type out their work, could submit a photo of their hand-written assessment, which could be e-mailed or sent per WhatsApp to the lecturer. This resulted in a gap in the tracking of the assessments and complexity in marking. Late submissions resulted in marking backlogs, impacting semester-one results finalisation and registering for semester-two modules that had prerequisites. This caused immense anxiety and stress on the operations and registrations teams as well as students.

Increased levels of plagiarism and cheating were also detected. The problem was that cheating was harder to take place in an assessment written

under examination conditions. Moving to the THA strategy merely escalated the problem. Websites that enabled contract cheating by allowing the uploading and downloading of assessments and the use of consultants to complete assessments became a huge problem for the PHEI.

The use of the LMS and electronic submission made cheating easily apparent. Further to the policy changes discussed above, the PHEI issued legal letters to the various websites requesting for the PHEI's intellectual property to be removed. Letters were issued to students informing them that it is a contravention of the Intellectual Integrity Policy to use such sites and consultants, which could result in severe penalties, most notably suspension and expulsion.

Upon reviewing module pass and success rates, it was established that many modules had a very high pass rate compared to previous years' performance. Thus, the results must be interpreted with caution, as they might be skewed and not reflect students' actual performance compared to previous years. This inadvertently makes qualification analysis, at-risk module identification, student tracking and the implementation of support interventions difficult for programme managers. Due to higher module success rates, students now qualified for entry into qualifications they would not necessarily have qualified for before the assessment strategy change. However, with the move back to written unseen exams, students struggle to pass the modules in their new qualification and students who gained entry into the honours programme cannot keep up with the requirements and pace of the qualification.

5 Conclusion

An ignorance by HEIs towards being proactive towards pandemics is why the sudden change in online learning had massive implications for students and staff at HEIs, purely because HEIs did not prepare adequately for the pandemic (Al-Baadani & Abbas 2020).

The pandemic may have forced everyone to do things 'quickly' rather than 'properly', i.e., we needed to work with what we had, as it was impossible to redesign all assessments because of the volume of assessments and centrally because of the timelines involved. The pandemic has forced a fundamental change in teaching and learning in HE. These lessons are necessarily iterative, and institutions must continue to evolve and embed reflective practices.

The world has changed, education has changed, and our students have

changed. Thus, as a PHEI, it is vital to reflect on these changes and what it means for education, the institution, the student and what is required for the new workplace. The pandemic has made us reflect on our practices and realise that we cannot just ignore what has happened and default to our old traditional methods of teaching. We must teach students how to apply their knowledge, assess the students' skills, create strategies to adapt to change and be innovative in finding new ways to teach and assess students relevant to this environment.

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