

## Online teaching and assessment: What we have learned from the Pandemic Era



The [Faculty of Science](#) had a Periodic Programme Review (PPR) during the academic year 2021/2022. The self-evaluation document, coupled with valuable feedback from students and alumni, academic staff, industry stakeholders and other experts in the field identified assessment as one of the key factors which is ever evolving. Beyond judgement, different methods of assessments will mould not just *what*, but *how* students learn.

The feedback and outcomes emanating from the PPR process were followed up by a half-day seminar which was organised by the Faculty of Science on 25 May 2022, entitled **Online teaching and assessment: What we have learned from the Pandemic Era**. In line with the University's [strategic planning process for 2020-2025](#), this seminar gave an opportunity to all academics to attend talks on how to make assessment more meaningful; on the roles of the [PVC](#), [APQRU](#), [QAC](#) and [QSU](#) and their relationship to quality online learning, teaching and assessment; on students' experiences during the pandemic whilst studying at UM, and on Erasmus+ mobility.

Academics could also share their opinions and contribute to shaping future teaching and assessment operations of the Faculty through workshops related to open-book exams, computer-assisted exams using WISEflow, VLE-based assessments, skill-based and competence-based assessment, and oral exams.

*Do you have an example of good QA practice at your unit which you would like us to share?  
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