

Students' perceptions of on-line assessment: financial and educational implications

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Increasing regulatory and financial pressures combined with heightened demand for education brought about by the faster paced economic development of India and China and proliferation of multiple social media is placing enormous pressure on tertiary education organisations to provide a quality, low cost education to the masses. Online offerings play an important role in this regard, as does the associated online assessment. The introduction of wholly online Bachelor of Business offerings at an Australian university in 2013, combined with a lack of studies into students' perceptions of on-line assessment stimulated this research. This paper compares the initial results of the quantitative analysis of students' perceptions of on-line assessment in two first-year School of Business subjects. The students' perceptions of regular (weekly) online assessment in one subject are compared with a single online assessment in another subject and indicate some differences with those undertaking the single test being more positive. The results have financial and educational implications for all tertiary education organisations.