

RETHINKING ASSESSMENT IN ONLINE TEACHING

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inside.collin.edu/tl/profdev.html *(behind Cougar Web)*

- **What are your primary considerations as instructors when determining your assessment methods for a course?**
- **What complicates your assessment methods when teaching online?**

Considerations for exams and quizzes

Timed, open-book tests

- Complex questions
- Require analysis and application
- Draw specifically on class notes and content
- Timed window for completion
- Timed window of test availability
- Encourage a hard-wired internet connection, *if possible*
- Be transparent with students

A series of shorter exams

- Leverage the “testing effect” and “spacing effect”
- Avoid assessment fatigue in your students
- Take advantage of auto-grading features when possible

Shuffled sequences & multiple versions

- Change numbers in calculations, change order of answers in multiple-choice tests
- Make sure versions demonstrate equivalent levels of difficulty and draw on equivalent skills.
- Vary and/or modify your exam questions from semester to semester
- Look to your students for help with question creation!

Allow multiple attempts

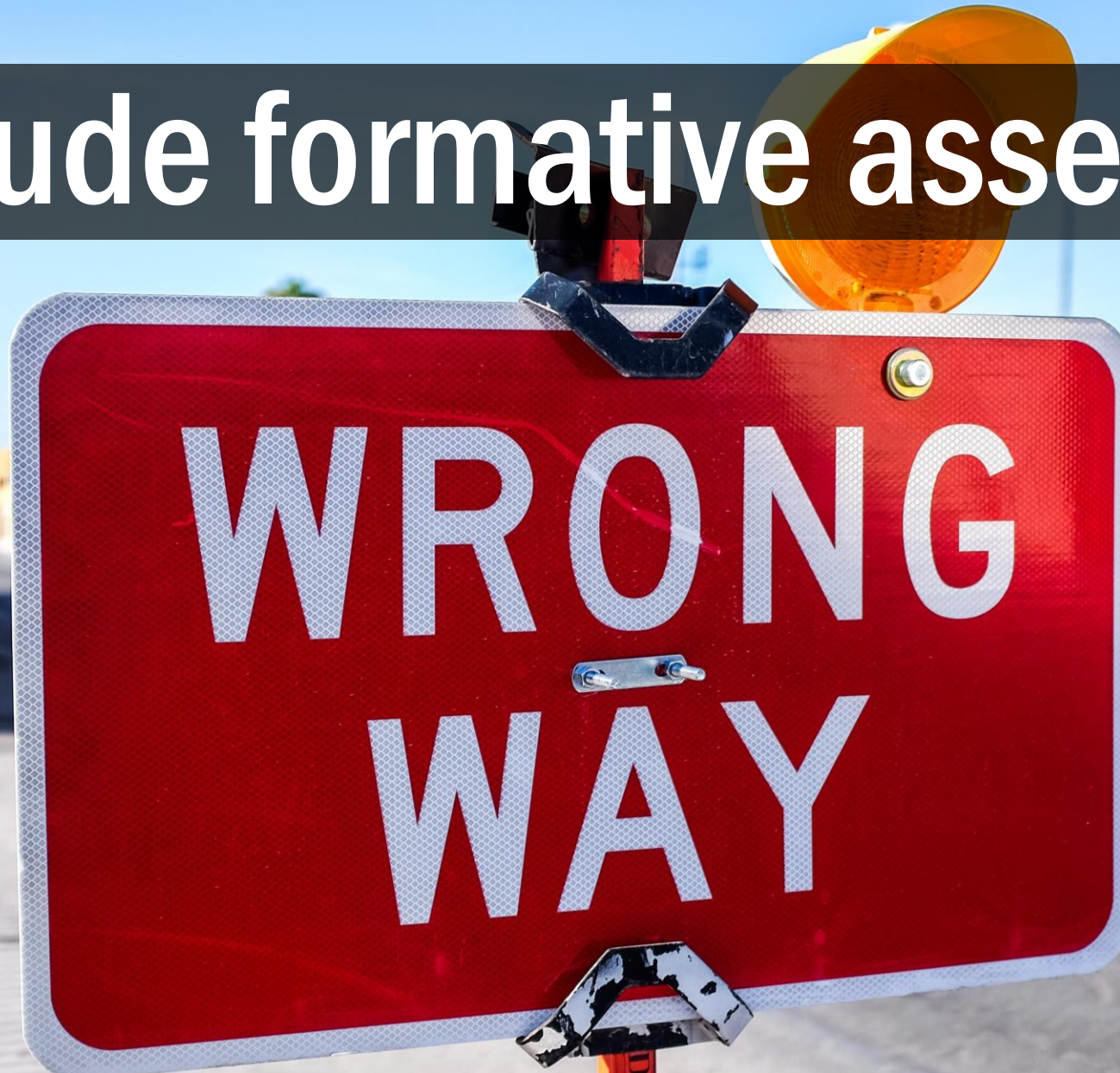


- Limit the number of attempts... *or don't!*
- Record most recent score... *or highest score!*
- Include different questions over the same materials in each iteration, if possible.

**Alternatives to quizzes, exams,
and traditional term papers**

Employ multiple measures

Include formative assessment





Incorporate authentic assessment

Breakfast in Bed: Analytic Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Food	Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	All food is perfectly cooked and seasoned to the eater's preference. Additional condiments are offered.	
Presentation	More than one item (tray, napkin, or silverware) are dirty or missing.	Tray, napkin, or silverware may be dirty or missing.	Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	Food is served on a clean tray, with napkin and silverware. Several decorative touches are added.	
Comfort	Wake-up is abrupt, little to no help with seating, and the recipient is rushed and crowded during the meal.	Wake-up is somewhat abrupt, recipient may struggle with seat adjustment, or there may be some rushing or crowding during eating.	Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	Recipient is woken gently and lovingly, assisted until seating is just right, and given abundant time and space to eat.	

Use rubrics

Performance-based assessments

- Individual or group presentations
- Student debates via online meeting platforms
- Recorded podcasts
- Recorded or live interviews via video-conferencing platforms
- Recorded illustrations
- Demonstrations using online tools such as [Flipgrid](#), [Powtoon](#), [Buncee](#), or [EDPuzzle](#)

Photo by [William Recinos](#)

Allison Boye, Ph.D.

- Case study analysis & response
- Chart, graph, or diagram with explanation
- Analysis of an image, advertisement, website, etc.
- Business plan
- Review of a book, play, performance
- Policy memo or executive summary
- Concept map
- Diagram or infographic
- Experiment design
- Peer reviews

Assessments requiring problem-solving, critical thinking, & analysis

- Annotated bibliography
- Literature review
- Letter to editor, Congress member, etc.
- Executive summary
- Brief response/reflection papers
- Research proposal for a grant agency
- Newspaper article or editorial
- Scientific abstract
- PowerPoint or Prezi slides
- Class or group wikis

Writing-based assessments (that aren't formal essays)

Assignments allowing for creativity

- Brochure or advertisement
- Podcast
- Development of a product or proposal
- Infographic or illustration
- Journal for a real or fictional character
- Letter explaining a problem or concept
- Poem, play, or dialogue, etc.
- Web page, blog, vlog, or video
- Photo essay
- Work or portfolio of art, music, architectural plans, etc. (try [Padlet](#) or [Flipgrid!](#))

What kinds of authentic or “out of the box” assessment methods have you all tried (or thought about trying) in your online classes?

<https://padlet.com/apboye/OnlineAssessment>



Additional webinars & resources

- **Fostering Student Engagement in Online Courses: A Faculty Panel Discussion**

Thursday, July 23rd, 10:30- 11:30 am

Featuring Pam Gaiter (Sociology), Meghan Cardwell-Wilson (Dance), Mindi Bailey (Humanities), and Deborah Cardenas (Biology)

- Visit the **CTL website!** <http://inside.collin.edu/tl/profdev.html>

(Please note: this is behind CougarWeb!)

- Aboye@collin.edu

- eLC resources: <http://inside.collin.edu/ecollin/>