

Keys to Effective Assessment in Online Learning



The City University of New York

Presenter:

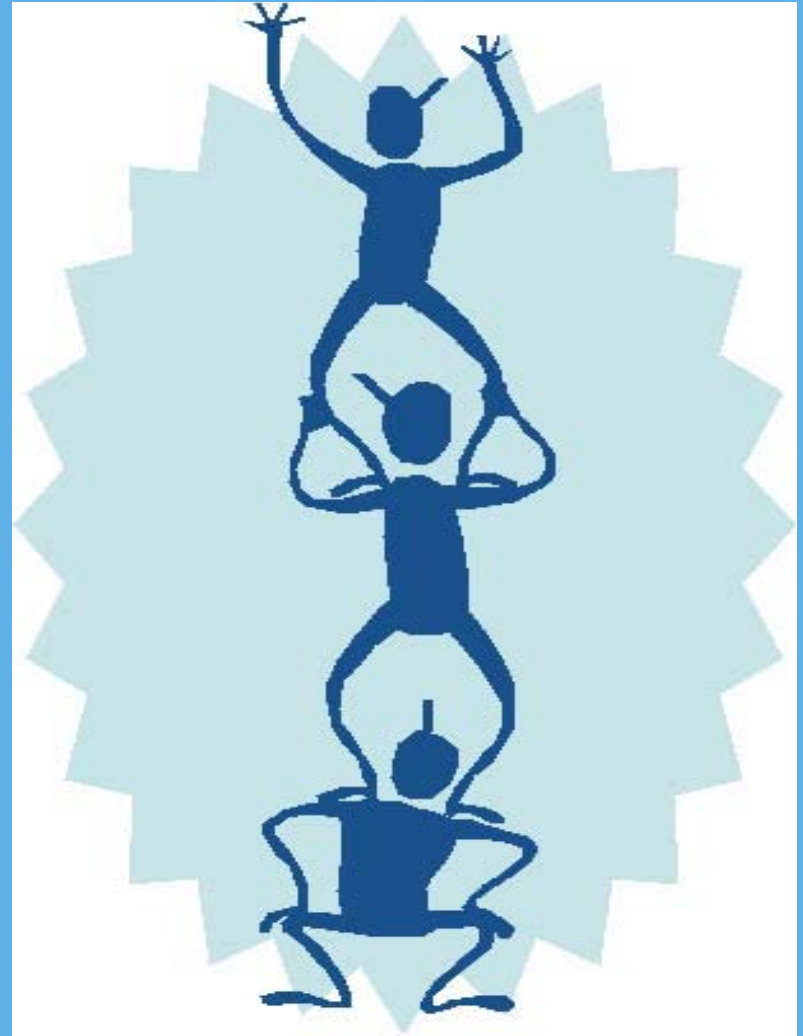
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Hybrid and Online Teaching Today

There is a body
of
experience and
standards we can
build on



Standards and Rubrics for Evaluating the Quality of Online Courses

- Quality Matters Program

http://www.qmprogram.org/files/QM_Standards_2011-2013.pdf

- CSU Chico, Rubric for Online Instruction

<http://www.csuchico.edu/tlp/resources/rubric/rubric.pdf>

Points of Consensus RE Assessment

- Interaction with instructor, other students, and interactivity of content as high values
- Deliberate design of activities—no “winging it”
- Multiple assessment strategies
- Activities and assessments aligned with learning objectives

Points of Consensus

- Due dates and assignment descriptions spelled out in syllabus; clearly expressed expectations for interaction and participation
- Well written instructions, need for examples or resources anticipated
- Clearly stated grading criteria and/or rubrics
- Dedicated discussion forum for asking questions

Points of Consensus

- Purpose and rationale for each technology tool or resource used for an assignment
- Hybrid: Integration of f2f and online assessments, effective and meaningful transitions from one mode to the other
- Opportunity for student feedback

Student Learning Activities Online

- Discussion—online or in conjunction with a f2f activity or discussion—varied uses for discussion
- Projects—group and individual—presentations shared f2f and online
- Reflective activities—online provides advantages –the usual essays but also blogs

Student Learning Activities Online

- Role playing, debates, case studies
- Summaries and consensus groups
- Web resources as focus of assignment
- Group work in Bb study groups, in wikis, or in blogs—hybrid strategy for f2f meetings
- Student projects providing option for using multi-media

What Kinds of Activities Are Even Better When Online?

- Those requiring reflection and extended exchange of views
- Those requiring research
- Those requiring collaboration
- Those for which rich Web resources exist, or that benefit from “guest”
- Those requiring scaffolding

Ensuring Effectiveness of Online Assignments and Assessments

- Design and Plan
- Clearly explain and introduce
- Align with learning objectives-- connection should be obvious to students

Ensuring Effectiveness of Online Assignments and Assessments

- All assignments and assessments along with due dates noted on syllabus schedule
- Paced accordingly for f2f or online with reasonable time frame
- Essential element in course, not marginal or “optional”

Assessment of Discussion Online

- Many ways to use, but participation should count
- Make sure your design and discussion prompts stimulate critical thinking, not regurgitation of facts
- Faculty key role to provide follow up questions; widen and deepen the discussion; invite greater student participation

Assessment of Discussion

- Discussion area for sharing of student work, posting of group projects
- Participation rubric clarifies issues of quality and quantity
- Provide credit for responding to peers in meaningful ways
- For hybrid—credit for participation in either mode; can also be part of a preparatory or follow up segment

Small Group Activities—Managing Collaboration

- Doesn't happen naturally online—need your guidelines and directions, including help in getting organized
- Pick the right number for the activity (more for discussion only, less for projects)
- For asynchronous, allow sufficient time for each stage or task—pacing built in

Small Group Activities—Managing Collaboration

- Take advantage of monitoring capability of online
- Provide recognition of individual contribution—peer and self review, portion of grade for individual, etc.
- In hybrid, use face time for critical points in projects

Advantages of Online Assessment

- Track and trace progress of students with greater ease and effectiveness
- Reflection and review
- Greater variety of assessment activities possible
- Opportunities for student choice and creativity

Instructor Roles and Workload Issues

- Use of rubrics for guiding work and feedback
- Variety of feedback methods—written or audio for papers; screen-capture for demonstrating; feedback on development of ideas through regular interaction in discussion
- Scaffolded assignments

Frequent and Meaningful Feedback

- Use online grade center and keep updated; encourage students to check progress
- Focus your feedback on key assignments
- Point the way to help students improve—diagnosis, referral
- Give opportunities to students to offer formative feedback

- **Thank you!**
- **Contact me at
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