



## University Council on Learning Assessment

### Office of the Provost

#### Assessment Challenges and Proposed Solutions

<b>Credit Bearing Online Courses Assessment Challenges</b>	
<b>Assessment Challenges</b>	<b>Proposed Solutions</b>
Academic Integrity - Cheating is easier and hard to detect online	<ul style="list-style-type: none"> <li>• Timed and open-book exams</li> <li>• Randomized questions from a large pool</li> <li>• Multiple versions of an exam</li> <li>• Randomized choices of answers</li> <li>• Plagiarism detecting software</li> <li>• Ask questions that cannot be gathered from Internet searches, questions that require opinions and analysis of content presented – Critical thinking, Synthesizing, analyzing</li> <li>• Assessments that are performance based that require the students to present to the class</li> <li>• Ask students to sign a document indicating that they will uphold academic integrity as they take each assessment</li> <li>• Proctored exams or lockdown browsers</li> </ul>
Large Classes - Exam in a large class is a challenge	<ul style="list-style-type: none"> <li>• One solution is having student grade each other (peer grading/peer assessment)</li> <li>• Creative use of TAs in grading</li> <li>• Use Gradescope</li> </ul>
Need to purposefully create interactions between students	<ul style="list-style-type: none"> <li>• Group projects</li> <li>• Peer reviewed work</li> <li>• Student-led discussions</li> </ul>

<p>Need to purposefully create interactions between instructor and students - Frequent assessment <b>for and of</b> learning</p>	<ul style="list-style-type: none"> <li>• Short frequent assessments to test knowledge and stay connected</li> <li>• Extensive, meaningful, timely and personalized feedback on all assessments</li> <li>• Use of office hours to create a dialogue with students and gauge their learning</li> <li>• Summary – explain the muddiest point</li> <li>• Response to emails in a timely manner as well as quality of the message</li> <li>• Respectful interactions, demonstrate concern for their progress and provide meaningful feedback for improvement</li> <li>• Encourage active learning – higher order learning</li> </ul>
<p>Students need more structure online</p>	<ul style="list-style-type: none"> <li>• Short frequent assessments to test knowledge to help them focus and stay on task – not helpful for synthesis and analysis</li> <li>• Pre-test as a diagnostic measure to assess student knowledge and tailor instruction to their needs</li> <li>• Break up large papers and projects into smaller deliverable milestones that will culminate into a final delivery of the assignment</li> <li>• Guide participations and discussions, it will encourage students to participate often and stay on task – keep grading weight to a minimum as it is not assessment but part of engagement</li> <li>• Post weekly announcements summarizing how they are doing and give them an anchor on where they are in the learning process</li> </ul>
<p>Performance assessment requires use of effective technology</p>	<ul style="list-style-type: none"> <li>• Help students create presentations or performances using available technology or open source technology</li> <li>• Create spaces using technology to connect and create group projects</li> <li>• Give students options to create projects using mind mapping tools or other technologies that prompt them to use creative approaches to their projects</li> </ul>
<p>Student expectations differ from f2f to online, they require more visual and interactive presentations online</p>	<ul style="list-style-type: none"> <li>• Add visuals to your assessments</li> <li>• Make assessments interactive</li> <li>• Generate tests that require:             <ol style="list-style-type: none"> <li>a. Creating images</li> <li>b. Identifying parts of images related to content</li> <li>c. Filling in answers based on hot spots on an image</li> </ol> </li> </ul>
<p>Students with accommodations – Need print copies</p>	<ul style="list-style-type: none"> <li>• Mail copies to their space</li> <li>• Ensure they have access to printers</li> </ul>

Lab and Design Course Assessments	
Assessment Challenges	Proposed Solutions
<p><b>Hands-on Instruction:</b> Students need to develop kinesthetic skills using tools, a task and assessment that are harder to replicate in the online environment</p>	<ul style="list-style-type: none"> <li>• Use Virtual labs to replicate the assessment task and assess student performance</li> <li>• Use simulation from open education resources and ask students to analyze processes, outcomes, research design, etc.</li> <li>• Help students create presentations or performances using available technology or open-source technology</li> <li>• Create spaces using technology to connect and create group projects</li> <li>• Give students options to create projects using mind mapping tools or other technologies that prompt them to use creative approaches to their projects</li> <li>• Provide students with raw data and ask them to analyze them</li> </ul>
<p><b>Inquiry-based Instruction:</b> Students are provided with materials and information but are given the freedom to design the experiment. Can be replicated and assessed online with some adjustments</p>	
<p><b>Discovery-process Instruction:</b> Students are directed to solve a problem or come up with hypotheses to meet the stated outcome. Can be assessed online with adjustments</p>	
<p><b>Problem-based Learning:</b> Requires students to engage in teamwork and are dependent on others on the team to solve the problem. Can be assessed online with adjustments</p>	
<b>Experiential Learning Course Assessments</b>	
Assessment Challenges	Proposed Solutions
<p>Outcomes of experiential learning can be varied and unpredictable</p>	<ul style="list-style-type: none"> <li>• Give students the freedom to choose how their work will be evaluated. They can be part of creating the grading rubric</li> <li>• Ask students to create a reflective journal to document reflections on their experiences</li> </ul>
<p>Students may choose to solve a problem differently</p>	

Experiences and learning from the same event may differ between students

Process and output are both important in experiential learning – the challenge could be that they may align to separate learning outcomes and criteria

- Have students create a digital portfolio to showcase the best of their work
- Students can create presentations and reports using available technology
- Students can self-evaluate and reflect on their experiences and performance
- Formative assessments in the form of short quizzes where students can evaluate their improvement and weaknesses
- Instructor assesses the students learning orally, using a videoconferencing tool
- Ask students to develop a project using lessons learned: Project could be individual or in teams
- Peer group evaluation of the student's work