Designing Assessments: A Learner-Centred Approach

Housekeeping

Please use the chat function for discussion and post any questions to the facilitators using the Q and A feature.

This session will be recorded and the recording will be made available to those unable to attend synchronously.

Supplemental materials, including this presentation, will be circulated to registered attendees and available online on our respective CSAHS and LANG websites.

Your Facilitators

Jacqueline Hamilton BASc MEd

Senior Manager, Learning, Assessment, and Accreditation

Gordon S. Lang School of Business and Economics

Chris Donaldson BES BEd MBA

Manager, Academic Programs

College of Social and Applied Human Sciences

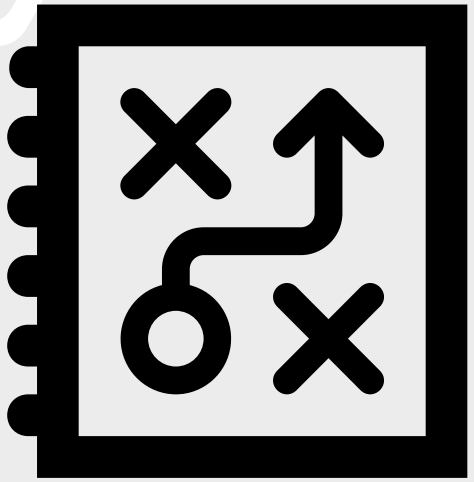
Supporting Flexible Instructional Skills Development: Webinar Overview

- *Wednesday, May 20: Debriefing Winter 2020: A Shared Reflection*
- *Wednesday, May 27: Finding and Using Open Educational Resources (OER) in the Classroom*
- *Thursday, June 4: Effective and Flexible Course Design: The Big Picture*
- *Tuesday, June 16: Enhancing Active & Collaborative Learning in Flexible Course Design and Delivery*
- **Tuesday, June 30: Designing Assessments: A Learner-Centred Approach**
- Tuesday, July 14: Graduate Student Support: An Open Forum for Discussion
- Tuesday, July 28: Strategies for Community Engaged Teaching and Learning in Remote Learning Environments
- Wednesday, August 5: Tools for Providing Meaningful (and quick!) Feedback to Students
- Wednesday, August 19: Teaching and Learning in a Virtual Classroom Setting

Let’s get started

By the end of today’s session, we will

- Explore best practices in leaner-centered assessment design; and
- Identify and summarize tangible strategies and design criteria that you could use for your own courses/context.



Defining Assessment

"… we consider online assessments to be any means of evaluating student achievement, providing feedback, or moving the students forward in their learning process" (Weleschuk, Dyjur & Kelly, 2019).

Two Main Types:

- Formative
- Summative

Formative and Summative Assessments

Characteristic	Formative Assessment	Summative Assessment
Purpose	• To improve teaching and learning • To identify challenges faced by students	• Evaluation of learning outcomes • Placement, promotion decisions
Timing	Ongoing, before, and during instruction	Cumulative, after instruction
Level of stakes	Low-stakes	High-stakes
Questions asked	• What is working? • What needs to be improved? • How can it be improved?	• Does the student understand the material? • Is the student prepared for the next level of activity?
Examples	• Observations • Self-reflections • Question and answer sessions	• Projects • Papers • Portfolios • Exams • Performance assessments

Modified from Dixon & Worrell (2016).

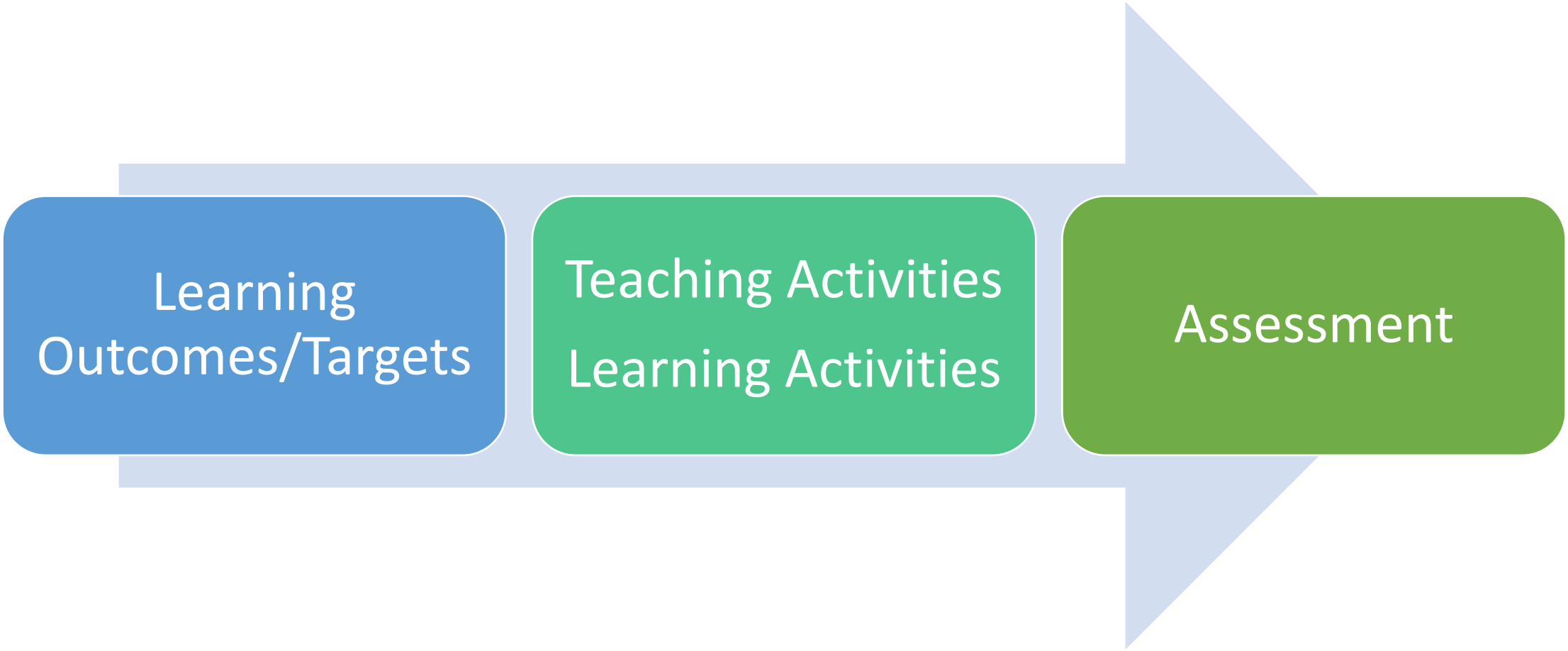
How does learner-centredness fit in?

It puts the learner at the centre of the instructor's assessment decision making process

Some examples:

- Incorporating choice, where it aligns with the outcomes and will not create additional workload
- Provide multiple kinds of assessment opportunities throughout the course
- Mix of formative and summative feedback opportunities (generally avoiding high stakes assessments)

Assessment in the Context of Course Design



Remote Assessments: Some Examples

More detailed online assignments considerations for most of these can be found here: https://taylorinstitute.ucalgary.ca/resources/module/designing-online-assessments/types-assessments

Principles of Effective Assessment in Remote Environments

Start planning and designing assessments early. Ensure that materials are available and that important resources are easy to find in the LMS (Beebe et al., 2010; Page & Cherry, 2018).

Instructions, rubrics, and expectations need to be clear and complete (Ardid et al. 2015). Provide a space for students to ask questions, such as a discussion board, or online office hours

When providing formative feedback, use action-focused statements that give students suggestions for future work (Drury & Mort, 2015).

Use a variety of assessment types to allow students the opportunity to demonstrate their understanding in different ways (Sato & Haegele, 2018).

Have a contingency plan for submitting in case of technology issues. Make note of how students' work is recorded and documented in your LMS, so you and your students can be confident in the technology (Bennett et al., 2016).

Weleschuk, Dyjur & Kelly, 2019.

Assessment with Learner Choice: One Example

Reflection #1 Instructions

- Find a quote that resonates with you that relates to failure. This can be a quote from a book, a celebrity, a family member, a blog, etc. The source of the quote is not important. What is important is that the quote means something to you when you think about failure. Why did you pick this quote? What does it mean to you and what does it say about failure?

Assignment Parameters:

- If using paper, please double space your work and use 12 point font.
- If you need to cite any sources, please use APA style. This is true regardless of the format you use to submit your reflection. There is a guide available at the library, both in person and online.
- Remember to include a title page (again, use APA style guidelines).
- You can write a paper, create a video diary, blog posts, etc. Please talk to me about the format you plan to use for each reflection.
- I expect your reflection to be no shorter than 1 page, or 1 minute, and no longer than 5 pages or 5 minutes in length (as per the rubric)
- You are allowed to use 'I' statements as this is a reflection.
- **REVIEW THE RUBRIC BEFORE YOU START, AND BEFORE YOU SUBMIT YOUR REFLECTION**

Rubrics

- Help articulate the learning goals of the activity
- Ensure assessment processes are fair and accurate
- Help students reflect and engage in both self-assessment, and peer feedback
- Have the potential to support marginalized groups, like first generation students, students of colour, etc. (make the implicit, explicit)

(Wolf and Stevens, 2007)

	Not evident	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Analytical Reflection	Student does not accurately describe the topic and their response is unclear and undetailed. Ideas are not connected.	Student is beginning to think about how their response relates to the topic but the connection is not clear, and only minimal details have been provided.	Student provides an accurate description and response to the reflection topic. The response is clear and logical, and connects to the topic.	Student provides a detailed, concise, and descriptive response to the reflection topic. There is a clear connection between their response and the topic and ideas are connected and flow together.
Critical Thought	Student does not ask questions about the topic and has simply provided information with no analysis.	Student is beginning to ask questions and explore the topic from multiple, but does not provide an analysis of the topic. Information may be their opinion with no analysis.	Student asks questions and explores the topic from multiple perspectives and provides a clear analysis of the topic.	Student asks questions and explores the topic from multiple perspectives and they discuss contrasting or missing points of view. A clear and concise analysis of the topic has been provided.
Personalization	Student does not make any personal connections throughout the reflection.	Student is beginning to make a connection, but they have not identified a clear personal connection.	Student has made a clear personal connection to the topic and content throughout the reflection.	Student has made a clear personal connection, and has articulated how this can contribute to their future personal development.
Application of Course Content	Student does not include any examples or content from the course.	Student has included course content but it is not clear why they have decided to include that information. They may have included content inaccurately.	Student has included course content in their reflection at least once, and it is clear why they have decided to included that information.	Student has integrated content from the course in a clear and concise manner. Multiple examples of content have been included.
Quality of Communication	There are many spelling and grammar errors throughout the reflection. It is difficult to understand what the student is saying. If applicable, the student has not referenced any sources. Reflection exceeds 5 pages/minutes, or is less than 1	There are frequent spelling and grammar errors throughout the reflection. At times the message is clear, and sometimes the writing is difficult to understand. If applicable, the student has not referenced any sources. Reflection exceeds 5 pages/minutes, or is less than 1	There are a few spelling and grammar errors throughout the reflection. Overall, it is easy to understand the student's points. If applicable, sources have been referenced appropriately, with minor errors. Reflection does not	There are no spelling and grammar errors throughout the reflection. The writing/information provided is clear and concise, and it is easy to understand the student's points. If applicable, sources have been referenced with no errors. Reflection does not exceed 5 pages/minutes.

Limitations of Rubrics

- They take time and effort to develop
  - As a starting point, consider using them for more complex assignments
- If they are poorly designed, evidence shows they can have a negative effect on the student learning process

Considerations in a Remote Environment

SYNCHRONOUS VS ASYNCHRONOUS DESIGN

INTENTION BEHIND THE ASSESSMENT **AND** LEARNING TARGETS (OUTCOMES)

FLEXIBILITY AS A MEANS OF EMPOWERMENT

Assessment Design: Converting F2F to Remote

- Time management
- Material organization
- Formative assessment
- Communication
- Time
- Student supports

	FACE-TO-FACE	REMOTE
Assessment Method	Debate	Online Debate
Learning Outcomes	• Conduct research using multiple sources to support a position in a debate. • Engage in critical and respectful dialogue surrounding a social justice issue.	• Conduct research using multiple sources to support a position in a debate. • Engage in critical and respectful dialogue surrounding a social justice issue.
Grade Weight	25% of final grade	20% of final grade
Timeline & Due Date	• Week 2 – Topics Assignment • Week 4 – Debate (in class)	• Week 2 – Topics assigned • Weeks 4-6 – Discussion Forums Live (asynchronous) OR Week 4 – synchronous Zoom meeting
Resources	• Library database • Assignment instructions	• CourseLink Discussions forum (asynchronous); • Zoom Breakout Rooms (synchronous) • Library database • Assignment instructions
Feedback Method	• Assignment rubric • Peer evaluation	• Assignment rubric • Video feedback • Peer evaluation
Submission Method	Paper feedback forms	PEAR Assignment

Modified from Weleschuk et al. (2019).

Remote Course Assessment Plan

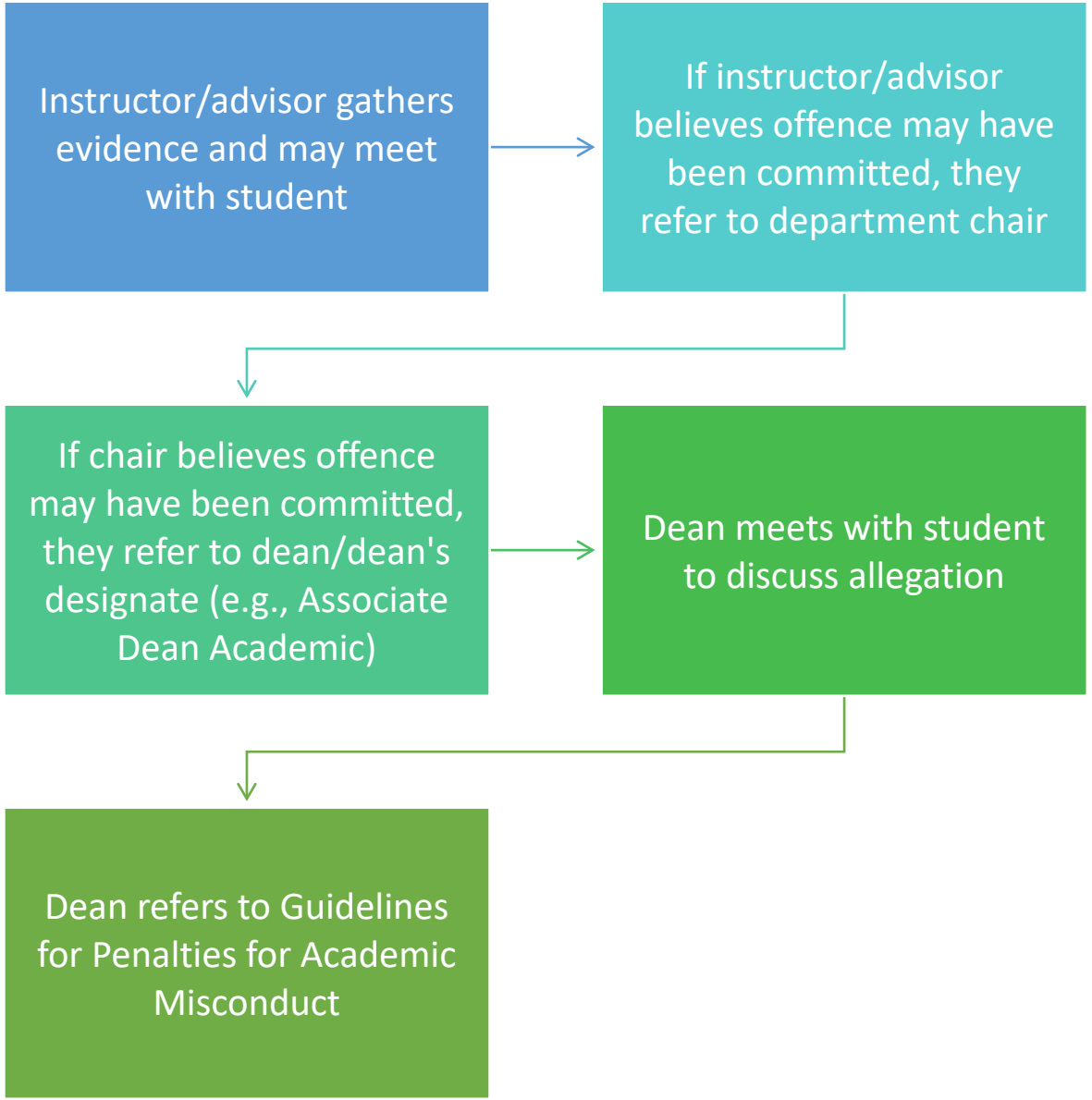
Assessment Item	Course Learning Outcomes	Weight (formative, summative)	Educational Technologies	Assessment Instrument
Example: Online Debate	• Conduct research using multiple sources to support a position in a debate. • Engage in critical and respectful dialogue surrounding a social justice issue.	20% of final grade Summative	• CourseLink Discussion forums (asynchronous) or Zoom breakout rooms (synchronous)	• Debate Rubric • PEAR

Modified from Weleschuk et al. (2019).

Tips for Addressing Academic Misconduct

- Consider randomization of questions or varying the numbers for quizzes and other online assignments
- Anti-plagiarism software, used in conjunction with education about academic integrity has been shown to reduce instances of plagiarism (Levine & Pazdernik, 2018).
- Use a diverse set of assessments throughout the course
- Have a plan for promoting academic integrity in the online environment. Discuss this plan and its importance with the students(Levine & Pazdernik, 2018).
- Where possible consider avoiding the reusing exact assessments from previous semesters

University of Guelph Academic Misconduct Procedures



Summary

Spending time designing constructively aligning assessments can help the instructor and the learner

There are design elements you can consider that can help mitigate some of the challenges with academic misconduct

Using a mix of formative and summative assessments can be another tool to support student learning throughout the course

Rubrics can be a great tool, when well designed, to support fair and accurate assessments and improve student learning

Questions?

Supporting Flexible Instructional Skills Development: Webinar Overview

- *Wednesday, May 20: Debriefing Winter 2020: A Shared Reflection*
- *Wednesday, May 27: Finding and Using Open Educational Resources (OER) in the Classroom*
- *Thursday, June 4: Effective and Flexible Course Design: The Big Picture*
- *Tuesday, June 16: Enhancing Active & Collaborative Learning in Flexible Course Design and Delivery*
- *Tuesday, June 30: Designing Assessments: A Learner-Centred Approach*
- **Tuesday, July 14: Graduate Student Support: An Open Forum for Discussion**
- Tuesday, July 28: Strategies for Community Engaged Teaching and Learning in Remote Learning Environments
- Wednesday, August 5: Tools for Providing Meaningful (and quick!) Feedback to Students
- Wednesday, August 19: Teaching and Learning in a Virtual Classroom Setting

Thank you!

Please reach out with questions at any time to us directly

Jackie Hamilton at
jhamil06@uoguelph.ca

Chris Donaldson at
chris.donaldson@uoguelph.ca

References

- Ardid, M., Gómez-Tejedor, J. A., Meseguer-Dueñas, J. M., Riera, J., & Vidaurre, A. (2015). Online exams for blended assessment. Study of different application methodologies.*Computers& Education* 81, 296-303.
- Boitshwarelo, B., Reedy, A.K., & Billany, T. (2017). Envisioning the use of online tests in assessing twenty-first century learning: A literature review. *Research and Practice in Technology Enhanced Learning*, 12(16).
- Dixon, D.D., & Worrell, F.C. (2016). Formative and summative assessment in the classroom, *Theory Into Practice, 55(2),* 153-159.
- Drury, H., & Mort, P. (2015). Engaging students in online learning environments for success in academic writing in the disciplines. In M. Deane, & T. Guasch(Eds), Learning and Teaching Writing Online: Strategies for Success (pp.151-175)
- Hung, M.L., Chou, C., Chen, C.H., & Own, Z.Y. (2010). Learner readiness for online learning: Scale development and student perceptions. *Computers & Education*, 55(3), 1080-1090.
- Levine, J., & Pazdernik, V. (2018). Evaluation of a four-prong anti-plagiarism program and the incidence of plagiarism: a five-year retrospective study. *Assessment and Evaluation in Higher Education,* 43(7), 1094-1105.
- McLaughlin, T. & Yan,Z. (2017). Diverse delivery methods and strong psychological benefits: A review of online formative assessment. *Journal of Computer Assisted Learning, 3*3(6), 562-574.
- Tsai, N. (2016). Assessment of students' learning behavior and academic misconduct in a student-pulled online learning and student-governed testing environment: A case study. *Journal of Education for Business, 91(7*), 387-392.
- University of Guelph (2020). VIII. Undergraduate Degree Regulations and Procedures. Retrieved from https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconductproc.shtml
- van de Heyde, V., & Siebrits, A. (2019). Higher-Order e-Assessment for Physics in the Digital Age Using Sakai. *The Physics Teacher,* 57(1), 32-34.
- Weleschuk, A.,Dyjur,P., & Kelly, P.(2019). Online Assessment in Higher Education. Retrieved from https://taylorinstitute.ucalgary.ca/resources/guides
- Wolf, K. & Stevens, E. (2007). The Role of Rubrics in Advancing and Assessing Student Learning. *The Journal of Effective Teaching, 7*(1): 3-14.