



Designing Assessments Workshop

Welcome



- Introductions
- Purpose of Session
 - Use framework of alignment to identify changes to assessment plan that are appropriate for the remote teaching environment



Session Overview

- Agenda
 - Overview of assessment/common myths (5 minutes)
 - Initial Discussion (10 minutes)
 - Introduction to group discussion (5 minutes)
 - Breakout Discussions (20 minutes)
 - Follow up discussion after breakouts (10 minutes)

Session Overview

- Format
 - Discussion in large group on the chat
 - Moderator will invite individuals to speak based on comments in chat
 - Breakout room discussion
- Resources
 - Handouts
 - Asynchronous material on GTRTA Canvas site
 - Workshop survey

Why are we assessing learning

- Assessment *for* learning
 - Collecting information for understanding where learners are in the learning process
 - Focus is on feedback
 - Formative Assessment
- Assessment *of* learning
 - Collecting information for evaluation of student achievement
 - Focus is on providing a grade
 - Summative evaluation

Myths about Assessment in a Remote Learning Environment

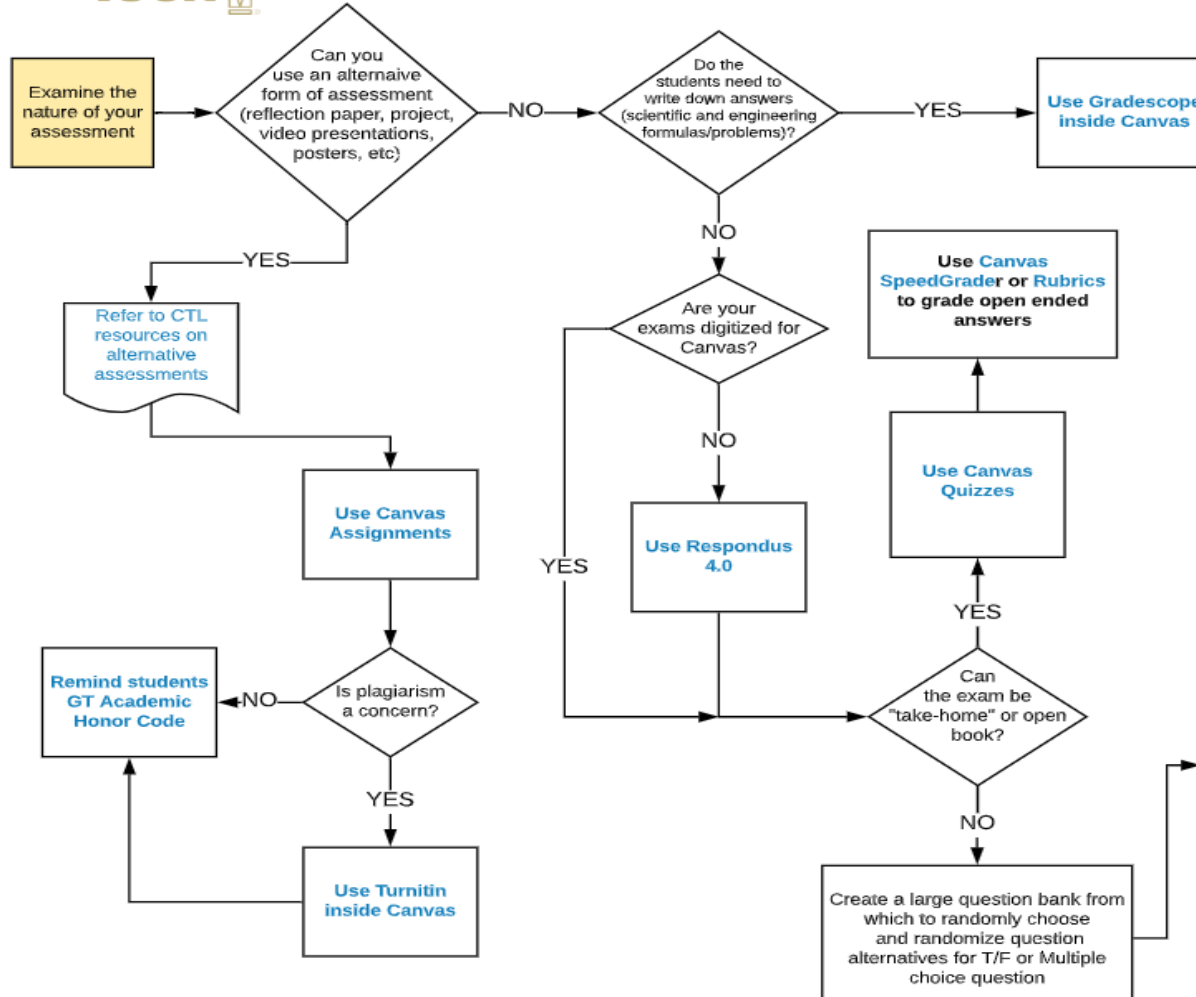


- Myth I: Online assessments must follow assessment methods used on campus
- Myth II: Assessments are evaluation mechanisms, not teaching tools
- Myth III: Instructor is the sole person responsible for assessment of student learning
- Myth IV: Anything faculty do differently from now on will cost them too much time that they don't have
- Myth V: There are technologies available to completely eradicate cheating and plagiarism

Decision Diagram for Assessment Tools and Technologies



Decision Diagram for Assessment Tools a



Spectrum of Options

- Alternative Assessments
- Turnitin (plagiarism)
- Respondus 4.0 (creating and managing exams)
- Gradescope (scientific and engineering formulas/problems)
- Canvas Assignments/Quizzes
- Respondus LockDown Browser
- Digital Proctoring (Not Recommended)

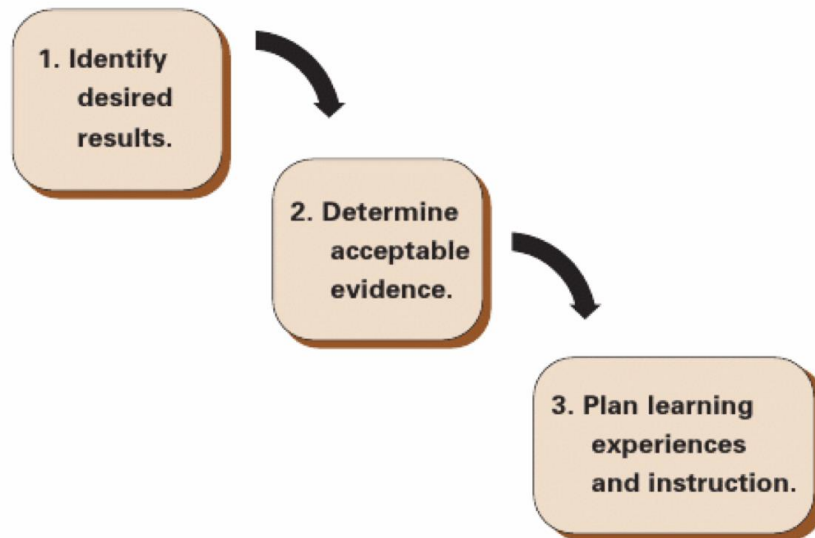
Discussion *(post in chat)*

- The COVID-19 environment has caused us to rethink many things. As you think about your Summer 2020 courses, tell us about an assignment that needed (or needs) to be modified or adjusted to reflect current faculty and student circumstances and situations. How are you thinking about modifying the assignment?

Backward design

Figure 1.1

UbD: Stages of Backward Design



- <https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/#benefits>

Bowen, Ryan S., (2017). Understanding by Design. Vanderbilt University Center for Teaching. Retrieved [todaysdate] from <https://cft.vanderbilt.edu/understanding-by-design/>.

Assessment for Learning

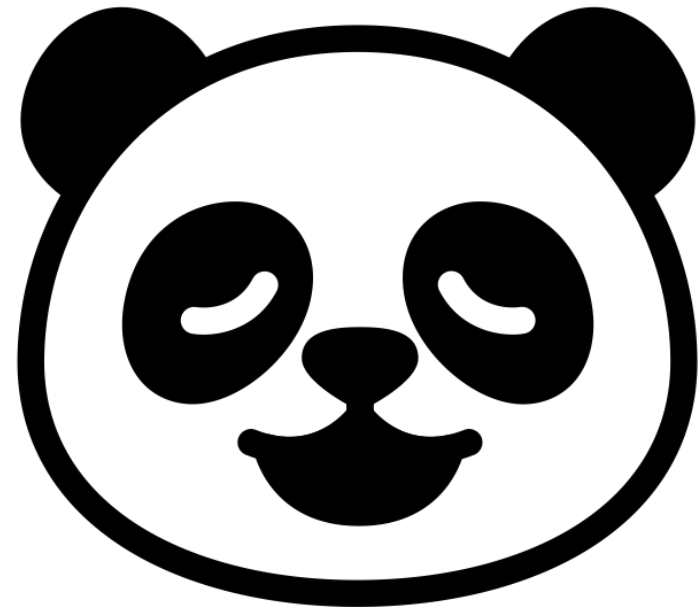
- Aligned
- Forward Looking
- Transparent
- Frequent Practice with Feedback



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Focus on Learning over Performance

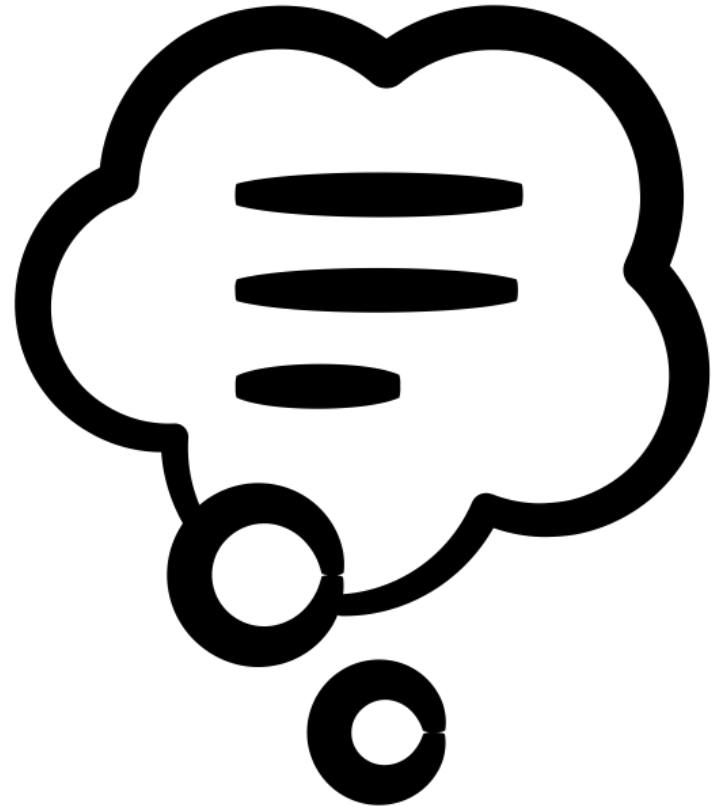
- Tap into student motivation
- Lower the stakes
- Lower the anxiety



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Individual Reflection

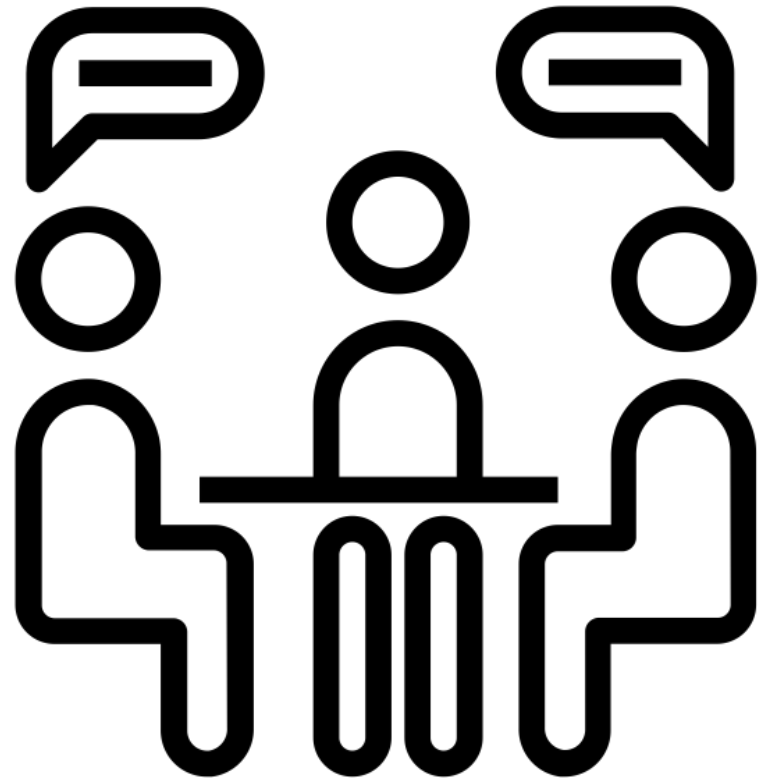
- Discussion Guide page 1 or 2
- Brainstorm changes you can make to a major assessment to adapt to remote teaching



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Breakout Sessions

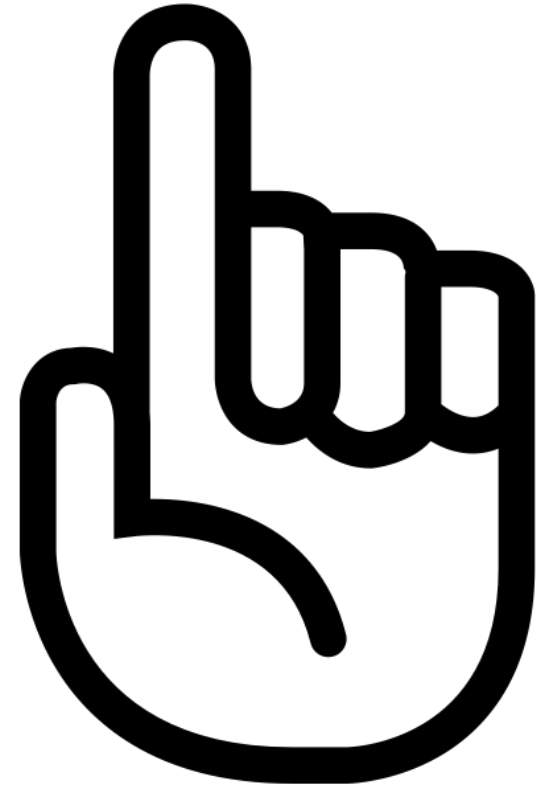
- Share strategies for supporting student learning through assessment
- Pick one column on Discussion Guide page 3 to focus on



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Before You Go

- Unmute yourself in breakout room
- Mental note of your breakout room # and/or “roommates”
- Main room will become a breakout room if needed
- Keep track of time—15 minutes for everyone to participate



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Discussion *(post in chat)*

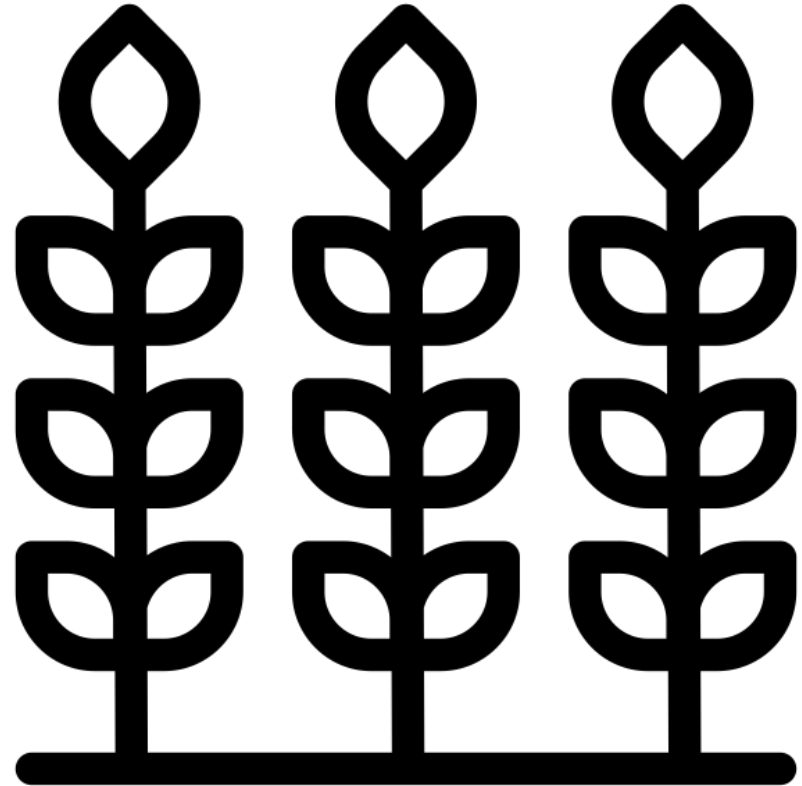
- What are two or three solutions for common challenges with assessment and feedback from your breakout groups?



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Thank you!

Please complete the
workshop survey.



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