# IO2. Training Course

## Assessment and Evaluation providing recommendations and constructive feedback using online means

### *Prepared by UNIC*

# Project Information

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| **Project Title** | A practical toolkit for integrating elearning in Higher Education Curricula |
| **Project acronym** | OnlineHE |
| **Project number** | 2020-1-RO01-KA226-HE-095434 |
| **Beneficiary organization (Project Coordinator)** | RO01 Agentia Nationala pentru Programe Comunitare in Domeniul Educatiei si Formarii Profesionale |

# 1. Learning Outcomes Matrix

On successful completion of the Training Course, Higher Education staff, researchers, practitioners, adult educators, learning designers, and university support staff will be able to:

| Learning Outcomes<br><br>Axes | Knowledge | Skills | Attitudes |
|---|---|---|---|
| **Axis 6: Assessment and Evaluation providing recommendations and constructive feedback using online means** | K6.1. define the types and challenges of online assessment | K6.1. apply effective techniques to solve common challenges of online assessment | K6.1. plan the development of effective assessment |
| | S6.1. describe common methods of online assessment | S6.1. select suitable methods to assess students online | S6.1. share ideas regarding the creation of effective online assessment |
| | A.6.1. define good practices for providing feedback online | A.6.1. provide appropriate feedback when teaching online | A.6.1. collaborate with colleagues to create assessment activities |

## 1.1. Content Training

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| **Organisation/Partner: UNIC** | |
| Thematic axes (1-7) | 6: Assessment and Evaluation providing recommendations and constructive feedback using online means |
| Training time required | 45 minutes |
| Contents | Topic 1: Types and challenges of online assessment<br>Topic 2: Online methods of assessment<br>Topic 3: Good practices for online feedback |
| Synopsis of the content | Module 6 aims to provide participants with basic understanding about online assessment and feedback. In the first topic, they will learn about the different types of online assessment used in education (diagnostic, formative, summative) as well as the most common challenges one may face when preparing assessment in an online context; for this, relevant solutions are provided. In the second topic, the participants will dive deeper into the various methods of online assessment (written assignments, written exams, oral discussions/interviews, etc.) along with the characteristics that make an assessment activity authentic. Finally, in the third topic, they will get to know some good practices for providing feedback online, with tips on making it effective for their learners. |
| Presentation teaching resources (pptx) | **ONLINEHE_IO2 _Axis 6_Presentation** [to be used during the training]<br>**ONLINEHE _IO2_Axis 6_Content** [for the trainer to further understand the content of the presentation. This info is also on the notes of the PPT slides. The content is given for support]. |
| Learning outcomes matrix | K6.1. define the types and challenges of online assessment<br>K6.2. describe common methods of online assessment<br>K6.3. define good practices for providing feedback online<br><br>S6.1. apply effective techniques to solve common challenges of online assessment<br>S6.2. select suitable methods to assess students online<br>S6.3. provide appropriate feedback when teaching online<br><br>A.6.1. plan the development of effective assessment<br>A.6.2. share ideas regarding the creation of effective online assessment<br>A.6.3. collaborate with colleagues to create assessment activities and provide peer feedback |

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| Proposed trainer | Christiana Karousiou |
| Learning activities, material, and digital resources | **Topic 1: Types and challenges of online assessment** [about 15' overall topic]<br><br>**1.1. Introduction to the training (2-3')** – **slides 1-3**<br>The trainer introduces to the participants the aim of the training sessions, the learning outcomes and the specific topics to be covered.<br><br>**1.2. Brainstorming-Warm up (3') – slides 4-5**<br>The trainer introduces Topic 1 and asks the participants to reflect on the questions presented on slide 5:<br>● Why are you assessing the students?<br>● What are the challenges of the online assessment?<br>They briefly discuss their thoughts all together.<br><br>**1.3. Presentation of the types and challenges of online assessment. (10') – slides 6-12**<br>The trainer presents and explains the three types of assessment. After that, s/he presents the 5 challenges related to the online modality of assessment, making connections/referring to the participants' thoughts as expressed during 1.2 Brainstorming-Warm up, whenever possible. The trainer encourages the participants to comment and/or provide solutions, before presenting the solutions as described on slides 8-12. |
| | **Topic 2: Online methods of assessment – slide 13** [about 13' overall topic]<br><br>**2.1 Brainstorming-Warm up (5') – slide 14**<br><br>The trainer asks the participants to think and share an example of how they assess/have assessed their students in online teaching. S/he discusses their answers and asks questions such as:<br>- What was the challenge of that assessment?<br>- What would you change?<br>- What were your students' opinions?<br>- Did you see any improvement in your students' learning progress?<br><br>**2.2 Presentation of online methods of assessment (8') – slides 15-25**<br><br>The trainer presents the 6 methods of assessing students online, giving clear explanations. Where possible, s/he makes comparisons with the results in 2.1. Brainstorming-Warm up activity. Then, s/he presents the characteristics of an authentic assessment and asks the participants whether they are using/have used such activities to assess their students. |
| | **Topic 3: Good practices for online feedback – slide 26** [about 13' overall topic] |

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| | **3.1 Presentation of effective feedback practices (10') – slide 27-32**<br><br>The trainer presents how an instructor can provide feedback online (4 ways-sources of feedback). Then, s/he presents and discusses with the participants the 8 characteristics of effective feedback. S/he asks the participants whether they do follow these tips and whether they have faced any obstacles they want to share.<br><br>**3.2. Finalisation/Closure – (2-3') slide 33**<br><br>Debriefing of the session, short recap of the topics, time for reflection and questions. |
| Web Link and Apps | OnlineHe Toolkit |
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| Shaw, A. (2020). *Authentic assessment in the online classroom*. Center for Teaching and Learning | Wiley Education Services. |

## 1.2. Scenario

| Organisation/Partner: | |
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| Good practice supports | a) 1.2. Methodology of designing and delivering online learning experiences<br><br>b) Best Practices:<br>- Category 2: Digital & Online tools/software<br>- Category 3: Open Educational Resources [OERs] |
| Scientific field | The scenario will be open to academics/instructors from various fields. |
| The Audience Profile | The audience includes academics, researchers, instructors that have teaching duties in a Higher Education institution/college. |

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| Learning Needs - Cognitive objectives | The participants will learn how to prepare assessment activities that support the learning objectives they set, while selecting appropriate ways to provide constructive feedback. |
| Synopsis of the content | The scenario is focus on the practical application of the knowledge acquired during the theoretical session. Participants will work in groups and prepare assessment activities, indicating the tech tools used as well as the way feedback will be given. |
| Teaching material (the required material and infrastructure) | OnlineHE_IO2_Axis6_Scenario worksheet |
| Learning outcomes matrix | K6.1. define the types and challenges of online assessment<br>K6.2. describe common methods of online assessment<br>K6.3. define good practices for providing feedback online<br><br>S6.1. apply effective techniques to solve common challenges of online assessment<br>S6.2. select suitable methods to assess students online<br>S6.3. provide appropriate feedback when teaching online<br><br>A.6.1. plan the development of effective assessment<br>A.6.2. share ideas regarding the creation of effective online assessment<br>A.6.3. collaborate with colleagues to create assessment activities and provide peer feedback |
| Proposed trainer | Christiana Karousiou |

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| Description of learning activities - The approach and the structure of the scenarios | In this practical part of the training, the participants are asked to engage with the following scenario.<br><br>**1. Presentation of context and instructions. (max 5')**<br><br>First, the trainer gives the **following context:**<br><br>"A group of academics in the field of Online/Distance learning will visit your University for a study visit. In one of the various events organised, you will discuss and exchange ideas about methods of online assessment. You have decided to collaborate with a group of colleagues and present some examples of online assessment to get feedback and recommendations for improvement."<br><br>Then, the trainer presents **the main tasks which participants have to complete:**<br><br>Work in groups and address the following questions:<br>● define at least 2 learning objectives for a hypothetical course/unit<br>● prepare 1 formative and 1 summative assessment activities used to measure i) whether the students progress properly and ii) whether the objectives have been met<br>● write a short description of what this activity is about and what the participants are asked to do, including a short explanation of the tech tools you would use<br>● are there any potential challenges that may arise? What measures will you take for these?<br>● explain the way students will get feedback<br><br>Upon completion of the group work you will provide feedback to the other group members, based on the tasks you had to complete.<br><br><br>**2. Group work (25')**<br><br>The participants work in groups for about 25'. The trainer can divide them based on their field of expertise (if applicable).<br>The trainer visits the groups and assists as deemed necessary.<br><br>**3. Presentation of results and feedback (15')**<br><br>The groups present their results and the trainer, with the rest of the participants, provides constructive feedback.<br><br>The trainer finishes the session by congratulating and thanking the participants, leaving space for answering questions, if any. |
| Web Link and Apps | n/a<br>Participants' choice. |
| Assessment | Participants will be assessed based on:<br>● the appropriateness of answers (adequately answer to all points and provide feedback to the other groups) |

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| | <ul><li>the quality of the assessment activities (they are in line with the objectives, they cover and actually measure them), appropriate activities for the types of assessment, justification of tech tools, justification of feedback provision, appropriate measures for the challenges that may arise etc.)</li><li>the appropriateness of the tech tool used</li></ul> |