

OnlineHE project

A practical toolkit for integrating eLearning in Higher Education Curricula

Building the capacity of HE teaching staff, academics, and learning designers in integrating eLearning into their educational programmes



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Axis 6: Assessment & Evaluation

Overview of Module 6

Assessment and Evaluation providing recommendations and constructive feedback using online means

- ***Theoretical part***: 3 Topics – about 45'
- ***Practical part***: scenario activity in groups – about 45'

Learning outcomes

Knowledge

- define the types and challenges of online assessment
- describe common methods of online assessment
- define good practices for providing feedback online

Skills

- apply effective techniques to solve common challenges of online assessment
- select suitable methods to assess students online
- provide appropriate feedback when teaching online

Attitudes

- plan the development of effective assessment
- share ideas regarding the creation of effective online assessment
- collaborate with colleagues to create assessment activities and provide peer feedback

Overview of Topics

- ***Topic 1: Types and challenges of online assessment***
- Topic 2: Online methods of assessment
- Topic 3: Good practices for online feedback

Topic 1: Types and challenges of online assessment

Reflect on the following:

1. Why are you assessing the students?
2. What are the challenges of online assessment?



Topic 1: Types and challenges of online assessment

Types of online assessment

during the instruction – ongoing knowledge/skills

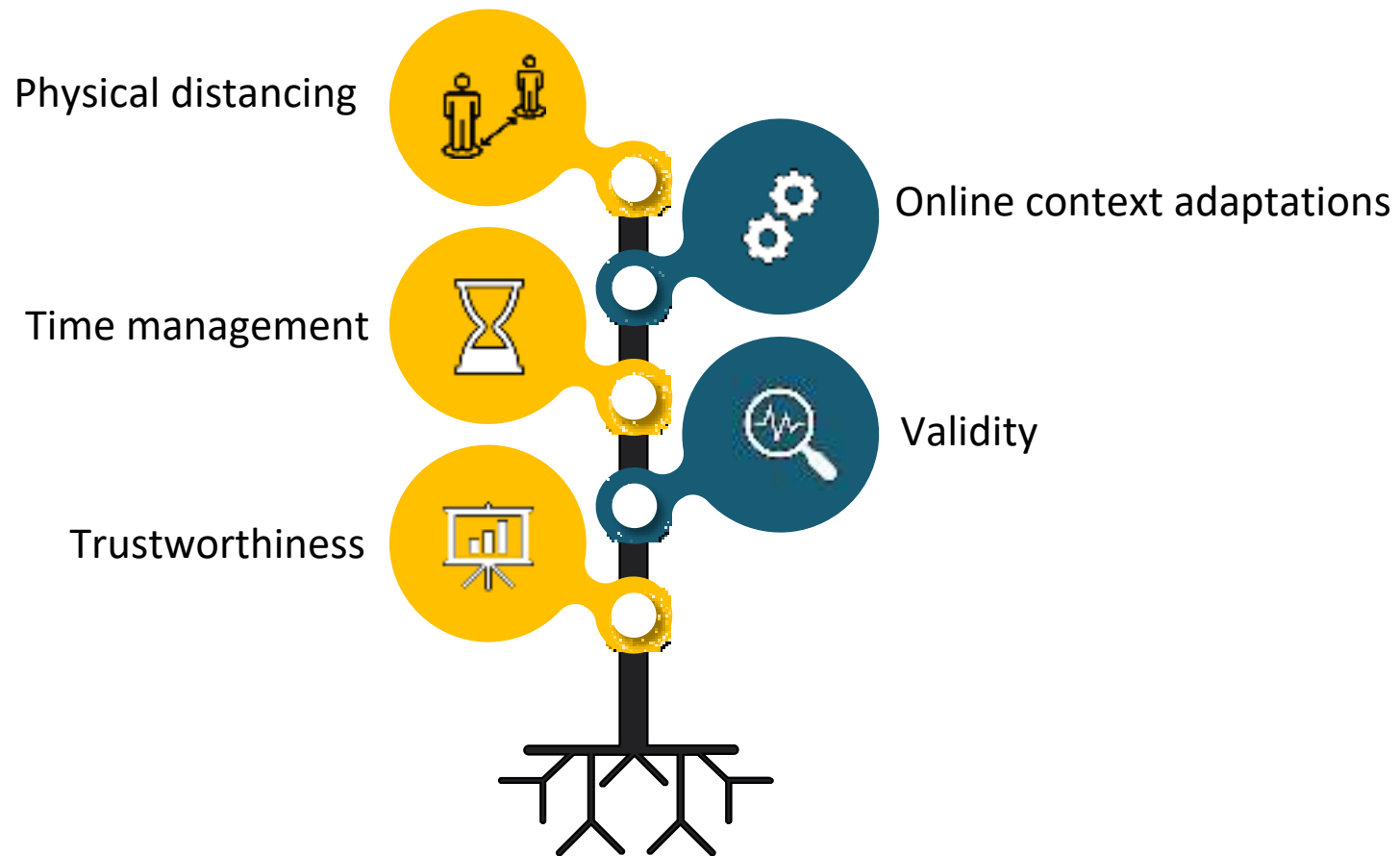


before the instruction –
initial knowledge/skills

at the end of instruction
– final knowledge/skills

Topic 1: Types and challenges of online assessment

Challenges of online modality



Topic 1: Types and challenges of online assessment

Addressing “physical distancing”

- Smaller tasks + feedback
- Virtual office hours
- Monitor progress
- Synchronous sessions – prerequisites



[Remote team vector created by redgreystock - www.freepik.com](https://www.freepik.com/vectors/remote-team)

Topic 1: Types and challenges of online assessment

Addressing “online context adaptations”

- Tools - assessment objectives
- Students know how to use the tools



[Education vector created by vectorjuice - www.freepik.com](https://www.freepik.com/vectors/education)

Topic 1: Types and challenges of online assessment

Addressing “time”

- Expectations- students (e.g., course guide)
- Online calendars- update of teaching progress
- Additional time for technical difficulties



[Work vector created by storyset - www.freepik.com](https://www.freepik.com/vectors/work)

Topic 1: Types and challenges of online assessment

Addressing “validity”

- Tasks/questions = knowledge/skills in learning outcomes



Topic 1: Types and challenges of online assessment

Addressing “trustworthiness”

For cheating:

- Innovative tasks- students create (not recalling)
- Combination of assessment tasks
- Oral discussions additional to written assessment
- Plagiarism check tools – proctoring software



Internet user vector created by pch.vector - www.freepik.com

For accessibility:

- Assistive technologies

Overview of Topics

- Topic 1: Types and challenges of online assessment
- ***Topic 2: Online methods of assessment***
- Topic 3: Good practices for online feedback

Topic 2: Online methods of assessment

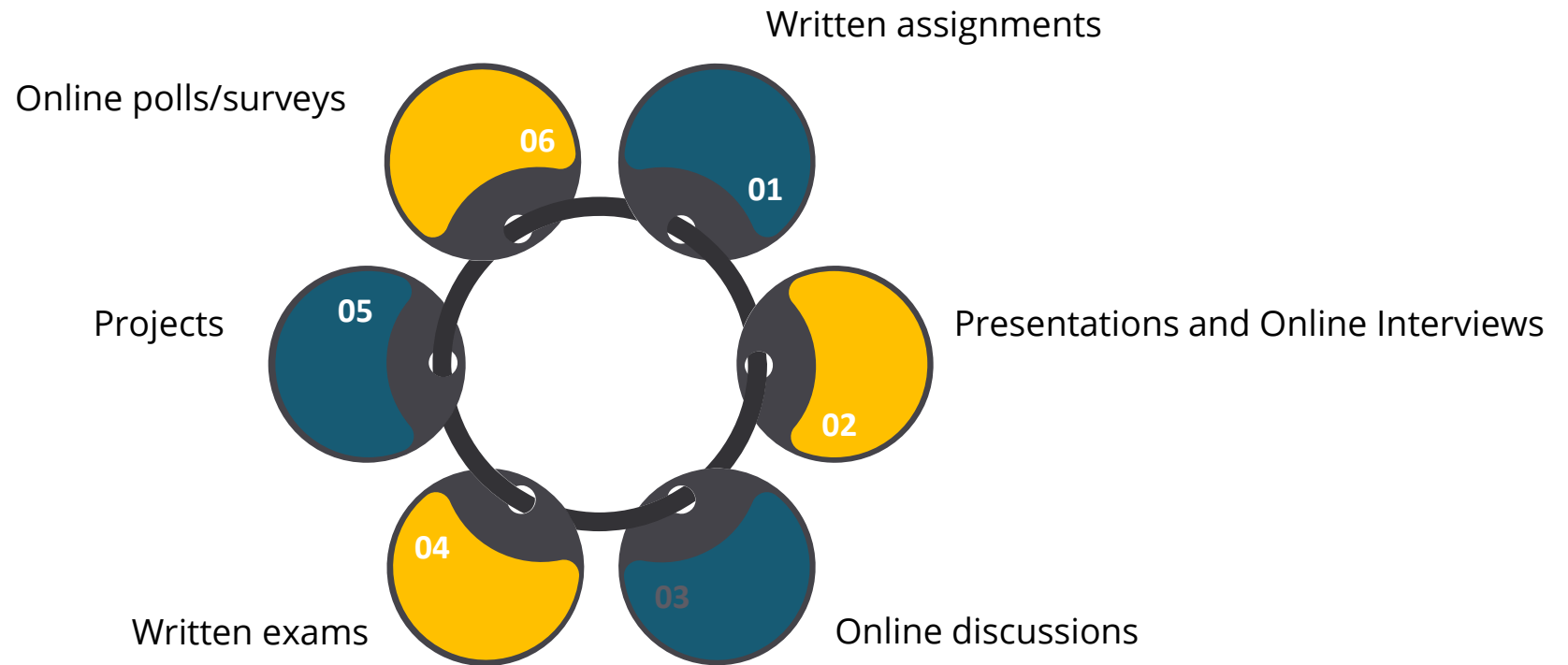
Brainstorming:

Example of how you assess/

have assessed your students in online teaching



Topic 2: Online methods of assessment



Topic 2: Online methods of assessment

Written assignments

- Individually or collaboratively
- Submit work online
- Ongoing assessment

Examples: research papers, case studies, short essays

Topic 2: Online methods of assessment

Presentations and Online Interviews

- Presentations
- 1-1 sessions
- Online interviews

Topic 2: Online methods of assessment

Online discussions

Synchronous or asynchronous discussion activities

- ***Asynchronous***: discussion boards (e.g., padlet), blogs, wikis, forums
- ***Synchronous***: web conferencing

Topic 2: Online methods of assessment

Written exams

- Traditional assessments
- Multiple-choice or open-ended

Topic 2: Online methods of assessment

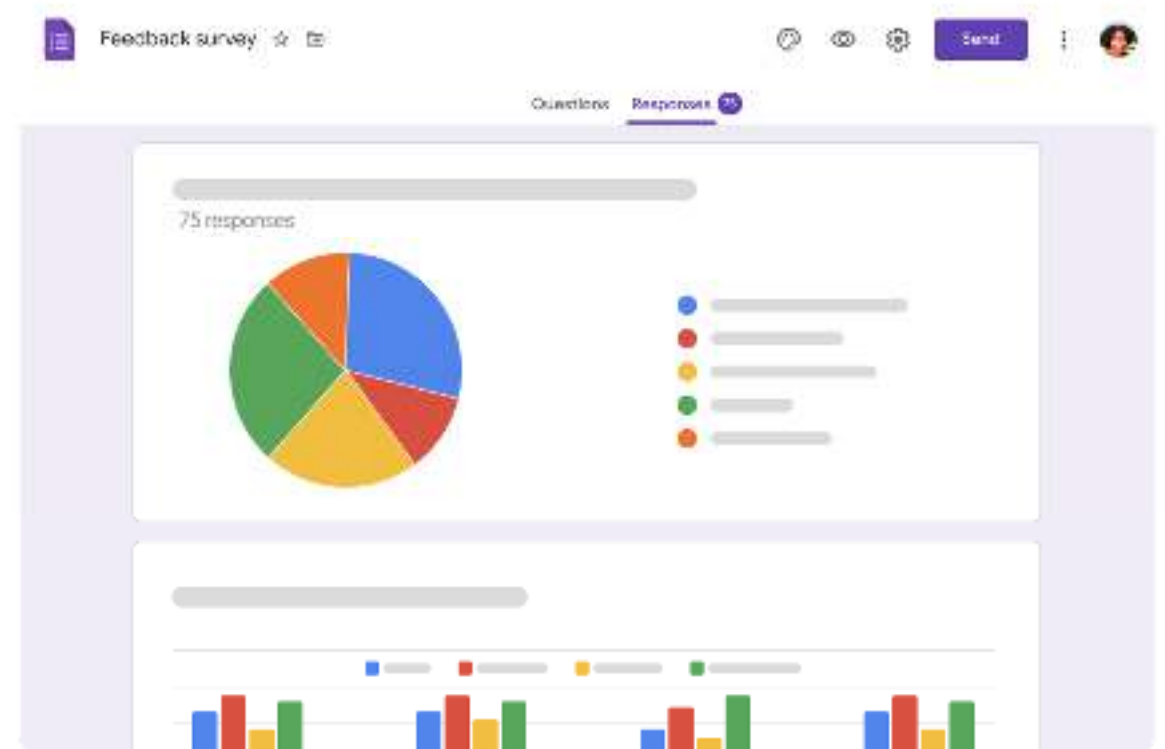
Projects

- Any form and format
- Creation of a final “product”
- Flexibility for students

Topic 2: Online methods of assessment

Online polls/surveys

- Before, during, or after an instruction
- Track students' progress
- Engagement



Topic 2: Online methods of assessment

Authentic assessment

- Realistic
- Higher order thinking skills
- Real-life contexts
- Complex tasks (multiple skills-sustained engagement)
- Time for reflection
- Feedback
- Collaboration/ group work

Topic 2: Online methods of assessment

Authentic assessment examples

- **Education:** Create a classroom management plan and/or lesson plan for the student's subject matter and/or intended audience.
- **Business:** Develop a business plan for a company in the student's location and desired field.
- **Computer Science:** Troubleshoot faulty code or create a website or application

How can we adapt them into an online mode?

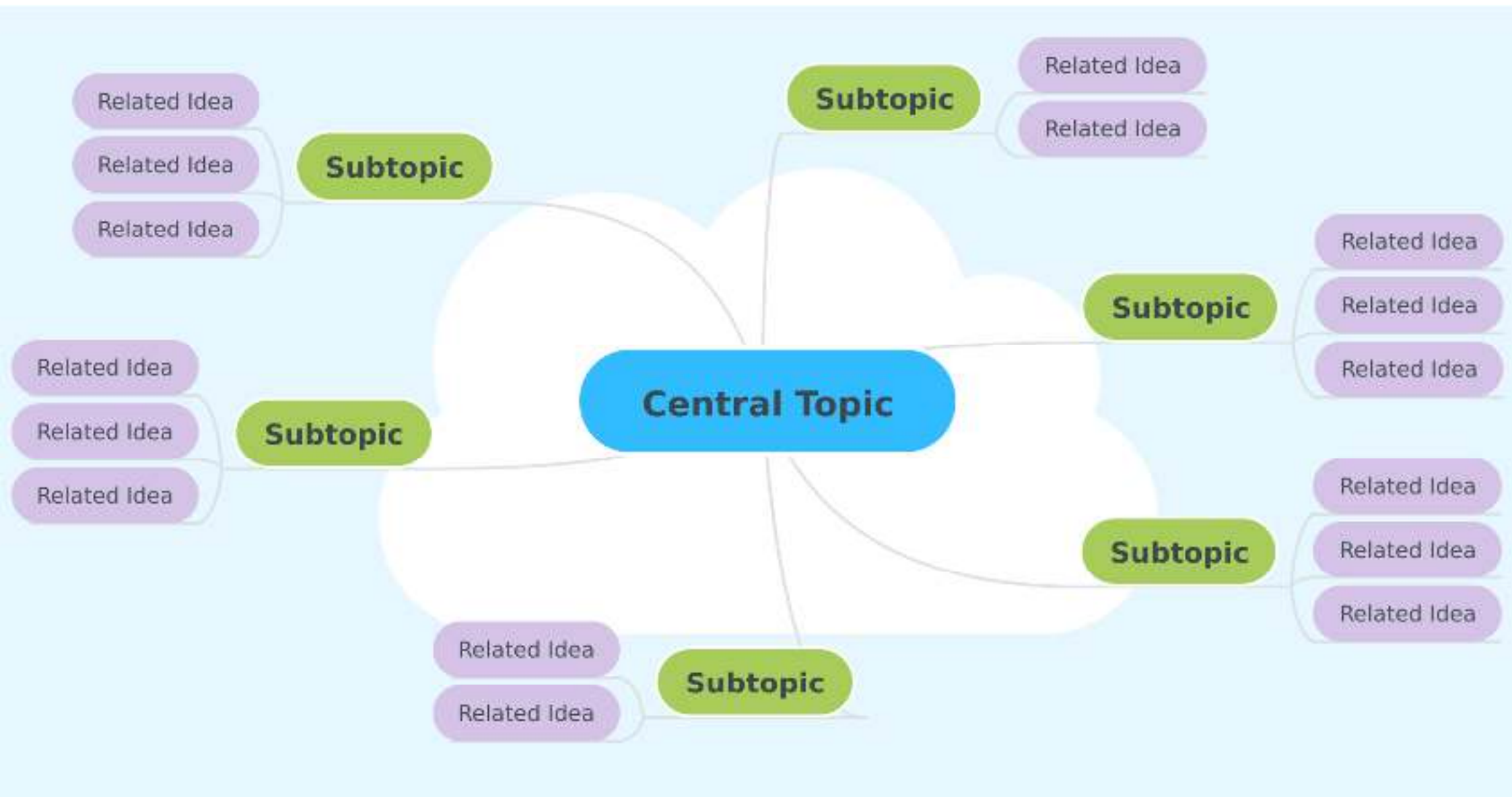
Topic 2: Online methods of assessment

Practices of authentic assessment

- ***E-portfolios:*** blogs, site creation tools.

Example of e-portfolio for Ed tech Master Programme

- ***Self- assessment:*** quiz, checklist, poll, surveys, mindmap

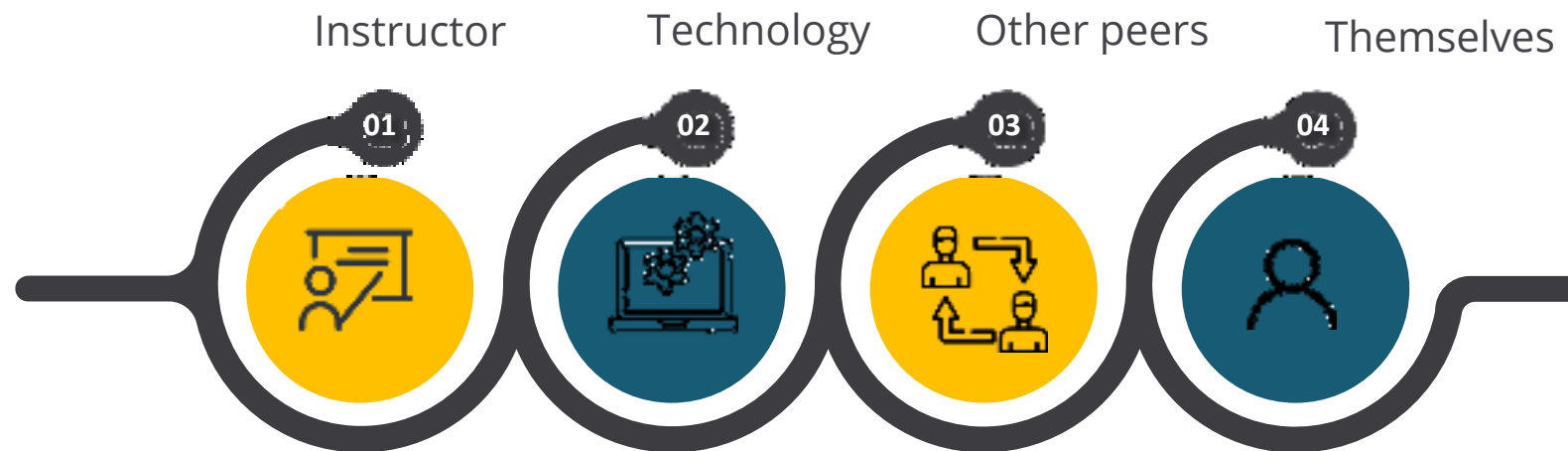


Overview of Topics

- Topic 1: Types and challenges of online assessment
- Topic 2: Online methods of assessment
- ***Topic 3: Good practices for online feedback***

Topic 3: Good practices for online feedback

Sources of feedback



Topic 3: Good practices for online feedback

Instructor



- Be present and give feedback constantly
- Orally, audiovisually (e.g., recording a video), in written form (e.g., shared documents, in LMS)
- Synchronous or asynchronous
- Technology= means to support you (e.g., comments)

Topic 3: Good practices for online feedback

Technology



- A range of feedback options
- Custom feedback (e.g., predefined answers)

Topic 3: Good practices for online feedback

Other peers



- Step 1: communicate the outcomes and expectations for an activity
- Step 2: students give feedback
- Step 3: students receive feedback
- Step 4: all reflect on the feedback
- Step 5: students apply the skills learned

!!Give them specific rules and instructions, checklists/rubrics

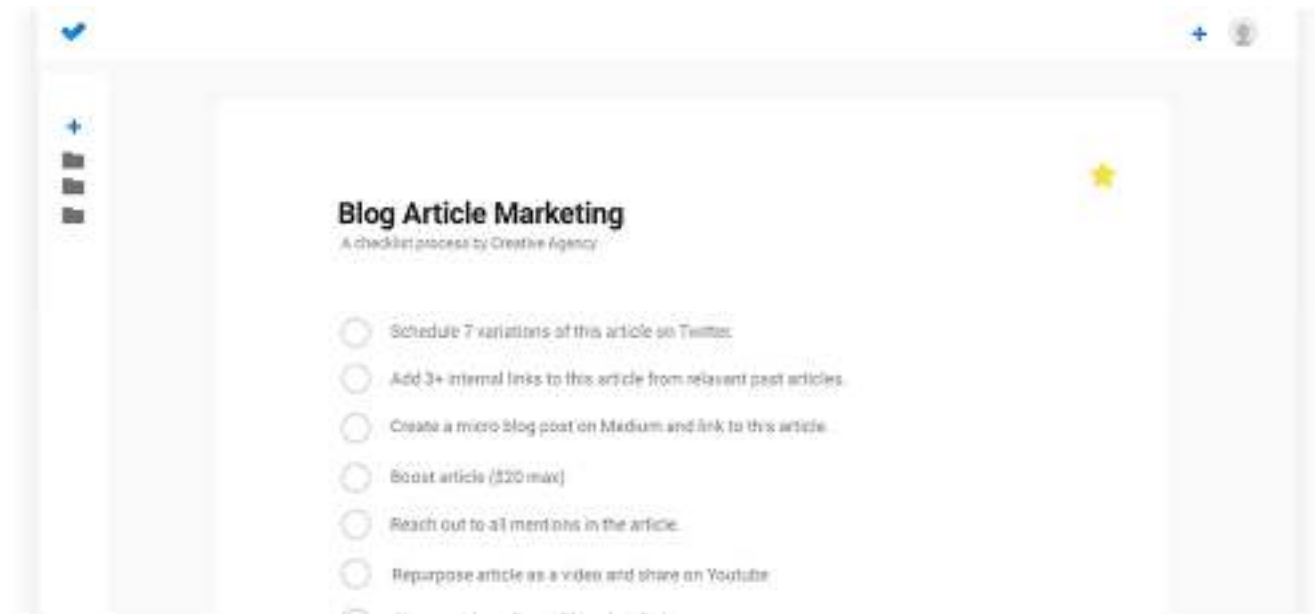
Topic 3: Good practices for online feedback

Themselves



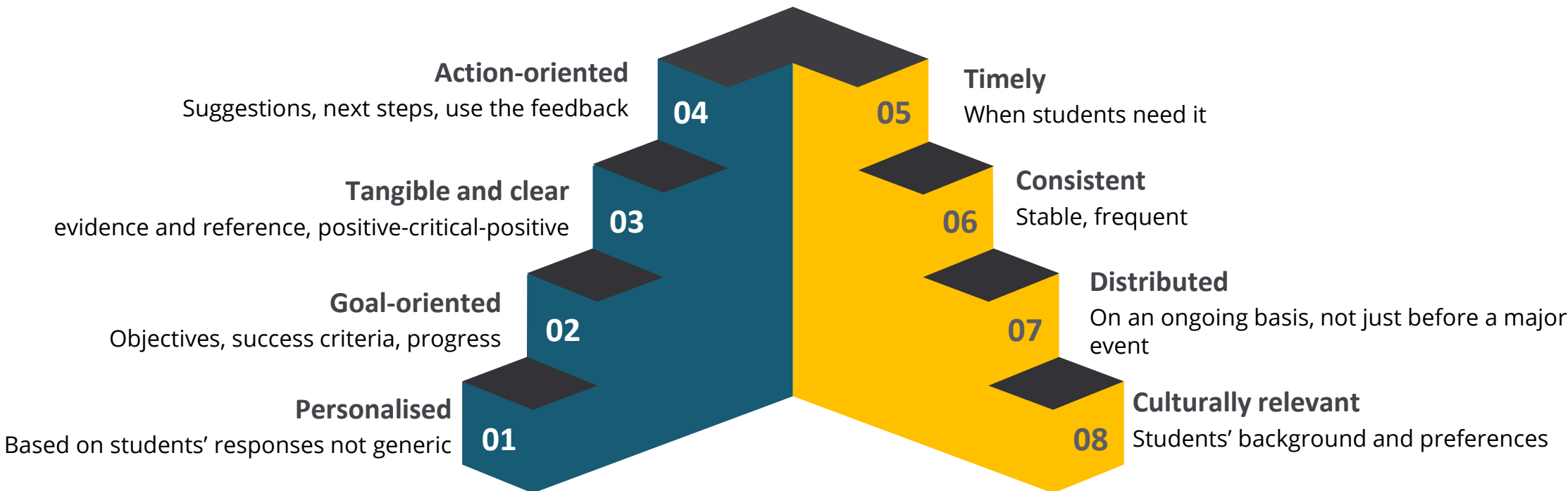
=Self-assessment

- Rubric with criteria
- Reflect and improve



Topic 3: Good practices for online feedback

Transactional distance= “psychological” distance



End of Module 5

Any questions?



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