

Assessing Student Achievement Online: formative and summative

Learning Outcomes
Assessments
Activities

"I never saw any feedback on my discussion board postings, nor any of my comments to other student's work. Rarely, in the case of a major paper, I would receive a 'cookie-cutter' response cheerleading me along (by telling me what I great job I was doing)... you quickly get the sense that students are herded through the curriculum as fast as possible..."

Phillips, V. (2020). <https://www.geteducated.com/elearning-education-blog/5-things-real-students-hate-about-online-learning-degrees/>

Assessment is being present

In an online class,
feedback is an
important interaction.



The Technology of Assessment

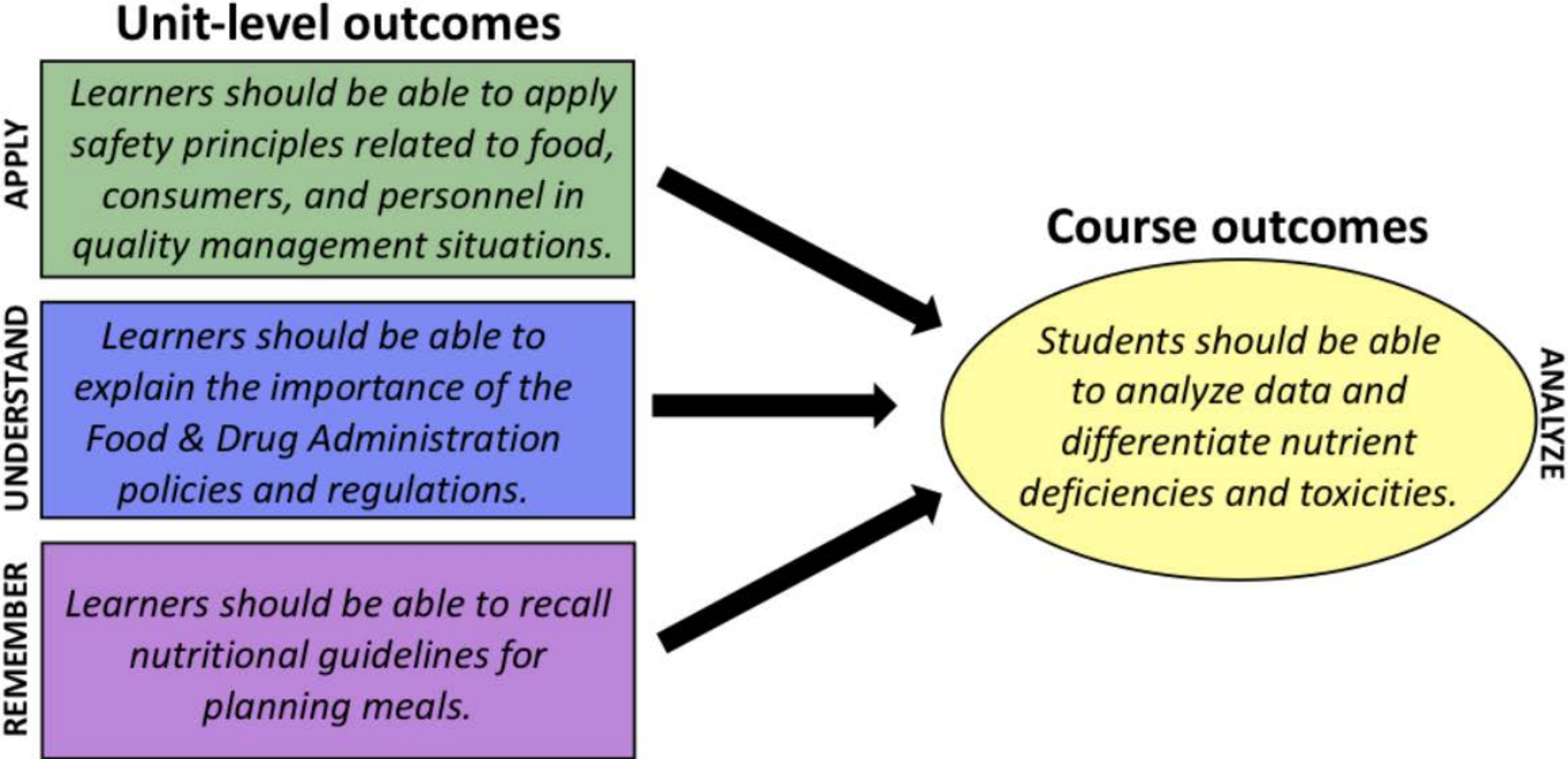
Whatever generates a grade column in Canvas

- Assignments
 - Text
 - Files
 - Video
- Discussion boards

Formative
Assessment



Unit level outcomes for formative assessment



Formative Assessment

Unit-level outcomes

APPLY

Learners should be able to apply safety principles related to food, consumers, and personnel in quality management situations.

UNDERSTAND

Learners should be able to explain the importance of the Food & Drug Administration policies and regulations.

REMEMBER

Learners should be able to recall nutritional guidelines for planning meals.

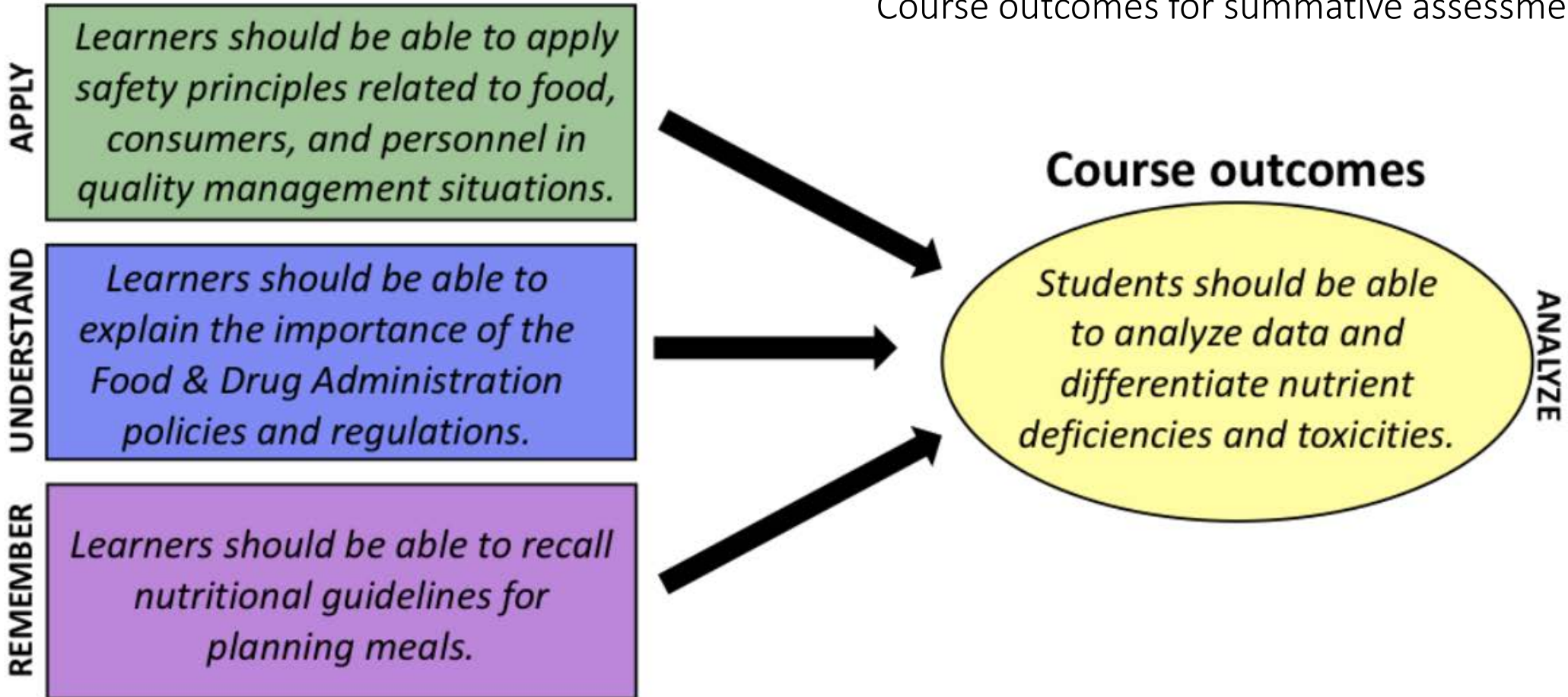
Summative Assessment

Course outcomes for summative assessment

Course outcomes

Students should be able to analyze data and differentiate nutrient deficiencies and toxicities.

ANALYZE



- Students need low stakes activities each week
- Practice of the skills outlined in your learning outcomes
- Easy to do, easy to grade: keeps everybody on track

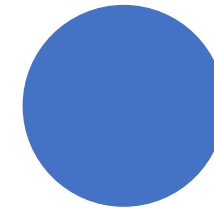
Short commentary

- I like how you...
- You might consider...

Rubrics

Quizzes

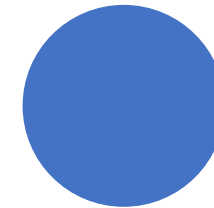
Formative Assessment



- Peer feedback
 - What was interesting
 - What changes might be made
 - What do you plan on changing in your own work as a result of doing a peer review of your colleague
- Personal assessment
 - What have you done so far
 - How has it turned out
 - What are your plans for the next step

Instructor --> Student
Student --> Student
Student --> Self

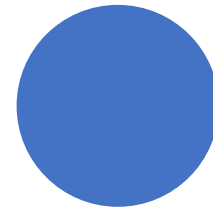
Formative Assessment



- Specific
- Timely
- Tied to learning outcomes
- Actionable

Feedback is
personalized
teaching in an
online class.

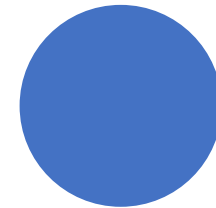
Helpful feedback



- Online quizzes are good for practicing basic content knowledge
 - Identifying
 - Listing
 - Defining
 - Describing
 - Matching
 - Classifying
 - Multiple chances to practice getting correct answers
 - 30-60 seconds per question
-

What about quizzes?

Google your quiz questions to see how easy or hard it is to find the answers.

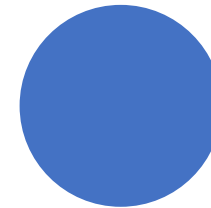


- Arnold, I. (2016). <https://doi.org/10.1016/j.iheduc.2016.02.001>

"A straightforward implication of our study is that educators should not be overly concerned about cheating in online **formative** assessment, as long as the weight in the total grade is small and the final **summative** test is up to standards."

What about cheating on formative quizzes?

It does not seem to pay off on exams.



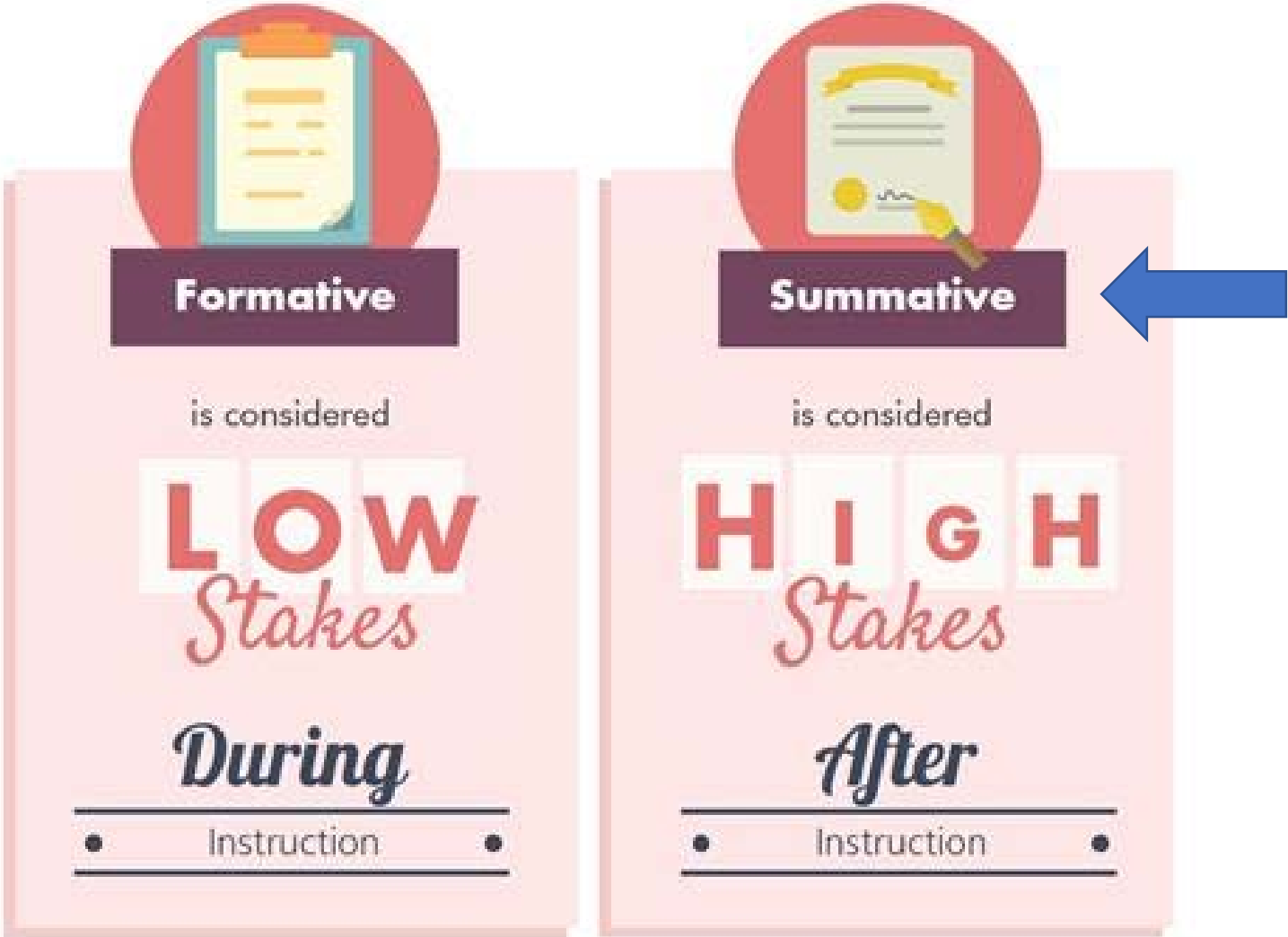
- Canvas Kaltura analytics
 - Go to settings then to navigation
 - Drag Media Gallery up into your navigation bar
 - Click on Media Gallery,
 - upper right corner icon that looks like a bar chart,
 - then click on analytics
- This shows who is not watching the videos, and you can check in with them through the canvas messaging

Analytics in Kaltura can show who watched and for how long.

What about watching videos?



Summative Assessment



Explicitly references
Course Outcomes

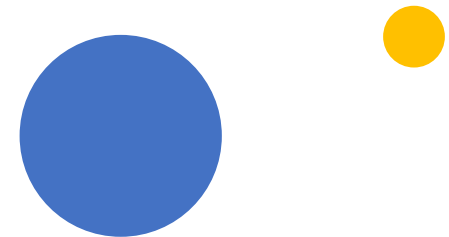
- Measures mastery of outcomes
- Feedback is less important

Summative Assessment

- Munoz and MacKay (2019). <https://files.eric.ed.gov/fulltext/EJ1223994.pdf>
 - Randomized items taken from a pool
 - 30-90 seconds per test item
 - Low stakes practice for high stakes tests
 - Design your own unique questions
 - (Proctoring)
- Define/Explain/Apply to a situation
- Oral exams using the video recording function in "media" option of assignments

Reduce motivation
and capability to
cheat.

Summative Assessment: Online Tests



HonorLock

- Download the HonorLock app
- The testing session is recorded.
- Special software is used to flag any unusual behavior, and then an Honorlock specialist views the video.
- Honorlock uses Integrity Analytics, which means that while the exam is live, Honorlock is monitoring for
 - attempts by the test taker to find answers to the questions on the Internet using any device, such as a smart phone, tablet, or second computer.
 - attempts to leave the test session, open a new browser, and copy/paste questions.

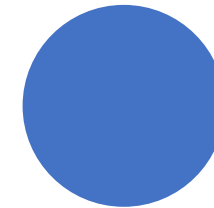
Cost: \$5.00 per student per exam

If you want to use Honorlock this summer, please **send Tracy Herrmann a request at herrmaty@ucmail.uc.edu by May 11, 2020** for full semester, Maymester, and first half courses.

Include your course name, course number and section, exam date(s), and enrollments.

Summative Assessment: Proctoring with HonorLock

Students need to
download the
HonorLock app
before the exam.



Peterson, J. (2019). <https://www.mwera.org/MWER/volumes/v31/issue1/V31n1-Peterson-FEATURE-ARTICLE.pdf>

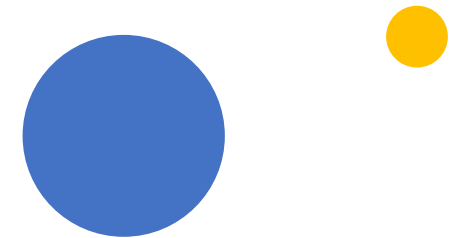
- Use Turn-It-In on drafts; allow students to see the results
- Scaffold smaller assignments that contribute to the final assignment

Levin, J. and Pazdernik, V. (2018). <https://www.tandfonline.com/doi/abs/10.1080/02602938.2018.1434127>

- Structured assignments
- Practicing identifying plagiarism
- Using Turn-It-In
- Promoting use of the Writing Center

Low stakes process work builds up to high stakes final.

Summative Assessment: Papers and projects



Consistent, frequent low stakes practice of unit level outcomes

- Allow multiple takes for low stakes quizzes
- Structure larger project with low stakes process work
- Give feedback to help students know how they are doing

Explicitly link high stakes assessment to course outcomes

- Use low stakes quizzes as form of study
 - Use process work to discourage plagiarism
 - Scores or grades are reasonable feedback
-



Use both summative and formative assessment

I'm concerned about...

- How much is too much low stakes assessment
- How much should low stakes assessment weigh
- Are activities low stakes assessments
- How to give low states feedback in large classes
 - You can have videos showing a problem solving and talking about common challenges students have.

The kind of help I need is...