

Triton College Workshop: ***Fundamentals of Online Assessment***

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As you join us, please use the Chat pane to type your name and discipline/program or other campus context.



Welcome and Introductions

- Participant introductions
 - Please use the Chat pane to type your name, discipline, program, or other campus context
- Workshop facilitator introductions
 - Cori Renguette and Stephen Hundley from the Assessment Institute in Indianapolis
- Workshop materials, including note taking handout and other resources
 - <https://assessmentinstitute.iupui.edu/events/triton.html>



Assessment Institute in Indianapolis

- Background Information on Assessment in Higher Education
- Assessment Institute Recordings/Handouts (250+ sessions)
- Assessment Institute Partners
- Assessment Institute Presentation Themes
- Summary of Main Themes from *Trends in Assessment*
- Articles from *Assessment Update* COVID-19 Issue
- *Leading Improvements in Higher Education* Podcast
- Website: assessmentinstitute.iupui.edu



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Learning Outcomes

- I. Explain how online learning contexts are similar to, and different from, face-to-face learning environments.
- II. Recognize the instructional development considerations needed to effectively design, implement, and improve online courses.
- III. Identify appropriate assessment methods, processes, and approaches, and incorporate assessment practices in online courses.
- IV. Develop or revise online courses, including assignments and activities, to promote student engagement and learning.
- V. Develop a personal action plan.



Workshop Agenda

- Introductions, Learning Outcomes, and Agenda: 5 minutes
- Initial Orienting Questions in Chat and Report-out: 5 minutes (*10 minutes*)
- Presentation and Guided Discussion: 35 minutes (*45 minutes*)
- Break: 10 minutes (*55 minutes*)
- Small Group Discussion using the Discussion Framework and Reporting Template: 30 minutes (*85 minutes*)
- Report-outs and Large Group Discussion: 25 minutes (*110 minutes*)
- Individual Action Planning, Wrap-up, and Adjournment: 10 minutes (*120 minutes*)



Initial Orienting Questions in Chat / Report-out

- In a few words, answer these questions in Chat:
 - First: What are some strategies that are working effectively for you in online courses?
 - Report-out summarizing main themes from responses
 - Second: What are some challenges you experience in online courses?
 - Report-out summarizing main themes from responses

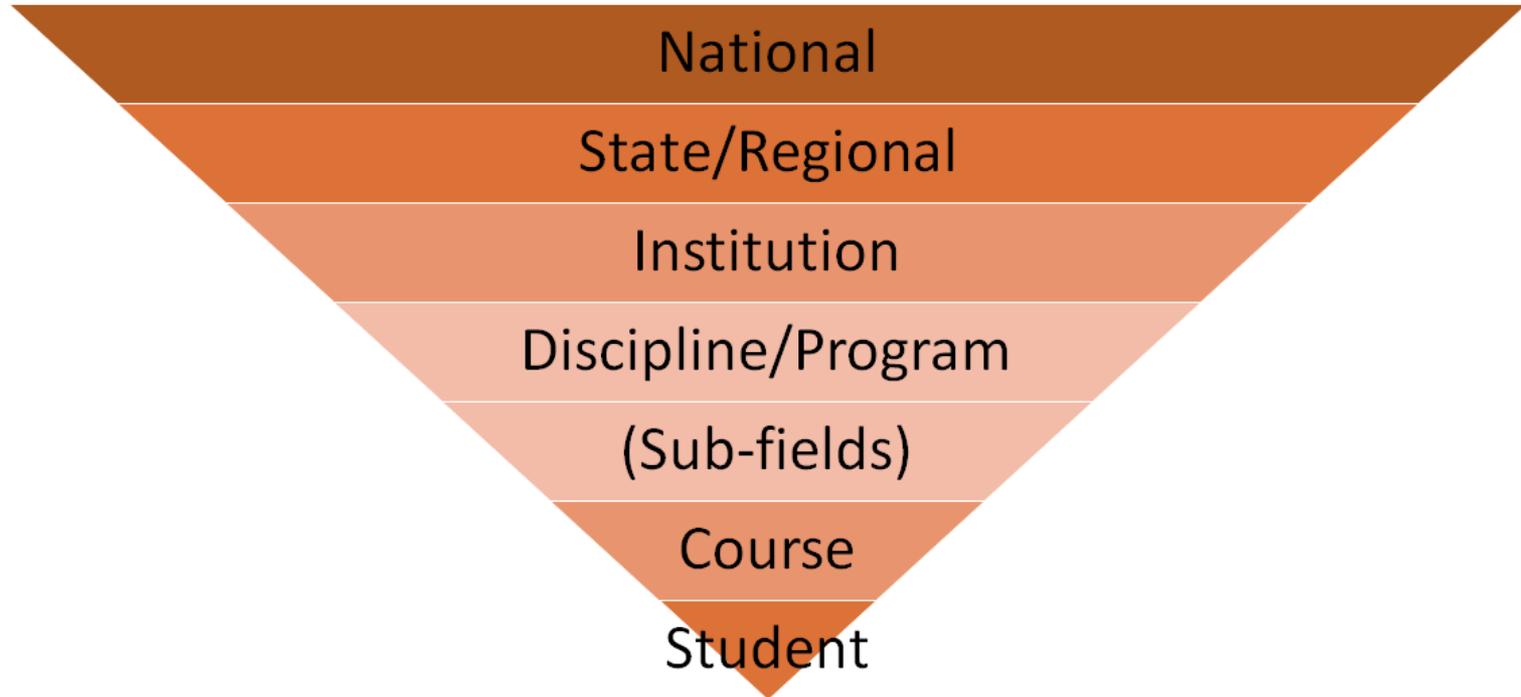


Background: Definition and Purposes of Assessment

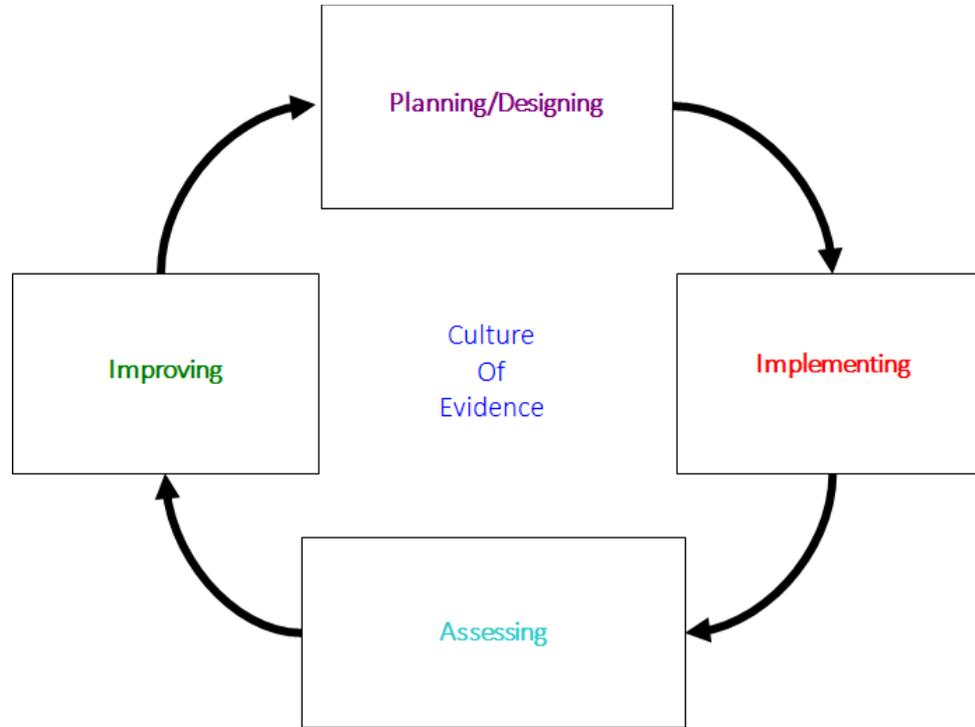
- Systematic analysis of credible evidence involving:
 - Resources (faculty, students, facilities, etc.)
 - Processes (curriculum, teaching, technology, etc.)
 - Outcomes (learning, program effectiveness, etc.)
- To improve effectiveness of:
 - Institution-level instruction
 - Program-level instruction
 - Course- or event-level instruction
 - Services and resources in higher education



Background: Organizational Levels for Learning and Assessment



Background: A Framework for Our Work



Online Learning Contexts: Similarities to and Differences from Face-to-Face Environments

- Contexts: Fully online; hybrid; fully f2f; remote; independent; supplemental; & experiential
- Unique considerations in these contexts:
 - Engagement opportunities, including learning times and spaces
 - Goals for, and assessment of, student achievement of learning
 - Content organization, including representation and accessibility
 - Centrality of Learning Management System usage
 - Student time management
 - Feedback from instructor and peers
 - Power dynamics between instructor/students and peers



Online Learning Contexts: Similarities to and Differences from Face-to-Face Environments

- Common elements to all settings:
 - Setting goals for learning
 - Designing evidence-informed interventions
 - Using effective assignments and activities to reinforce learning goals
 - Assessing student learning through a variety of methods
 - Making ongoing improvements to instructional contexts based on assessment findings



Considerations Needed to Effectively Design, Implement, and Improve Online Courses

- Recursive cycle of continuous improvement
 - Plan-design-redesign, implement, assess, improve
- Design for fully online instruction with best practices for online learning and UDL
- Adapt to face-to-face or hybrid settings



Considerations Needed to Effectively Design, Implement, and Improve Online Courses

Instructional Development Considerations		
Plan (Design)	Implement	Assess and Improve
<ul style="list-style-type: none">· NILOA - EIA resources· QM standards· Structure, pacing, and chunking of content· UDL (CAST)· LMS capabilities· Goals for learning	<ul style="list-style-type: none">· Formative and summative feedback· Learning activities and assignments (TiLT; UDL; QM)· LMS tools (ex. Blackboard Ally)	<ul style="list-style-type: none">· Use of assessment findings (accountability and improvement; alignment to upstream)· Course evaluations· Reflection/course portfolio· Professional development opportunities uncovered



Assessment Methods, Processes, Approaches, and Practices Appropriate for Online Courses

- *Relevant* to the goals for learning in a specific context (e.g., course)
- *Aligned* with goals for learning from other contexts (e.g., program)
- *Direct* measures of student learning, as appropriate
- *Indirect* measures of students learning, as appropriate
- *Quantitative* approaches, as appropriate
- *Qualitative* approaches, as appropriate



Assessment Methods, Processes, Approaches, and Practices Appropriate for Online Courses

<i>Direct</i> Measures of Student Learning	<i>Indirect</i> Measures of Student Learning
<ul style="list-style-type: none">• Exams/Tests/Quizzes• Assignments• Papers• Oral Presentations• Group Work• Creative Work• Internships and other forms of experiential/field-based work• Exit Exams• Standardized Tests• Student Reflection	<ul style="list-style-type: none">• Self-assessment• Peer feedback• Surveys/questionnaires• End-of-course evaluations• Focus groups• Exit interviews• Retention and persistence rates• Alumni feedback• Employer feedback



Assessment Methods, Processes, Approaches, and Practices Appropriate for Online Courses

- Authentic, embedded assessments
 - Students are asked to demonstrate what they know and are able to do in meaningful ways
 - Often multidimensional and require higher levels of cognitive thinking such as problem solving and critical thinking
 - Opportunities to assess student progress and performance are integrated into the ongoing instructional materials and touchpoints
 - Often uses the course, including assignments within the course, as focal point for assessment; this relies on effective student engagement in the online course



Promoting Student Engagement and Learning in Online Courses

- Foster community and include a variety of interaction opportunities
 - Student-student: discussions (synchronous and asynchronous, small-group projects, peer reviews)
 - Student-instructor: student feedback about the course, instructor participation in discussions, formative instructor feedback)
 - Student-content: (readings, videos, quick-check quizzes, annotated outlines)



Promoting Student Engagement and Learning in Online Courses

- Revising to include small changes that make large impacts
 - More feedback opportunities (audio/video feedback, comments on reflections and discussions, individual and small-group meetings)
 - Scaffolding to promote self-efficacy (low-stakes assessments)
 - Inclusivity strategies – strengths-based social model of disability



Recap

- Explain how online learning contexts are similar to, and different from, face-to-face learning environments
- Recognize the instructional development considerations needed to effectively design, implement, and improve online courses
- Identify appropriate assessment methods, processes, and approaches, and incorporate assessment practices in online courses
- Develop or revise online courses, including assignments and activities, to promote student engagement and learning
- After the break, we will engage in small group discussions / report-outs



Preview of Group Discussion Questions

1. What are important things to consider in the planning and designing phase for an online course?
2. How have you successfully implemented learning goals in online courses?
3. In what ways did you assess student learning and make improvements based on assessment findings in online courses?

Break (10 minutes)



Small Group Discussion using the Discussion Framework and Reporting Template

- Random group assignment
- Use the *Discussion Framework* for instructions, including selecting a timekeeper, scribe, and spokesperson
- Record answers on the *Reporting Template* to:
 - Prepare a brief (3-5 minute) oral summary of key points from group discussion
 - Share with other workshop participants as a summary resource



Report-outs and Large Group Discussion

- Oral summary of key points from group discussion
- Reactions / large group discussion / Q&A



Individual Action Planning, Wrap-up, and Adjournment

- Refer to *Note Taking Handout* to capture main points and action items from this workshop: start doing, stop doing, continue doing, and consider doing
- Final thoughts and next steps
- Contact information
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