Developing an Assessment Plan for Your Online/Blended Course

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*Talk about Teaching, Summer Series*

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Course Assessments

Summative
Formative
- Mid-term Assessment Process (MAP)
- Student Perception Surveys
- Classroom/Learning Assessment Techniques (CATs and LATs)
Summative Assessments
Performance Assessments

- Exams
- Individual Assignments
- Group Assignments
- Quizzes
Assessing Mastery

- Discussion Forums
- Project
- Student Blogs
- Conference Day
- Paper(s)
- E-Portfolio (annotated)
- Frequent Quizzing
- Curating Platform Assignment
Formative Assessments
Mid-Course Assessment (MAP)
Benefits

Students are given a strong message that professor is interested in knowing how they are doing in the course.

Mid-semester feedback

- about how the course is going
- what is working, what is not working
- suggestions for improvement
- in time to make adjustments to the course, if necessary.
MAP Procedure

• MAPs can be conducted for all courses regardless of delivery
  • Face-face; online; blended, etc.
  • Conducted online (outside on Canvas) via a Qualtrics link
  • Anonymous responses are collected and categorized into a confidential report shared only with the MAP-requesting professor
    • A report is generated when one or more responses are received
  • Each report comes with an opportunity, upon request, for a consultation
How to Request a MAP

• Professor completes and submits the online Schedule-a-MAP form
  https://www.unh.edu/cetl/schedule-map-summer-2020

• Standard MAP Questions:
  1. What has been the most helpful to your learning in this course so far?
  2. What has been the least helpful to your learning in this course so far?
  3. What suggestions do you have to improve this course?

• Questions can be added, modified and/or removed

• MAP request is confirmed by CEITL, followed by instructions on how to proceed
Student Perception Surveys
Measuring Students’ Online Experience

Online Student Engagement Scale (Dixson, M. D., 2015):
- 19 items

Online Teaching Presence Scale (Shea, P., Li, C. S., & Pickett, A., 2006):
- 17 items
  - Instructional design and organization
  - Facilitating discourse
  - Direct instruction
Resource

• Barkley, Elizabeth F; Major, Claire H

• ProQuest:
Identifying Course Goals

The Teaching Goals Inventory  Thomas A. Angelo and K. Patricia Cross

The Learning Goals Inventory  Elizabeth Barkley and Claire Howell Major
Classroom Assessment

1. Identify Learning Goals
2. Implement Learning Activities
3. Assess Learning Outcomes
Classroom Assessment

Learner-centered:
• Metacognitive skills

Teacher-directed:
• What to assess
• How to assess
• How to respond

Formative

Context-specific

Ongoing
Selecting a LAT

- Online courses
- Collaborative courses
- Flipped classroom
- Traditional classroom
- Large classes

Instructional Context
Selecting a LAT

- Learning artifact
- Purpose of assessment
- Assessing course content
- Assessment complexity

Instructional Element
What You Might Assess

• Course-related knowledge and skills
  • Prior knowledge
  • Minute paper
  • Muddiest point
  • Concept maps

• Learner attitudes
  • Self-confidence
  • Goal ranking and matching

• Integration skills
  • Case study
  • Contemporary issues journal

• Application skills
  • What’s the problem?
  • Prediction guide
Implementing a LAT

Preparing
- Rubrics
- Student Self/peer-evaluation forms
- Introducing the activity
- Provide information about the activity

Facilitating
- Clarify and review activity
- Respond to students’ activity
- Summarize and synthesize responses

Concluding
- Acknowledge the end of the activity
- Summarize main points
- Relate to subsequent activities or course content
The LAT Cycle

Phase 1: Plan
- Learning Goal/Objective
- Reason for assessment

Phase 2: Implement
- Select a LAT
- Implement a Lat

Phase 3: Respond
- Analyze/report results
- “Close the Loop:” evaluate and make changes to improve learning