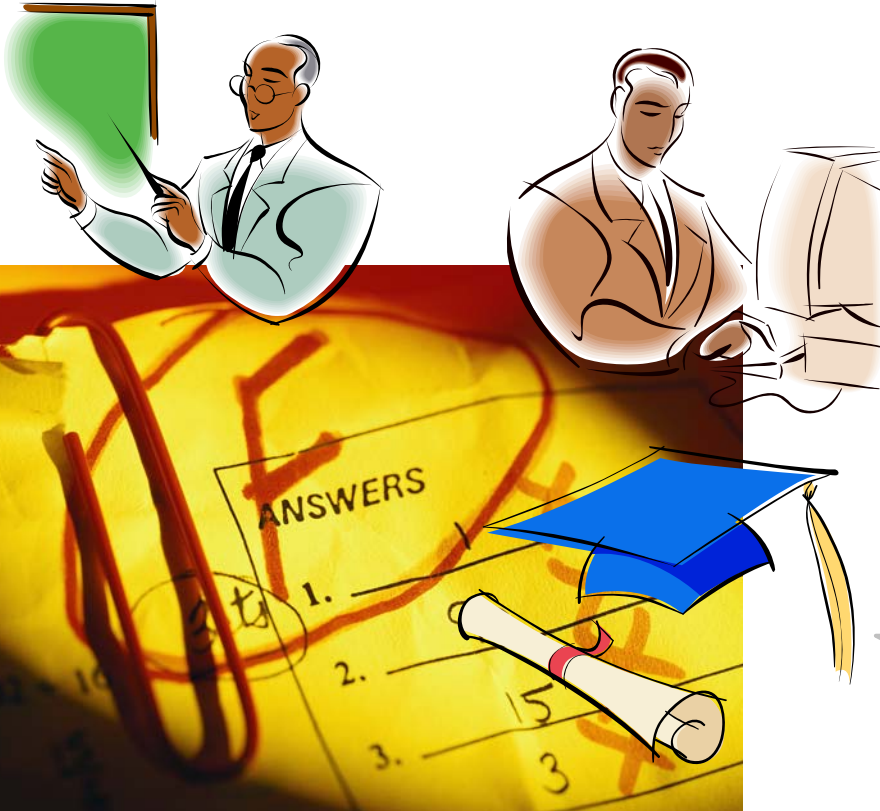
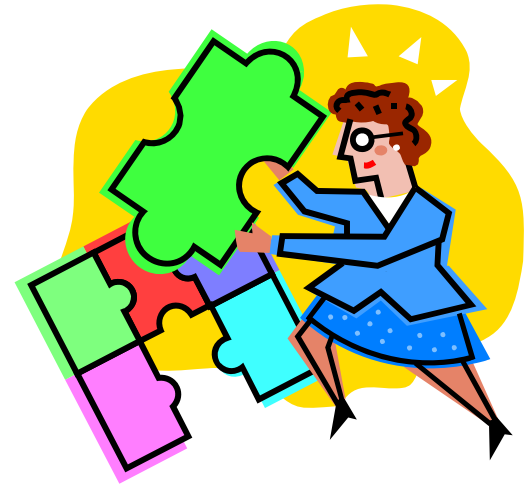




# Authentic and Alternative Assessment in Online Courses



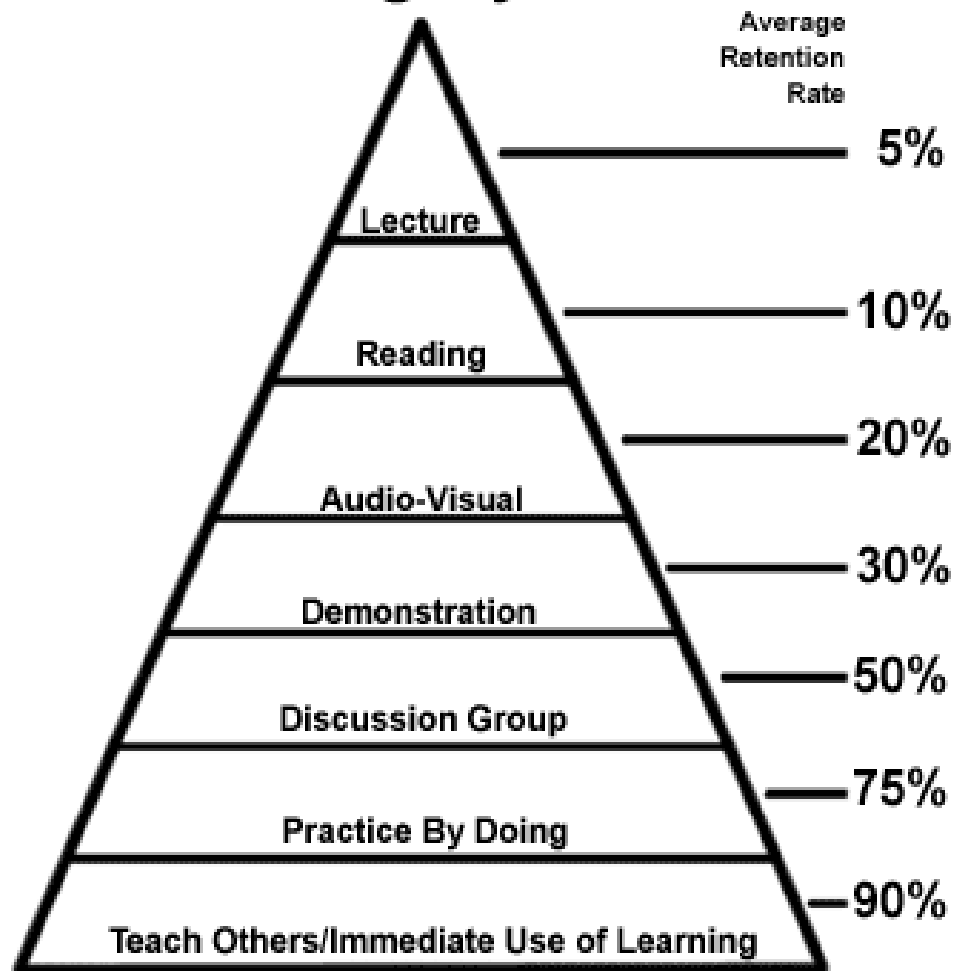
Presented  
by  
Dr. Keith Pratt  
and  
Dr. Rena Palloff

# **Student Assessment Online?**

-  How do you assess student performance currently?**
-  What factors did you consider in choosing that method?**

# When Thinking about Assessment, Consider How People Learn!

## Learning Pyramid



National Training Laboratories - Bethel, Maine

Maryland Student Service Alliance

# Assessment in Online Courses

*Assessments and assessment criteria need to be clear and easy to understand, should align with the instructional approaches used in the course, the context in which the course occurs, and the competencies to be assessed.*

# Differences Between Online and Classroom Assessment

Regardless of setting, good assessment can reduce the gap between what was taught and what was learned

## Online:

- ✿ Involvement in online discussion can improve reading/writing skills
- ✿ Engagement in discussion can deepen knowledge acquisition and critical thinking skills
- ✿ Technology can be used to assist in the assessment process

## Classroom:

- ✿ Can improve reading/writing skills if assessment involves written assignments beyond tests/quizzes
- ✿ Active learning techniques can deepen knowledge acquisition
- ✿ Technology is not often used for assessment







# Learner-centered instruction:

- **Focuses attention squarely on the learning process**
- **What the student is learning, how the student is learning, the conditions under which the student is learning whether the student is retaining and applying the learning**
- **How current learning positions the student for future learning**





# **Learner-centered assessment:**

- Focuses on learning, not grades**
- Learners are empowered to take on the learning task**
- Learners have input into the assessment process**
- Instructor retains responsibility for monitoring progress and assigning the final grade if one is necessary**

# Learner-Centered Assessments

-  **Authentic Assessment**
-  **Self-Assessment and Reflection**
-  **Problem-Based Learning**
-  **Cooperative Learning**
-  **Collaborative Learning**
-  **Portfolios**

# Using Student Feedback for Assessment

-  **Develop course guidelines that include an expectation of student feedback to one another**
-  **Promotes a sense of collaboration rather than competition**
-  **Allows instructors to see material not otherwise available**
-  **Deepens the level of discussion and learning**

# Developing Good Feedback Techniques

**Students need orientation on how to give and receive feedback including what constitutes a substantive post:**

- Responds to the question in a way that clearly supports a position**
- Begins a new topic**
- Adds to the discussion by critically reflecting on what is being discussed**
- Moves the discussion in a new direction**
- Asks a question**





# Using the Online Environment for Assessment Advantage

- **Computer generated/scored tests and quizzes**
- **Internet-based research projects**
- **Peer review and assessment technologies**
- **Internet-based case studies**
- **Web Quests**
- **Synchronous technologies to facilitate collaboration**





# **Suggestions for Developing Learner-Centered Assessments Online**

- ✦ Students create a test bank of questions for exams and quizzes**
- ✦ Instructors contract with students to determine what form of assessment they would like to use**
- ✦ Create a series of choices for assessment**
- ✦ Use peer assessment and self-assessment**
- ✦ Use application activities as authentic assessments**

# Authentic Assessments

-  **Generally take the form of application activities such as simulations, role playing or use of case studies.**
-  **Portfolios can illustrate ongoing knowledge acquisition and application**
-  **Effectively demonstrate not only acquisition of knowledge but ability to apply that knowledge in professional or other settings**
-  **Effectively assessed through the use of rubrics**

# Assessing Collaborative Activities Collaboratively

-  Group grading
-  Group members assess themselves and each group member
-  Group members evaluate the process
-  Veto power remains with the instructor

# Techniques for Collaborative Assessment

## Peer Assessments:



**After collaborative activity, can be used to debrief**



**Can be in the form of a private e-mail to the instructor including both self-assessment and assessment of all other members of the group and team**



**Can include suggested grades or simply be in narrative form**

# Impact of Learner-Focused Assessments:

- The student is given responsibility for learning and evaluation.
- The student learns to use resources outside of the teacher for ongoing assessment after the course.
- The evaluation reflects a real-world environment instead of that in the classroom.
- The student must use higher order thinking skills of application, analysis, synthesis, and evaluation in writing a reflection of the event.

(McVay Lynch, 2002, p.125)

# How Learner-Centered Is It?

- ➡ Does the assessment address a need for a grade or does it assess learning?
- ➡ How does it assess/measure learning?
- ➡ Is the student empowered to take on the assessment task?
- ➡ Does the assessment flow from the assignment?
- ➡ Is the assessment collaborative?

# **REMEMBER:**

**When assessment aligns with learning objectives and course activities, the task of assessment becomes less cumbersome and student satisfaction with the learning process increases!**