# Planning Assessments for Fall 2020

Ingram School of Nursing, June 12, 2020

This session is being recorded ▶

1. Assessment in a remote context
2. Considerations for adapting assessments
3. Adapting common assessment methods
4. Making the most of technology

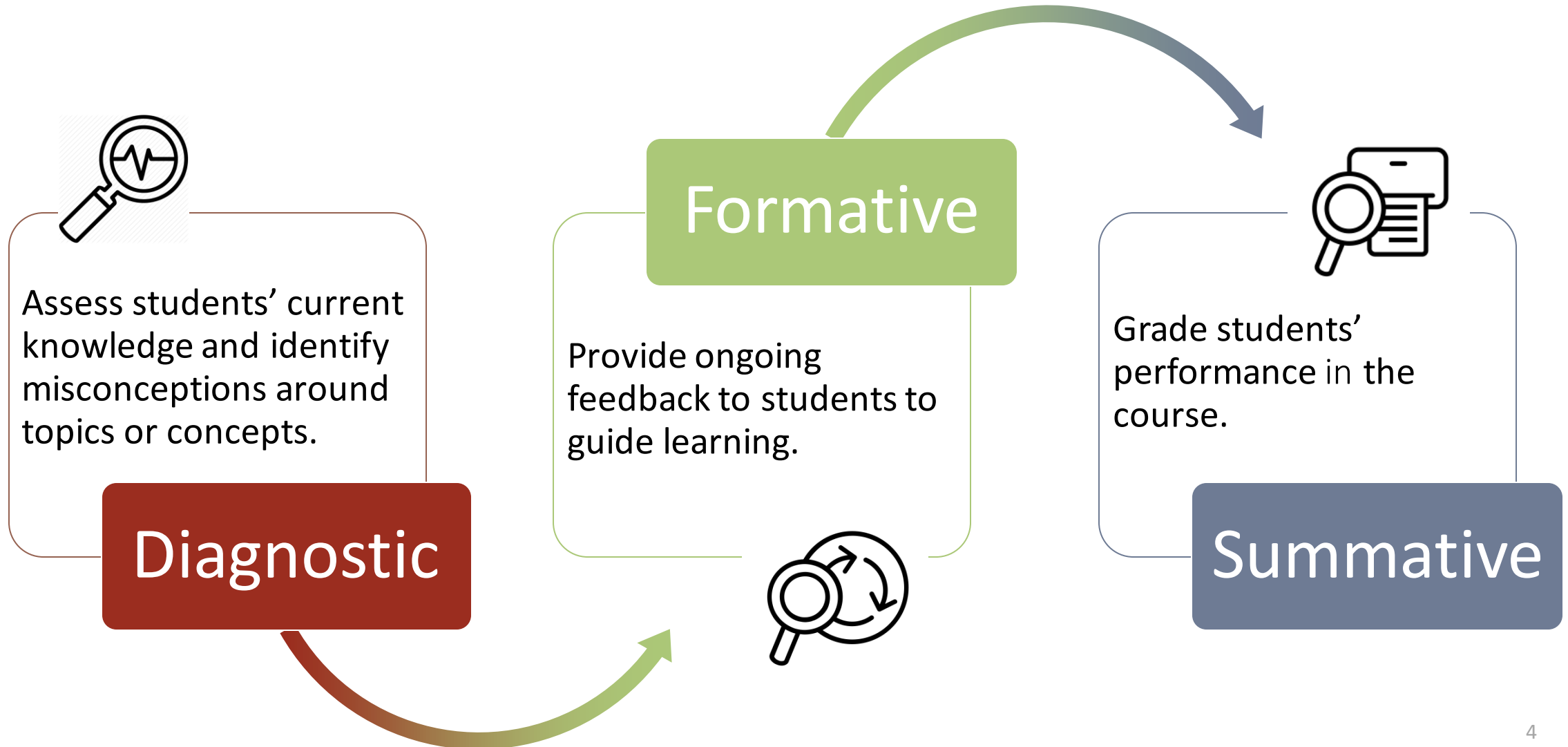| 1 | 2 | 3 | 4 |

# Assessment in a Remote Context

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# Types of Assessments

**Diagnostic**

Assess students' current knowledge and identify misconceptions around topics or concepts.

**Formative**

Provide ongoing feedback to students to guide learning.

**Summative**

Grade students' performance in the course.

# Some Examples of Assessments

## Theory Class

### Focus on Practice

- Weekly online quizzes
- Self-assessments
- Peer review assignments
- Perusall Readings
- Open-book exam

## Active Learning

### Focus on Collaboration

- Portfolios
- Poster sessions
- Scenarios and cases
- Collaborative projects
- Peer review assignments
- Written assignments

## Seminar

### Focus on Discussions

- Online discussions
- Learning journals
- Peer review
- Writing assignments
- Oral presentations

# Flexible and Fixed Assessments Given Clinicals

**Flexible**                                                              **Fixed**

Weekly
quiz open
for 7 days

Open book
exam (3 hours
once started)

Reflection
activity open
until end of term

Take home
exam (48 hours
to complete)

Group
presentation
(Zoom)

Students complete
assessment online
at any time of their
choosing.

Students complete
assessment together
online at the same
time.
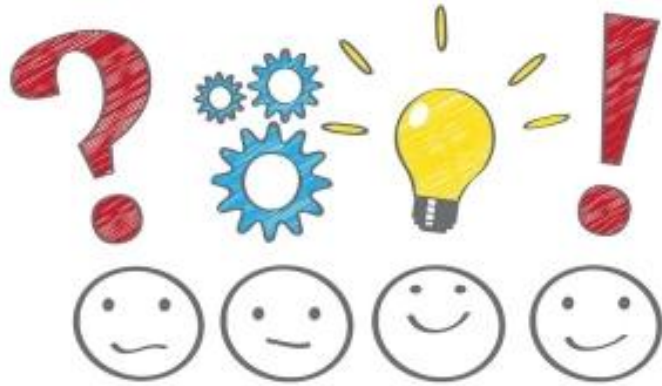
# Considerations for Adapting Assessments

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# Questions to Ask Yourself

- Are the number and sequence of **major assessments** reasonable in terms of workload for you and your students?

- Can major assessments (projects, essays) be **broken down into smaller parts** to improve learning?

- Are assessments worth an **appropriate proportion** of the final grade for work required?

- Have you provided clear **expectations for grading** by providing a rubric or examples of work?

# Consider Flexibility

Assignment 1
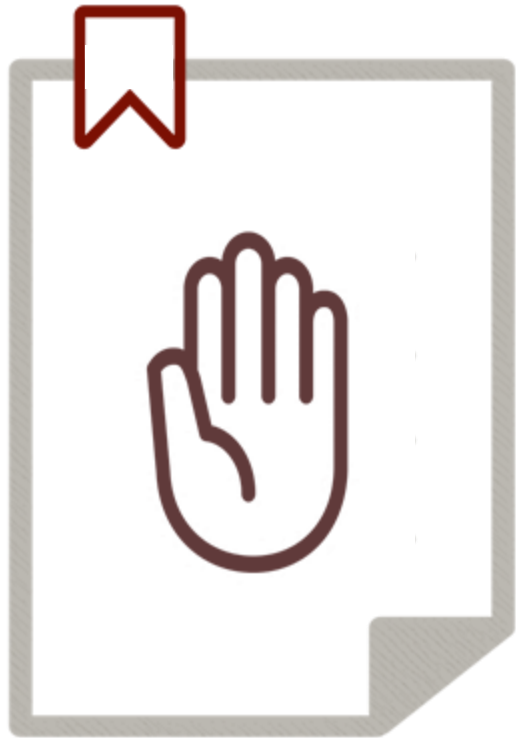
Assignment 2

Assignment 3

Assignment 4

Assignment 5

- To accommodate varying schedules

- To support agency and engagement

- Dropping lowest grade of series of quizzes

# Supporting Academic Integrity

- Talk to students about the **importance** of academic honesty and professionalism **as it applies to Nursing**

- Be explicit about work that must be completed **individually** versus work that can be done **collaboratively**

- Keep the **lines of communication** open and let students know early-on how you can be reached

- Have students **acknowledge an honour code**\* when submitting assignments and writing exams

  *(\*cannot be a required question – but is a reminder)*

Sample honour code pledge:

https://mcgill.ca/tls/instructors/class-disruption/strategies/assessment

# Encourage Original Work in Assignments
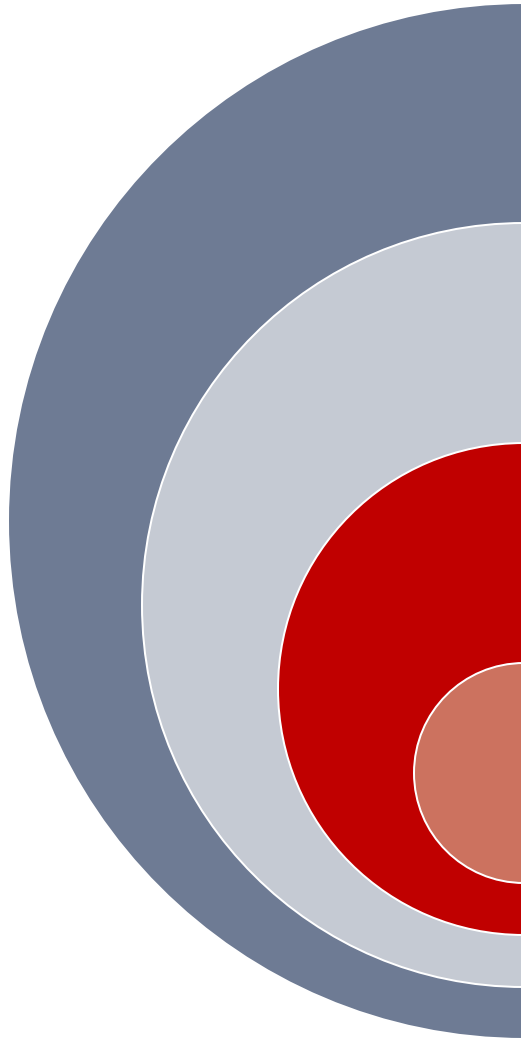
**Context-specific -** Have students **apply personal experience** when answering questions.

**Commit -** Require students to **select essay or project topics early in the term** and give them feedback on their choice.

**Paper-trail** - Have students **show evidence** of the evolution of ideas for large projects or essays.

**Speak to it** - Add a **short oral presentation** to a project for students to 'defend' their work.

# Proctoring & Plagiarism

"**McGill does not recommend** the use of online proctored exams, for example, using tools such as Respondus Lockdown, Respondus Monitor or Zoom, *for the following reasons:*

1. Serious risk of technical failure
2. Anxiety
3. No access to laptops/permissions
4. Applies to only 1 device
5. Time zones"

For more information: https://mcgill.ca/tls/instructors/class-disruption/strategies/assessment

# Adapting Common Assessment Methods

1    2    3    4

# Open Book & Take-Home Exams

## What's in a name?

| | Open book | Take-home |
|---|:---:|:---:|
| Can refer to reference resources | ✓ | ✓ |
| Set time limit to complete once started (i.e. 3 hrs) | ✓ | ✗ |
| Is available during a set period of time (i.e. 48 hrs) | ✓ | ✓ |

# Adapting Exams for Open Book / Take-Home

- Modify or remove questions that test recall only

- Favor questions that require **analysis, synthesis, application**

- Use case-based questions

- Tweaking rather than re-writing

*"Give an example of…?"*

*"What other information do we need?"*

*"How would you respond to ___ using what you've learned?"*

*"What is the relationship between A and B?"*

# Rethinking Midterms



- Multiple short quizzes
- Bi-weekly Journal
- Reflections on Readings
- Regular Portfolio contributions
- Multi-stage assignments

# Assessing Discussions

**Discussions can be used to assess:**

- Ascertain understanding
- Identify misconceptions
- Capacity to structure information
- Communication skills
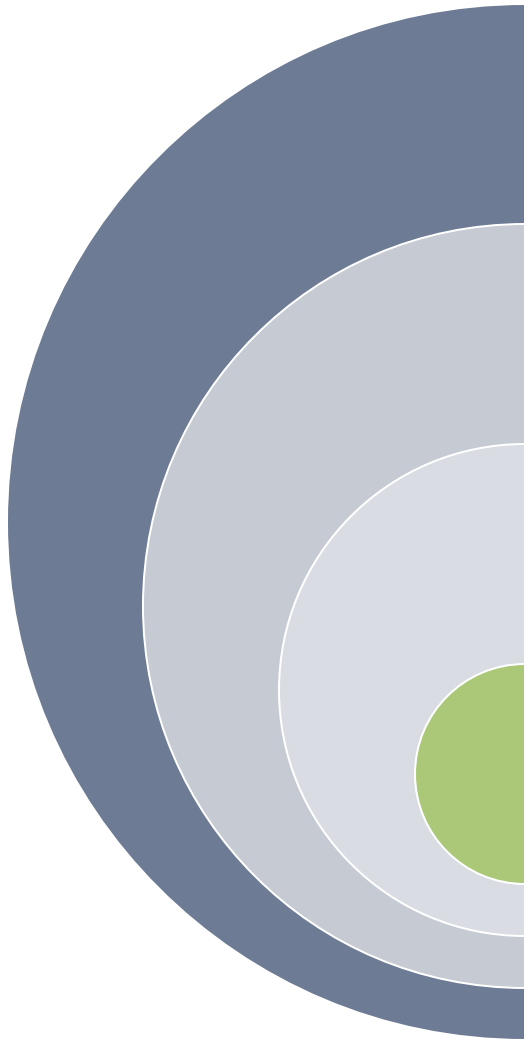- Application of knowledge

Diagnostic

Formative

Summative

ℹ️ **For more information** on design and management of Discussion Boards:
https://www.minotstateu.edu/oit/strategies-for-effective-online-discussion-forums.shtml ,
https://er.educause.edu/blogs/2018/11/10-tips-for-effective-online-discussions

# Recommended Practices for Group Projects

Keep groups **small and odd** in number to encourage community.

**Assign group roles** to students to foster focused, quality interaction.

**Recommend technologies** for group work.

Consider planning instructor **check-in with groups early** in the project.
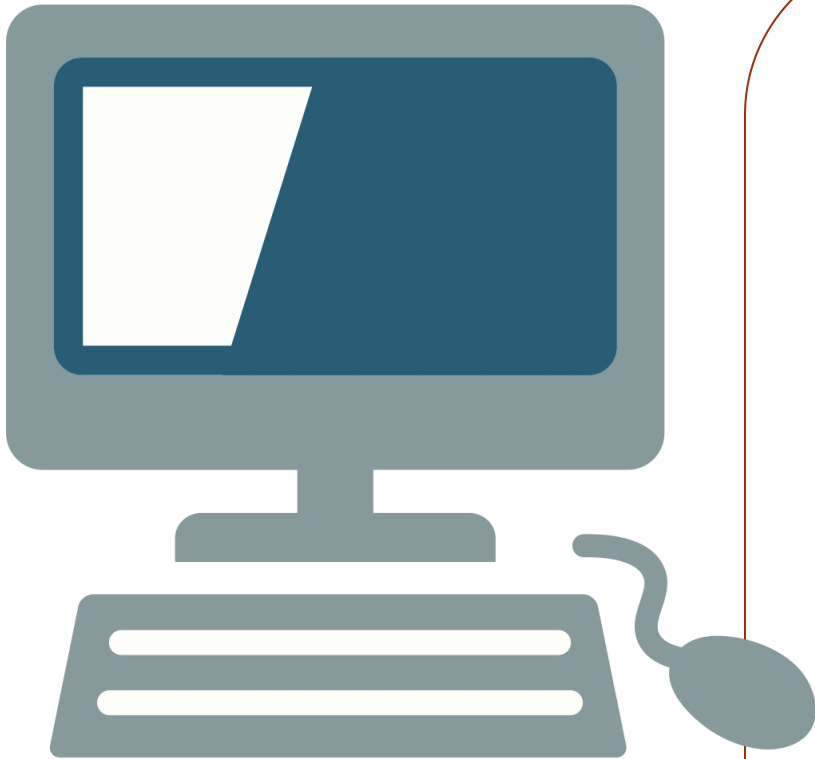
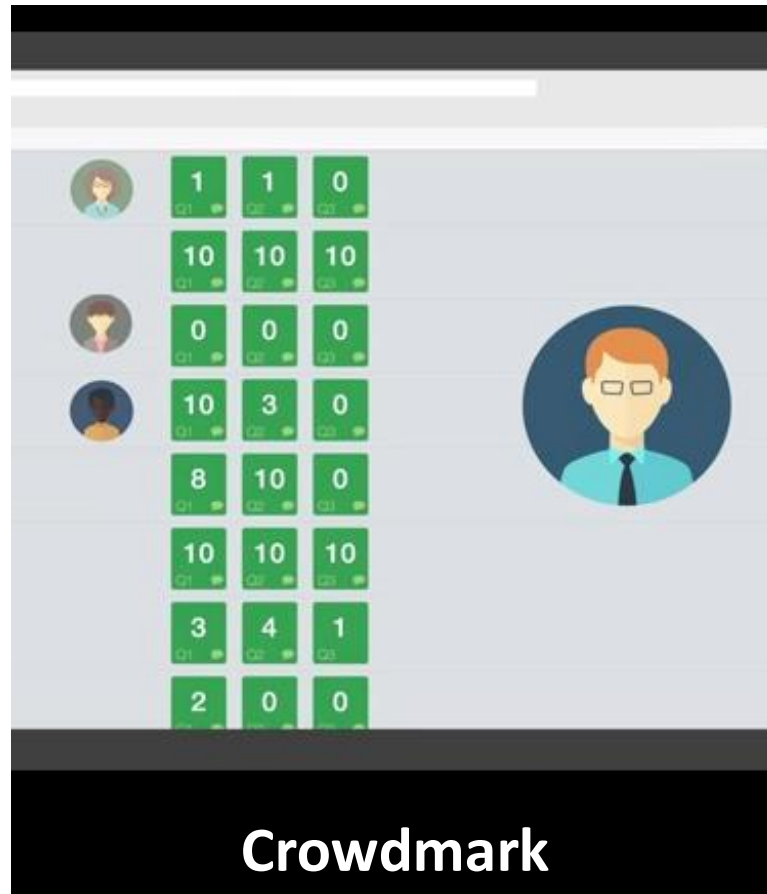# Making the Most of Technology

1     2     3     4

# Assessment Tools in MyCourses

- Quizzes
  - Multiple question types (11)
  - Question bank
  - Randomization
  - Time limits
  - Availability

- Assignments
  - Grading rubrics
  - Audio feedback

- Video Assignments (individual and group)
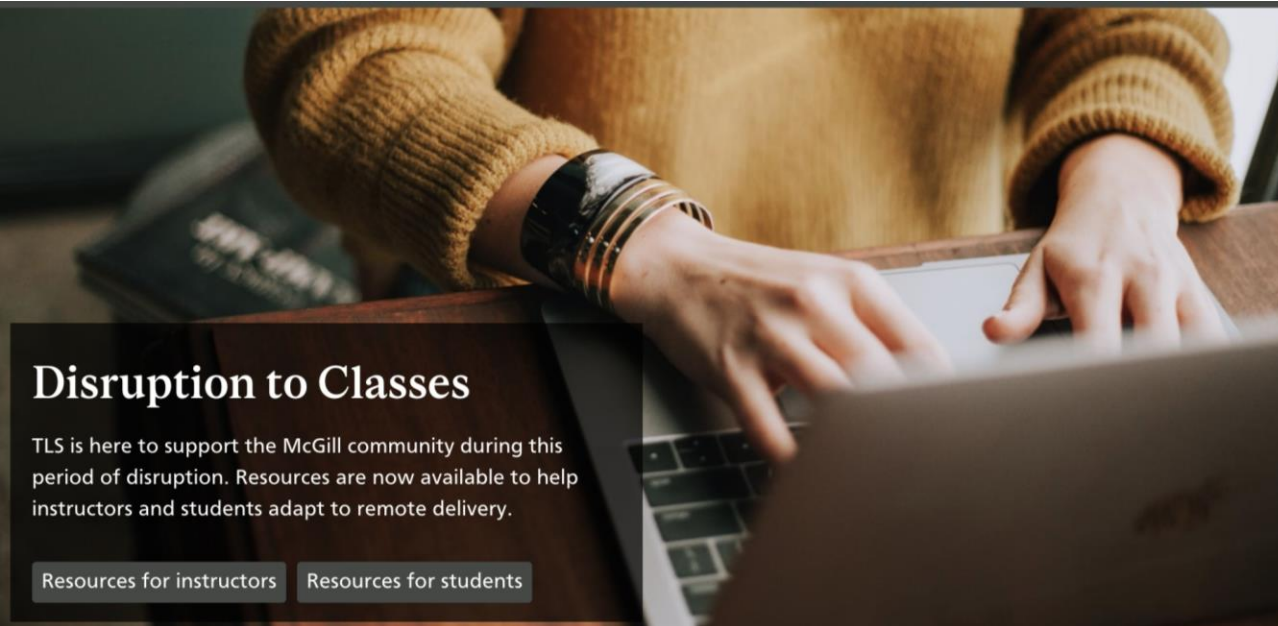
- Gradebook

# Crowdmark



**Crowdmark**

- Collaborative grading tool
- Students can write responses on paper, take a photo and upload image or upload a word or pdf file.

More info:
https://www.mcgill.ca/tls/instructors/class-disruption/tools/crowdmark

# TLS Resources

## Disruption to Classes

TLS is here to support the McGill community during this period of disruption. Resources are now available to help instructors and students adapt to remote delivery.

Resources for instructors | Resources for students

**Adapting your assessment strategies for remote teaching**

https://www.mcgill.ca/tls/files/tls/assessment_strategies_for_remote_teaching_final.pdf

**Strategies for Remote Teaching & Assessment**

Learn more

**Tools for Remote Teaching and Assessment**

Learn more

**Webinars**

Learn more

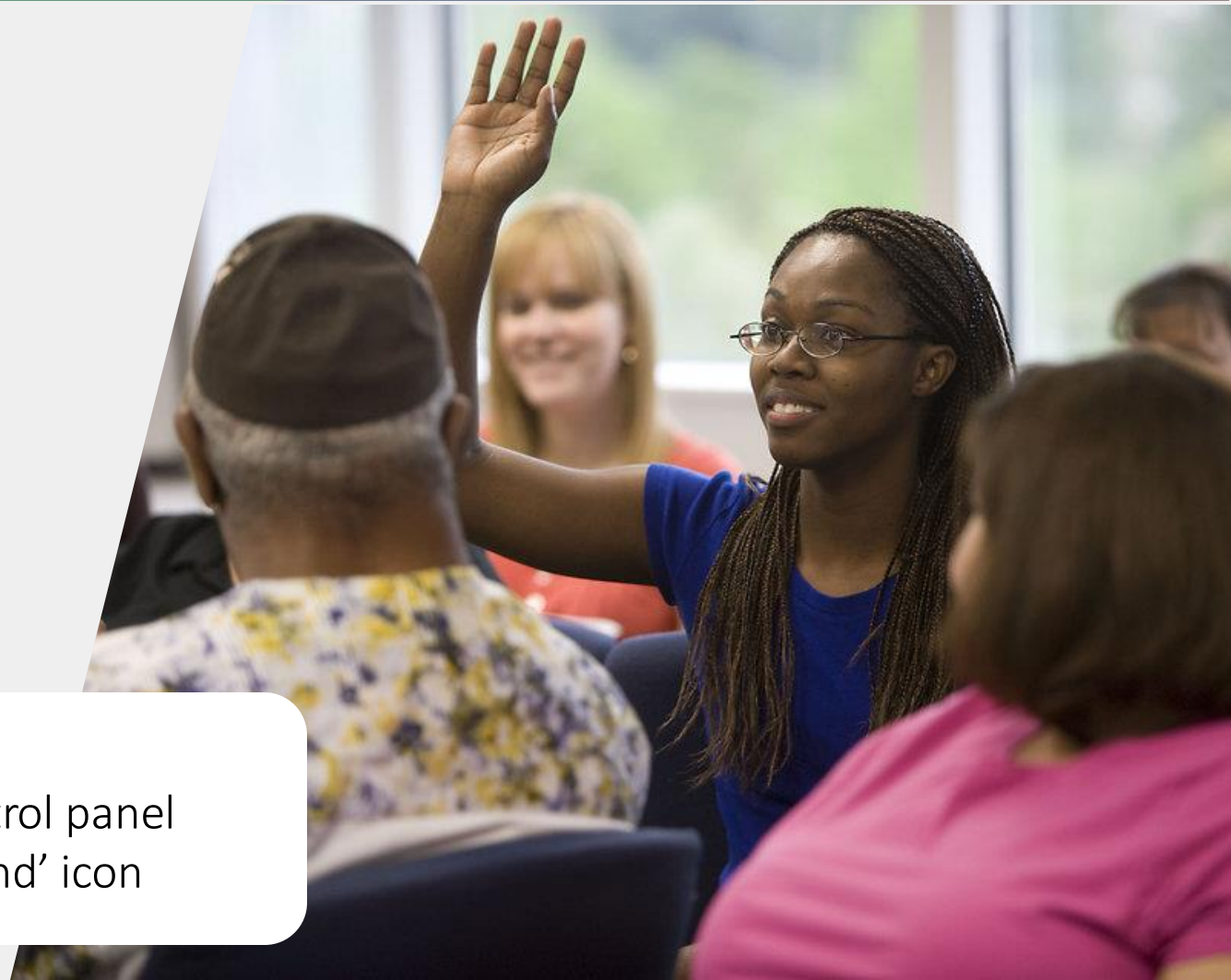**Support from other McGill Units**
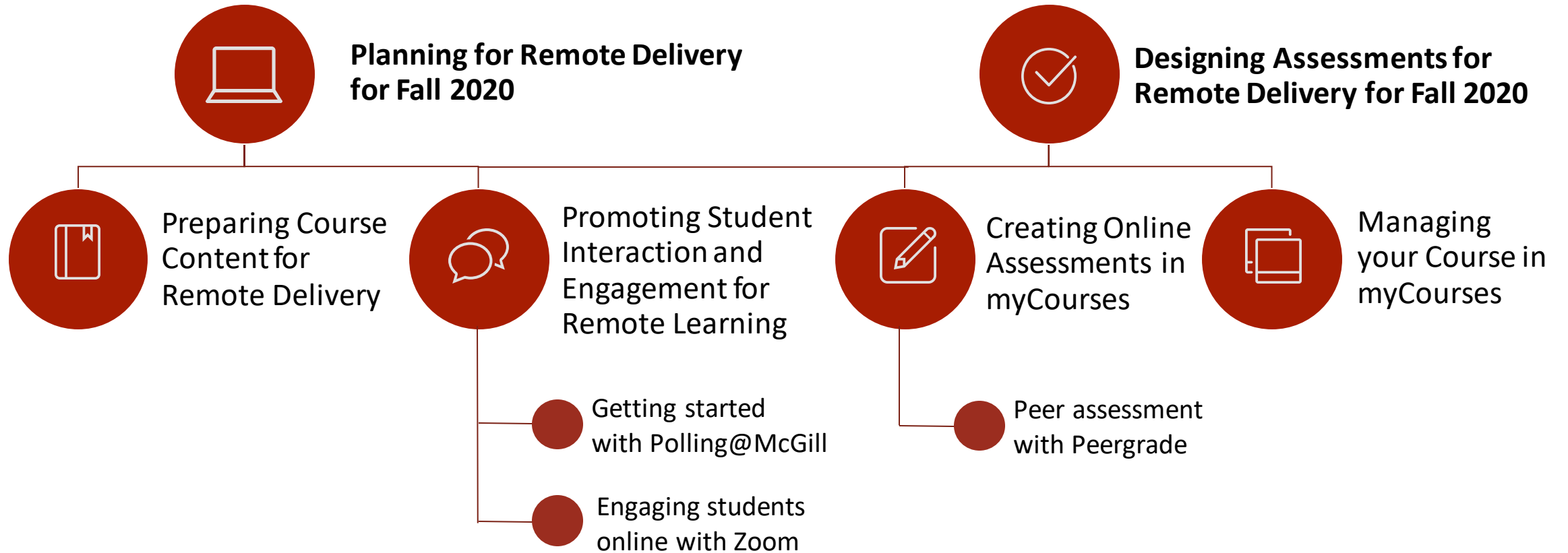
Learn more

Type your question in
the chat window
OR
*Raise your hand*

To raise your hand:
- Click on 'Participants'    in the zoom control panel
- In the new window, click on the  'Raise Hand' icon

# Webinar Sessions

**Planning for Remote Delivery for Fall 2020**

**Designing Assessments for Remote Delivery for Fall 2020**

Preparing Course Content for Remote Delivery

Promoting Student Interaction and Engagement for Remote Learning

Creating Online Assessments in myCourses

Managing your Course in myCourses

Getting started with Polling@McGill

Engaging students online with Zoom

Peer assessment with Peergrade

# Resources/Readings

- **Student Assessment Policy:** https://www.mcgill.ca/secretariat/files/secretariat/2016-04_student_assessment_policy.pdf

- **TLS assessment strategies:** https://mcgill.ca/tls/instructors/class-disruption/strategies/assessment

- **TLS peer assessment:** https://www.mcgill.ca/tls/files/tls/using_peer_assessment_to_make_teamwork_work_-_feb_2020.pdf

- **TLS feedback strategies:** https://www.mcgill.ca/tls/files/tls/feedback-strategies-res-doc-web.pdf

- **TLS promoting engagement:** https://mcgill.ca/tls/instructors/class-disruption/strategies/teaching#promoting-engagement

- **Designing effective team projects:** https://www.facultyfocus.com/articles/online-education/designing-effective-team-projects-in-online-courses/

- **Online group projects:** https://www.insidehighered.com/digital-learning/article/2018/04/25/group-projects-online-classes-create-connections-and-challenge

- **Using roles in group work:** https://teachingcenter.wustl.edu/resources/active-learning/group-work-in-class/using-roles-in-group-work/

- **Academic integrity:** https://taylorinstitute.ucalgary.ca/academic-integrity-online-learning

- **Strategies to reduce cheating on online exams:** https://www.facultyfocus.com/articles/educational-assessment/fourteen-simple-strategies-to-reduce-cheating-on-online-examinations/?utm_source=ActiveCampaign&utm_medium=email&utm_content=Fourteen+Simple+Strategies+to+Reduce+Cheating+on+Online+Examinations

- **Different types of questions:** http://faculty.academyart.edu/faculty/teaching-topics/teaching-curriculum/enhancing-teacher-student-interaction/different-types-questions-blooms-taxonomy.html

- **Strategies for Online Discussion Forums:** https://www.minotstateu.edu/oit/strategies-for-effective-online-discussion-forums.shtml, https://er.educause.edu/blogs/2018/11/10-tips-for-effective-online-discussions

- **Online assessment in higher education:** https://taylorinstitute.ucalgary.ca/sites/default/files/TI%20Guides/Online%20Assessment%20Guide-2019-10-24.pdf

# References

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