Designing Assessments for Remote Delivery

June 2020

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What is the content of the course?

What will students know, value, and be able to do?

How will you and students know extent to which outcomes have been achieved?

What engagement and interaction activities will support learning?
Check In

You’ve had a look at the Adapting your Course for Remote Teaching resource document. How are you feeling now?

Uncertain
Motivated
Tired
Laid-back
Confident

Webinar recording and slides will be available at https://www.mcgill.ca/tls/instructors/class-disruption/webinars
Be aware of assessment options for remote teaching

Be able to build diversity into and foster academic integrity in your assessments

Be ready to plan assessments

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Course Adaptation Considerations

Design for:
• supporting learning
• demonstrating learning in a variety of ways
• fostering academic integrity
• including frequent, small, low-stakes assessments

(McLaughlin & Yan, 2017)
Match Assessment with Level of Learning

Higher order learning

Lower order learning

(Revised) Bloom’s Taxonomy

- 
  - Create: Produce new or original work (Design, assemble, construct, conjecture, develop, formulate, author, investigate)
  - Evaluate: Justify a stand or decision (Appraise, argue, defend, judge, select, support, value, critique, weigh)
  - Analyze: Draw connections among ideas (Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test)
  - Apply: Use information in new situations (Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch)
  - Understand: Explain ideas or concepts (Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate)
  - Remember: Recall facts and basic concepts (Define, duplicate, list, memorize, repeat, state)

(Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths & Wittrock, 2001);
image from https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/

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## Learning outcome

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>• Demonstrate knowledge, capacity to structure information, and communication skills</td>
<td>Multi-stage oral presentations, peer feedback, infographic</td>
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<tr>
<td>• Defend an argument</td>
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<tr>
<td>• Demonstrate writing and reflection skills</td>
<td>Discussion posts, peer feedback, multi-stage term paper, portfolio</td>
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<tr>
<td>• Explain concepts or ideas</td>
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<tr>
<td>• Evaluate evidence</td>
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<td>• Identify flaws and inconsistencies in an argument</td>
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<tr>
<td>• Develop research and synthesizing skills</td>
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<tr>
<td>• Explain concepts or ideas</td>
<td>Quizzes, short answers, open-book exam</td>
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<tr>
<td>• Demonstrate analysis, problem-solving and evaluative skills</td>
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<tr>
<td>• Apply theoretical concepts or content to new situations or real-life problems</td>
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</table>
Demonstrate Learning in a Variety of Ways

Artifact

Interaction

Feedback

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Can We Design in Academic Integrity?

Students’ perceptions of the likelihood of contract cheating (%)

- Reflection on practicum
- Viva
- Personalised and unique
- In-class task
- Small part of nested task
- Major part of nested task
- Relevant professional skills
- Integrate knowledge/skills vital to programme
- No ‘right’ answer
- Research, analysis and thinking skills
- Series of small graded tasks
- Heavily weighted task
- Short turnaround time

Bretag, Harper, Burton, Ellis, Newton, van Haeringen, et al., 2019; Dawson, 2020)

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Encourage Original Work

Have students:

apply personal experience when answering questions.

select essay or project topics early in the term and giving them feedback on their choice.

show evidence of the evolution of ideas for large projects or essays.

add a short oral presentation to a project to ‘defend’ their work.

sign an honour code when submitting assignments and writing.

Frequent, Small, Low-stakes Assessments

What could this look like?

• Weekly quizzes
• Bi-weekly journal submissions/reflections on readings
• Regular portfolio contributions
• Multi-stage assignments

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Webinar Sessions

Planning for Remote Delivery for Fall 2020
- Preparing Course Content for Remote Delivery
- Promoting Student Interaction and Engagement for Remote Learning
  - Getting started with Polling@McGill
  - Engaging students online with Zoom

Designing Assessments for Remote Delivery for Fall 2020
- Creating Online Assessments in myCourses
  - Peer assessment with Peergrade
- Managing your Course in myCourses

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Next Steps

Prepare for the upcoming webinars!

Available at: https://www.mcgill.ca/tls/instructors/class-disruption/webinars

See example evaluation schemes: https://www.mcgill.ca/tls/instructors/class-disruption/strategies/assessment#evaluation

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Next Steps

Are you familiar with the assessment tools in MyCourses? Need a refresher?

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What’s your most important take-away from today’s session?

Type your response or question in the chat window / 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

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What’s your most important take-away from today’s session?

What else would you like to know?

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References


