



Building momentum for postsecondary success

Assessing Student Learning

In Corequisite Courses Delivered Online

Session resources <https://tinyurl.com/SStF-Webinars2020>



Dana Center
Mathematics
PATHWAYS

CCRC COMMUNITY COLLEGE
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BVC

Session Facilitators

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Session resources

<https://tinyurl.com/SStF-Webinars2020>

Four part series:



1_Promoting Equity 2020 July 15 and 16



2_Fostering Connectedness & Belonging 2020 July...



3_Providing Wrap-Around Supports 2020_Aug 5 and 6



4_Assessing Student Learning 2020 Aug 12 and 13

Session resources

<https://tinyurl.com/SStF-Webinars2020>

Session Objectives

- Revisit the Promoting Equity session and reflect on its application to assessment of student learning
- Explore different types of assessments
- Collaborate with peers to share assessment techniques used in the classroom
- Discuss strategies for academic integrity

Session resources

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Equity-mindedness

“The term ‘Equity-Mindedness’ refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices.”

Center for Urban Education
University of Southern California
<https://cue.usc.edu/about/equity/equity-mindedness/>

Exploring Types and Purposes of Assessment

Effective Assessment in Online Education

- Assessment activities lead to demonstration of learning outcomes.
- Assessments align with the objectives.
- Both formative and summative assessments are used throughout the course.
- Multiple assessments are administered during the course.

California Community Colleges California Virtual Campus – Online Education Initiative.
Online Course Design Standards. <https://cvc.edu/professional-development/online-course-design-standards/>

Types of Assessment

- Formative assessment
- Summative assessment
- Self assessment

What's the difference?



Types of Assessment - Breakout

- Quick introductions
- Choose a reporter and a timekeeper
- Timekeeper also ensures everyone gets a chance to talk

What's the difference in formative, summative, and self-assessment:

- In purpose?
- In use?
- In types of tasks?



What is formative assessment?

We use the general term *assessment* to refer to all those activities undertaken by teachers—and by their students in assessing themselves—that provide information to be used as feedback to modify teaching and learning activities.

Such assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet student needs.

Black and Wiliam (1998)

What is summative assessment?

- “The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.
- Summative assessments are often high stakes, which means that they have a high point value.
- Examples of summative assessments include...a midterm exam.”

~Carnegie Mellon University, Eberly Center

Formative Assessment



The faculty's role in formative assessment

To tap the full potential of formative assessments, faculty must:

- Clarify and share learning intentions and criteria for success with students.
- Engineer effective classroom discussions, questions, and learning tasks.
- Provide feedback that moves learners forward.
- Activate students as owners of their own learning.
- Encourage students to be instructional resources for one another.

William (2008)

Formative Assessment - Breakout

- Swap reporter and timekeeper roles
- Remember: timekeeper also ensures everyone gets a chance to talk

What types of formative assessment have you used?



Formative assessment strategies

- Classroom Response Systems (Clickers)
- Quick nod/Thumbs up/Fingers up/Traffic Lights
- Entry/Exit tickets, Muddiest Point

Response System Prompts

- From College Algebra:

True or False. Two lines are graphed on the same axes. The lines intersect in at most one point.

- From Statistics:

Which of the following cannot represent the probability of an event?

a) $\frac{15}{15}$

c) 110%

b) 0.357

d) $\frac{0}{13}$

Self-Assessment and Metacognition



Self-assessment allows students to:

- focus on their own work;
- monitor their own strengths and weaknesses;
- target areas that need attention; and
- identify how they learn

with the goal of improving understanding and performance.

Self-assessment tools

- Learning Logs
- Self-report note
- Pause

Learning log prompts

- Explain how I organize my math notes. How does my organizational method help me?
- What do we do today? Why did we do it?
- What did I learn today? How can I apply it?
- What questions do I still have about it?

Gut check

- I understand and can explain it to others.
- I understand and can work on this alone.
- I understand but still need a little help.
- I don't understand – yet.

Closing

“Close the lesson. Develop a culminating activity (or several) that brings closure to the class. Tie the lesson together with a review of the learning outcomes, and remind them of what it was that they were supposed to learn as a result of your teaching...A closing activity also gives the instructor an opportunity to describe what will come next for the students and what will be expected from them.”

~Carnegie Mellon University, Eberly Center

Assessment and Academic Integrity



Academic integrity and conditions that foster cheating

Lang's four conditions that foster cheating:

- Emphasis on performance
- High stakes tests
- Extrinsic motivation for success
- Low expectation of student success

Lang (2013)

Conditions that foster academic integrity

Lang's four conditions that foster cheating:

- Emphasis on performance
- High stakes tests
- Extrinsic motivation for success
- Low expectation of student success

If these are the conditions that foster cheating, what educational practices might foster academic integrity?



Fostering academic integrity

Lang's four suggestions:

- Frequent low stakes assessments
- Stress mastery over performance
- Foster intrinsic motivation
- Help students develop self-efficacy

Fostering academic integrity



Best Practice Strategies to Promote Academic Integrity in Online Education Version 2.0, June 2009

This list of best practice strategies is based on "Institutional Policies/Practices and Course Design Strategies to Promote Academic Integrity in Online Education," produced by WCET in February 2009 and updated in April 2009. In May 2009, the Instructional Technology Council (ITC) surveyed its membership to invite feedback and additional strategies to enhance the WCET work. This June 2009 document reflects the combined contributions of WCET, the UT TeleCampus of the University of Texas System, and ITC. This work is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 3.0 United States license.

INSTITUTIONAL CONTEXT AND COMMITMENT

1. Establish a campus-wide policy on academic integrity that articulates faculty and student responsibilities.
2. Demonstrate an institutional commitment to enforcing the policy and in supporting faculty and staff in the handling of academic integrity matters.
3. Make information on academic integrity easy to find on the campus Web site, library Web site, department Web site, course, within the syllabus and within specific assignments.
4. Include ethics instruction within the core curriculum and/or area-specific within degree plans.
5. Address academic integrity at student orientation programs and events.
6. Encourage faculty to report every suspected violation and act upon it.
7. Secure student logins and password to access online courses and related resources, discussions, assignments and assessments.

CURRICULUM AND INSTRUCTION

1. State the academic integrity/academic honesty policy within the online learning environment and discuss it early in the course.
2. Require student engagement with the academic integrity policy. For example:
 - a. Ask students for their input on how to create a community of integrity at the start of the course. This establishes the students as stakeholders in the community and the process of its formation.
 - b. Develop and ask students to commit to a class honor code.
 - c. Require students to read and sign an agreement to the campus academic integrity policy.
 - d. Write a letter to students about integrity and post it in the course.
 - e. Ask students to restate the academic integrity policy (this can also be used as a writing sample to use when grading and reviewing student work).
 - f. Ask students to reflect on the academic integrity policy in the discussion board.
 - g. Include a lesson on avoiding plagiarism.
3. Have assignments and activities in which appropriate sharing and collaboration is essential to successful completion. Foster a community of integrity by choosing authentic learning tasks that require group cohesiveness and effort. For example, focus assignments on distinctive, individual, and non-duplicative tasks or on what individual students self-identify as their personal learning needs.
4. Provide students with a course or course lesson on research and/or study skills. Work with library staff to design assignments and prepare materials on plagiarism and research techniques.

1

Assessment and Technology



Online proctoring and lockdown browsers

Concerns about:

- Privacy
- Equitable access
- Pandemic issues

Lang (2013)

Managing cognitive load - Darby

If you want students to....

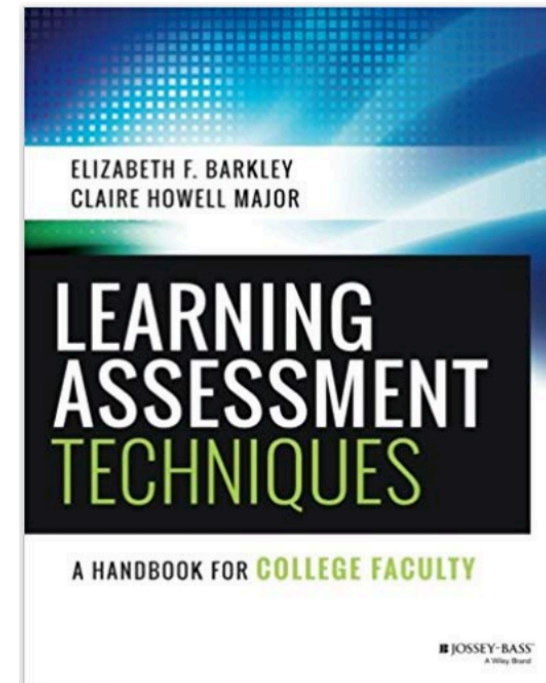
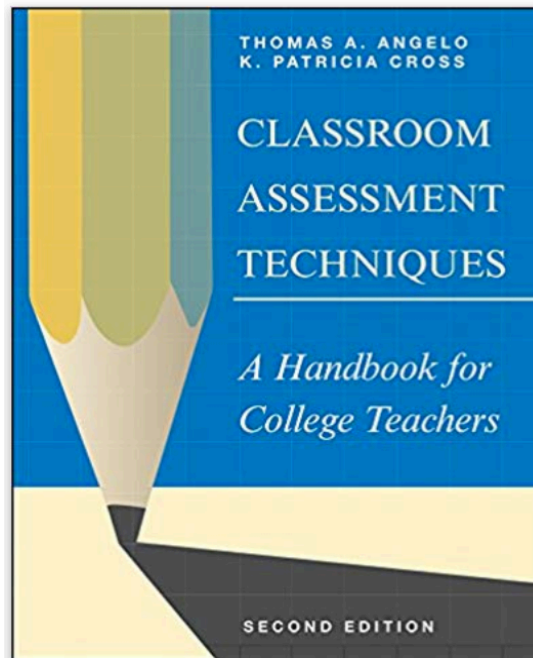
1. Upload a photo of handwritten work for their first exam
2. Create a video presentation as part of a major project
3. Email you through the class LMS when they have an issue

First, ask them to....

1. Upload a photo of a homework problem during week 1
2. ?



Formative Assessment Resources



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