

Session notes @4 March 20, 2020: Assessments online: especially exams and oral presentations

0:40 Jeremy Cucco (Technology Services) Canvas Conferences update:

- We are looking to add more concurrent sessions of the Conferences plugin, likely around 25, but if we go over those will be charged additionally and it should not impact our teaching
- Please continue to keep in touch so that Tech Services can support you—email the Educational Technologists at edtech@pugetsound.edu or Jeremy Cucco jcucco@pugetsound.edu or Matthew Link mmlink@pugetsound.edu directly
- TS will be providing an update soon on specifics
- Breakout rooms count as a single section

10:20 Ideas for exams online:

- Julie Christoph (English and Associate Deans' Office): Open-book, non-timed exams will likely be the best options online, given challenges of proctoring remotely. Think about online assessment as an opportunity to educate students about academic honesty
- Kim Ratliffe (MEd Program) recommends using “project based assessments and very few ‘quizzes’ that require short answer responses based on case studies and application of content. I also use oral exams for my graduate students. The more authentic and problem-solving based, the better. For those who typically use multiple choice exams, it would be helpful to add some application based short essay responses. Also, if multiple choice exams are necessary, creating different forms of the test where students do not all receive the same version can help reduce possibility of cheating. Also, there are some websites that encourage cheating, so changing the exam questions often is recommended.”
- Alexa Tullis (Biology) as a system for honor-based closed-book quizzes, consider adding this question as the first question of a quiz: “By selecting TRUE below, you affirm that you will complete this quiz without accessing any external material including, but not limited to, class notes, the lecture handouts, a text, a phone, and the internet. Selecting TRUE is required for me to grade your quiz. If TRUE is not selected, your quiz will be considered invalid and you'll earn no points.”
- Jung Kim (Exercise Science): Google Canvas quizzes, and there is a lot of helpful information out there. Being amenable and flexible will be very important.
- Margot Casson (Educational Technology) will be offering a workshop on Canvas Quizzes on Tuesday March 24; 9:30 - 10:30 am via Google Meet
 - To join the video meeting, click this link: <https://meet.google.com/bit-ajnq-biw>
To join by phone, dial +1 314-474-2369 and enter this PIN: 406 324 527#
 - Agenda for the session is here:
<https://docs.google.com/document/d/1Ndl4WWglNo2KPKwCPtA3MIBloGCK6SpAxYqgKq8hSd0/edit?usp=sharing>

20:00 Kris Bartanen (Center for Speech and Effective Advocacy, Communication Studies)

- There are lots of resources on the Center for Speech and Effective Advocacy website, including ones specifically for teaching online:

<https://www.pugetsound.edu/academics/academic-resources/center-for-speech-and-effective-advocacy-2/>

- Build different roles for students in class, to give them ways to be engaged.
- Consider breaking down the assignments more than you might normally.
- Consider not asking students to lead discussion; it's very hard for students to do, even face-to-face. Is that something that's essential to your learning objectives now, online?
- Consider the best platform for the presentations: Canvas or Google Meet?
- Do you need to record? Is it necessary for this point in the semester?
- Do you want students to do a live, synchronous oral presentation, or a recorded, asynchronous one? What is better for your learning objectives and where your students are right now?
- How does communication anxiety affect students online? Being clear about your expectations about how the class should flow (speaker order, mics on mics off) and about your reasons for why you're asking them to do what they're doing will help with anxiety.
- Student consultants will be available.
- To sum up:
 - Is it individual or group?
 - What are your goals?
 - Does it need to be live or not?

29:35 Questions and discussion

- How do we decide whether to have students give oral or live presentations?
- What is the best technology to ask students to use to record presentations?
- How do we make choices about synchronous versus asynchronous teaching?