

Session notes @4 April 15, 2020: Designing End-of-semester Assessments for an Online Environment

Resources from Ellen Peters on assessment

0:17 Ellen Peters (Associate Provost) updates on assessment and technology in higher ed:

- [Adapting Final Assessments](#) Key Tips
 - Keep it simple.
 - Review learning outcomes.
 - Adapt your assessment.
 - Use a low-tech approach, or use the features of learning technology, to address your concerns about academic integrity.
 - You don't need to reinvent the wheel.
 - We're in this together.
- [Educause poll on grading and proctoring in Spring 2020](#)

5:18 Nick Brody (Communication Studies)

- Using open-note exam strategy
- Continuing to allow students to substitute the final exam grade for an earlier midterm grade (as he has done in the past)
- The primary goal is for students to understand the material and be able to use it

11:20 Martin Jackson (Mathematics)

- Using mastery-based learning based on core learning targets and advanced learning targets
- Doing standard quizzes based on core learning targets and problem-based assessment of advanced learning targets
- For the synchronous quiz he did, he had students be on Zoom not to monitor so that he could help them with questions if they came up.
- With upper-level students doing asynchronous exams, asked students to pick a time so that they have that as a personal goal and then scheduled the exams at requested times in Canvas
- Even face-to-face does not monitor students closely during exams; environment of trust has value, though in cases where students have obviously cheated, will follow up.

18:05 Mallorie Taylor-Teeple

- Primary goal for exams is demonstrating mastery of lab techniques and data interpretation skills
- Online, she initially designed an open-note quiz with more questions based on data interpretation rather than information recall, but grades declined
- Asked students about what they thought of the format
 - Most students wanted to go back to original no-note format and to sign something saying they would not consult notes
 - Some students said they didn't have time to study for the exams and were anxious about their access to technology
 - Overall, inequity between student situations became apparent
- Is now giving students choices for format to enable students to reengage with the material in a way that makes sense in their current context

- Currently offering no-note quiz option or quiz alternative option of writing study guide notes that synthesize the information from the week

25:30 Discussion:

- Using Canvas quizzes for synchronous exams
- Using publisher-designed quiz materials online alone or integrating with self-designed questions
- Strategies for quizzes in the humanities, such as how to work with translation-based exam questions
- Finding ways to help students show knowledge in a new way
- Possibilities for proctoring exams online—and the risks of increasing student anxiety and the potential for privacy violations