



THE
UNIVERSITY COUNCIL
OF JAMAICA

"Assuring Quality in Higher Education"

Assessment in Online Learning Environments

University Council of Jamaica
16th Annual Quality Assurance
in Higher Education Week

Dr Mairette Newman
Education Specialist, Commonwealth of Learning,

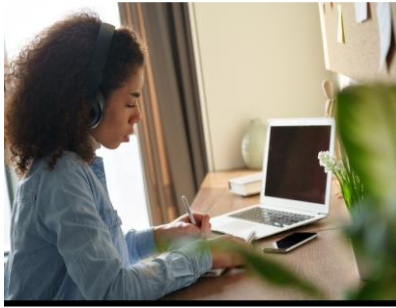
March 10, 2021

Purpose



- Describe the principles that underpin assessment in an online environment
- Highlight key issues - challenges, constraints and opportunities in designing and implementing online assessments
- Suggest how we can avoid or minimise the challenges and capitalise on the opportunities

Context



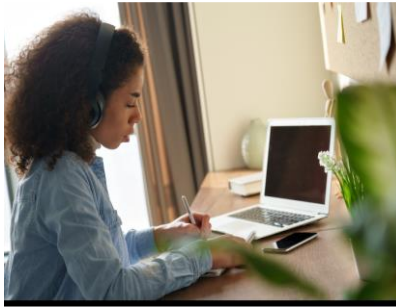
Online Assessment is

Any means of evaluating student achievement, providing feedback or moving the student forward in the learning process in an online course.

Assessments can be either formative designed to monitor students' progress or summative, designed to evaluate the students against a standard or criteria

Dixon & Worrell 2016

Context



Online learning is here to stay

Most students accept that online learning is here to stay in some form. Indeed, about a third of undergraduates have a very positive attitude toward online learning.

Tony Bates 2021

Assessment has a powerful influence on student learning

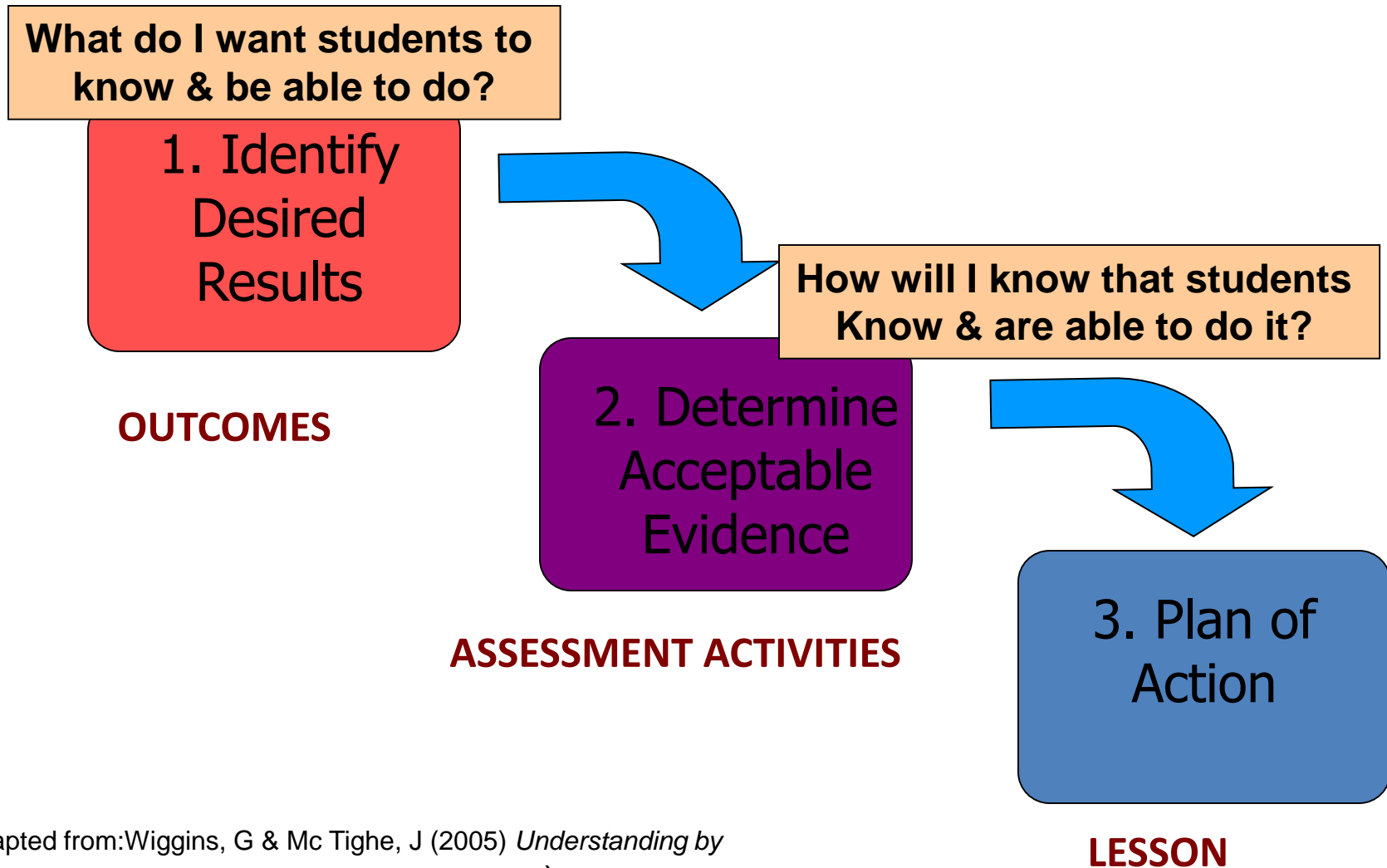
Assessment and how it is designed is one of the most powerful teaching tools for directing student learning

Paul Ramsden 1982

Well-designed Online Assessment

1. Aligned to the curriculum, linked to course learning outcomes and learner-centred
2. Includes a wide variety of assignment types—projects, e-portfolios, self-assessments, quizzes, discussion boards, open-book exams, podcasts, infographics, and peer evaluations
3. Designed with accessibility in mind, must meet the capacity of the learners
4. Clearly communicates expectations and criteria for the assessment (rubrics, exemplars)

1. Backwards Design



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Well-designed Online Assessment

5. Should not test learners' IT skills or adeptness at using a specific tool
6. Feedback is meaningful
7. Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments)
8. Learners have easy access to a well-designed and up-to-date gradebook

Meaningful Feedback: The RISE Model

Feedback Level	Suggested Prompts
Reflect: your overall evaluation of the work	<i>I liked that you included ... because ... I disagree with because ...</i>
Inquire: additional information you are missing	<i>Have you considered? What other perspectives exist on this topic ...</i>
Suggest: ideas for improvement	<i>It might be useful to ... I suggest adding more information to support ...</i>
Elevate: ideas for future work	<i>It would be interesting to explore In a deeper way ... In the future you could use ... to do ...</i>

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Benefits of Online Assessment



Ease of providing detailed feedback in different formats – written, audio or video-recorded

Instant feedback – automated feedback can reduce the workload for the instructor

Accessibility, flexibility and convenience

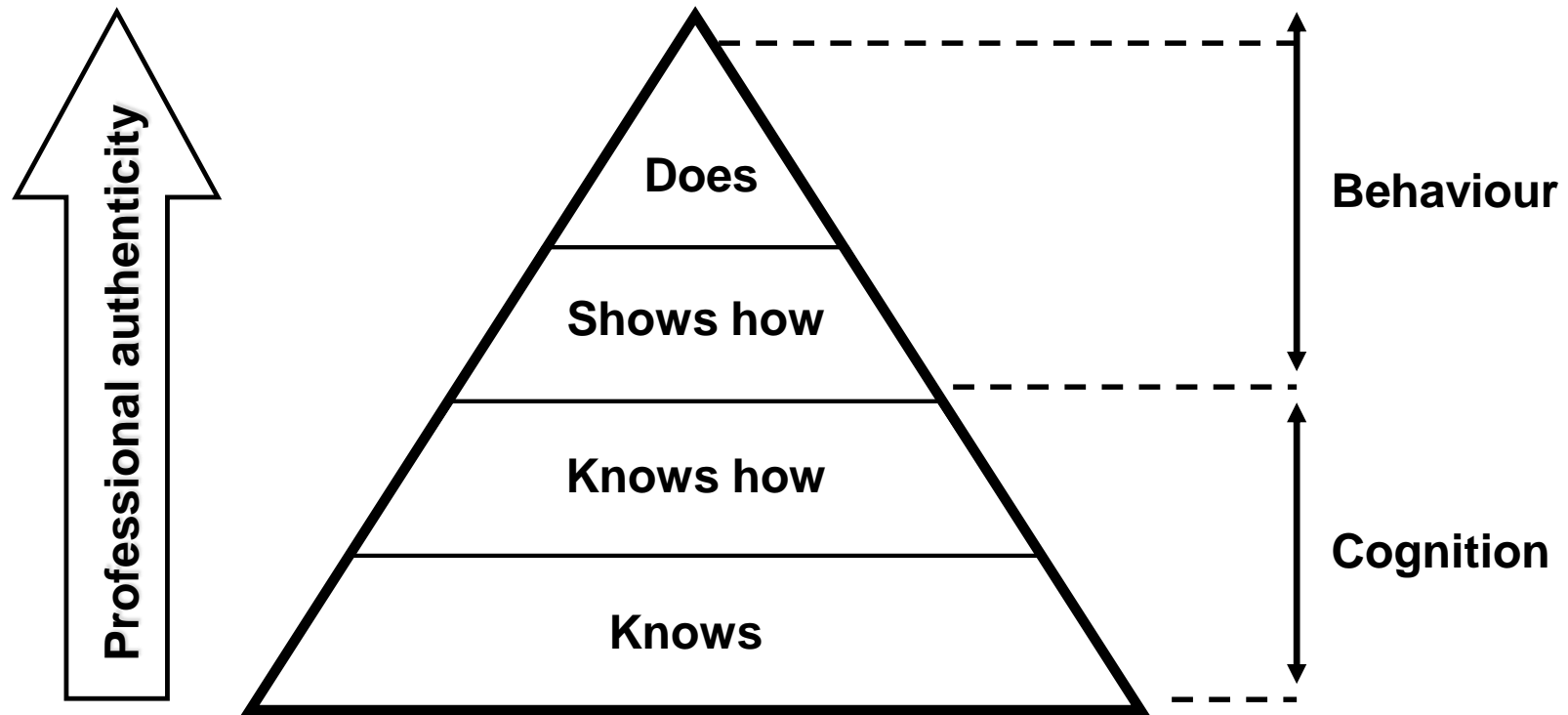
A record of learner activities – easy tracking of skills developed over time

Issues, Concerns and Measures

- Academic misconduct
 - Use authentic assessment
 - Promote and enforce rules re. academic integrity
 - Proctoring tools
 - Honour code
- Isolation
 - Peer feedback activities
 - Group assignments
 - Online 'gallery walks'

AUTHENTICITY TRANSPARENCY INTENTIONALITY

1. AUTHENTICITY – MILLER'S PYRAMID



Miller (1990)

Issues, Concerns and Measures

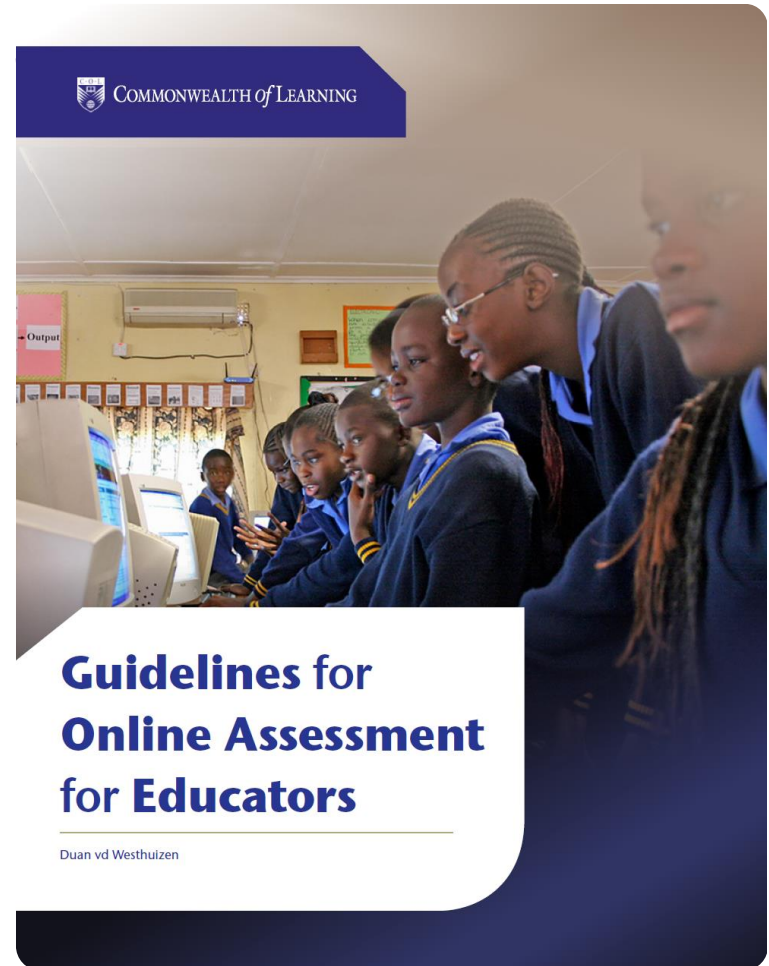
- Instructor workload
- Time management – online courses are front-heavy
- Practical Skills
- Design authentic tasks
- Technical issues
- Have a contingency plan



AUTHENTICITY TRANSPARENCY INTENTIONALITY

Resources

- [Guidelines for Online Assessment for Educators \(col.org\)](https://col.org)
- Weleschuk, A., Dyjur, P., & Kelly, P. (2019). Online Assessment in Higher Education. *Taylor Institute for Teaching and Learning Guide Series*. Calgary, AB: Taylor Institute for Teaching and Learning at the University of Calgary. Retrieved from <https://taylorinstitute.ucalgary.ca/resources/guides>



Resources



UQ Assessment Ideas Factory


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COL Courses

Digital Assessment Workshop Series – YouTube

Designing and Developing Online Assessments



COMMONWEALTH
of Learning

ONLINE
WORKSHOP
3 of 3

Date:
Thursday 4 March 2021

Time:
8am-9.30am PST / 6pm SAST
(GMT+2)

time zone converter:
<https://www.timeanddate.com/worldclock/convert.html>

Who:
Digital Learning enthusiasts – senior management, instructors and others

Where:
<https://zoom.us/join?meetingid=84915497075&pwd=1234567890>

Host and Chair:
The event, hosted by the Commonwealth of Learning (COL), is the last of three workshops on Digital Assessment. The Chair for this workshop will be **Dr Mairiette Newman**, Education Specialist: VUICC at COL.

Making Digital Assessment Count:
Building Competencies and Skills that are Transferable to the Workforce

COL Online Workshop Series on Digital Assessment

Digital Assessment:
Designing for Authenticity and Reliability

Workshop Overview:

As institutions rapidly transition to or increase online learning and teaching, educators are challenged to ensure that their students' assessment experiences are authentic and reliable. In this workshop, panelists will draw on examples, to illustrate how they have coordinated, designed and used a variety of authentic and reliable digital assessment tasks and strategies and how students, faculty and academic managers have responded. In an open and frank discussion, panelists will share their struggles, achievements and lessons learned. Participants will leave the workshop with practical strategies to design authentic, reliable assessment in the contactless digital space.

Workshop Outcomes:

- Participants will be able to identify a range of strategies that have worked reliably in other contexts for coordinating, designing and implementing authentic assessment activities for their online learners.

Panelists:



Dr Schontal Moore is a lecturer in Language and Literature and Graduate Coordinator for the School of Education at The University of the West Indies, Jamaica. She is also a member of the Distance Education Standards Committee for the University Council of Jamaica. As consultant to international organisations, Dr Moore builds capacity of educational institutions and teachers to design, develop and deliver online courses.



Dr Tashane Haynes-Brown is a lecturer with specialization in Teacher Education and Teacher Development at The University of the West Indies, Mona Campus. She serves as a facilitator for workshops in the areas of technology integration, using software for data analysis, adult learning methods and Spanish education. She is also involved in the development and teaching of online courses.



Dr Maggy Benkes-Ambis is a senior lecturer in the Department of Information and Communication Studies in the Faculty of Humanities and Social Sciences (FHSS) at the University of Namibia. Since 2015, she has been the Director of the Centre for Open, Distance and eLearning (CODeL) at the University of Namibia. Passionate about digital learning, she is involved in eLearning capacity-building activities, ICT and eLearning policy and strategy development nationally and internationally and has also assisted organisations such as NOLNET, GIZ and GESCI.



COMMONWEALTH
of Learning



VUICC

February 01- March 07 2021

Designing and Developing Online Assessments

Learn how to design effective and rigorous assessments appropriate for the online space

A free Moodle course made available by the Commonwealth of Learning

Length of course: 5 weeks
Workload: 4-5 hours per week
Pacing: Asynchronous
Cost: FREE
Level: Introductory
Prerequisites: None
Language: English
Institution: Commonwealth of Learning
Subject: Online Assessment

Course outline:

WEEK 1: What is online assessment and why do we assess?

WEEK 2: Principles of online assessment

WEEK 3: Methods of online assessment

WEEK 4: Creating online assessment tasks

WEEK 5: Reviewing online assessment tasks

Assessment

This is a pass-fail course. To earn a certificate of completion, participants need to:

1. Mark each week as completed
2. Create an assessment or re-design an existing one suitable for a specified group of students taking an online course

How do you get started?

Participation in this course is by special invitation only and persons will be admitted on a first come first served basis. You will receive enrolment instructions from VUICC in the week of January 25

For more information

Email: vussc@col.org
or visit us at
<https://vussc.col.org>
www.col.org

What is this course about?

In response to COVID-19, an increasing number of educators across the Commonwealth are expected to redesign their courses for online delivery. Although they may be familiar with the general principles that guide assessment strategies they may not be comfortable with designing and managing assessment in the online environment. This course introduces the key components to consider when preparing effective online assessment.

Why should you do this course?

Over five weeks you'll explore online assessment practices and familiarise yourself with principles of online assessment. You will develop and practice skills relevant to designing and conducting assessments suitable for a course you currently teach or expect to teach online. The course will consist of a range of activities including readings, practical work, discussions, and self-directed work.

What will you learn?

This is an introductory course for post-secondary educators who are required to teach online. Upon completion of this course, participants will be able to:

- Explain why they assess students
- Distinguish between different types of assessments
- Select and justify selection of different kinds of assessments
- Manipulate different kinds of assessments
- Revise one of their assessments (or create a new one) for the online environment

Course inclusions

Once you are enrolled your access will include all materials, including videos and course-related readings.

What will you gain?

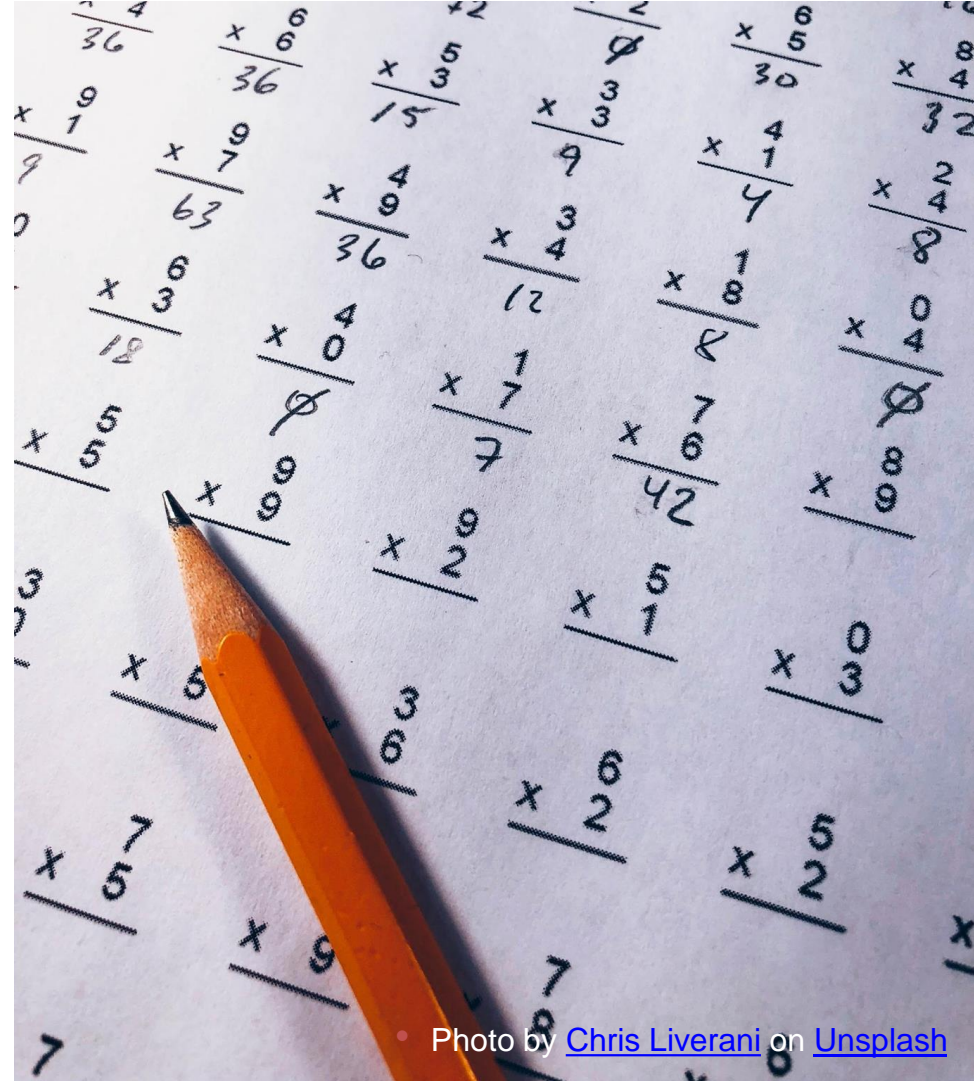
Upon completion you will receive recognition through a verified, easily shareable Certificate to highlight the knowledge and skills you've gained.

Meet your facilitator

This free Moodle course is delivered through the Virtual University for Small States of the Commonwealth of Learning and is facilitated by Professor George Veletsianos. Prof Veletsianos is a professor of Education and Technology at Royal Roads University in British Columbia and holds a Canada Research Chair in Innovative Learning and Technology. He is passionate about improving teaching and learning in digital environments and his research aims to understand learners', educators' and scholars' practices and experiences in emerging online settings.

THANK YOU

mnewman@col.org
Mairette Newman



• Photo by [Chris Liverani](#) on [Unsplash](#)