



Faculty Training Workshop

Assessment and Evaluation

Learning outcomes for students in the online environment

Evaluating your online course/students

Source credit: *Assessing the Online Learner: Resources and Strategies for Faculty*. Palloff & Pratt.
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Regina M. Hierholzer

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Objectives

Assessing the Online Learner:

Resources and Strategies for Faculty

1. Recognize what best practices and assessment pedagogies are appropriate in the online environment
2. Evaluate your current assessment strategies
3. Discover alternative assessment approaches that may be applicable to your content
4. Formulate your assessment strategy based on your learning objectives
5. Develop rubrics to match your assessment strategy
6. Comprehend the value of using the standardized evaluation instrument

Objective #1

Recognize best practices and assessment pedagogies that are appropriate for learning online

- Are your assessments consistent with course activities and do they meet the stated objectives and learning outcomes?
- Is the grading policy transparent and easy to understand?
- Are the assessment and measurement strategies designed to provide feedback to the learner?
- Are the types of assessments selected and the methods used for submitting assessments appropriate for learning online
- Are there “Self-check” or practice type of assignments that provide a quick check of feedback for the learner?
- Do you have a collaborative assessment worked in?

Any Suggestions?
What can you share?

Objective #2

Evaluate your current assessment strategies

- The online learning environment is different than the traditional face-to-face learning environment.
- It makes sense that online assessment is created differently than face-to-face assessment.
- Think about what and how you will change your face-to-face type assessments to make them appropriate for the online learning environment?

Any Suggestions?
What can you share?

Weight Distribution for Assessments

Hybrid Course

[CIS 656 -- Assessments
Summer, 2006.htm](#)

- Group Assignments (2)
 - 20%
- Exams (2)
 - 50%
- Group Project (1)
 - 20%
- Discussions
 - 10%

Fully Online Course

[CIS 656 -- Assessments Spring,
2009.htm](#)

- Group Assignments (2)
 - 35%
- Exams (2)
 - 40%
- Discussions
 - 25%

Objective #3

Discover alternative assessment approaches for your course content

What assessments can you create to help the learner reflect on what they have learned?

- Create something interactive: simulations, role playing or focus on case studies.
- Create an assessment for your learners to apply the knowledge in a professional or other setting.

Any Suggestions?
What can you share?

Objective #4

Formulate your assessment strategy based on your learning objectives

- How?
- Work backwards!
- Ask yourself...will the outcome of my assessments indicate that the students are learning the course objectives?
 - What types of assessments should you use? With technology there is a wider choice...discover them.
 - Which work best for the learning the course material?
 - Which work best for the type of learner?
 - Which best suit your teaching style? What are you comfortable with?

Any Suggestions?
What can you share?

Objective #5

Develop rubrics to match your assessment strategy

- Why reinvent the wheel...borrow rubrics already created
- Change the borrowed rubrics and tweak them to reflect your objectives
- Create new rubrics

Any Suggestions?
What can you share?

Sample Rubrics

Discussions

- Discussion Board Rubric

Student participation in online "chats"

- Online Group Discussion Rubric

Presentations

- Presentation Project Rubric

Team member contribution

- Team Review Assessment Rubric

Check for more in the Community of Practice

Assessment Toolkit

Work creative ways to assess the learner in your course

Student feedback	Wikis
Use authentic assessment	Blogs
Use performance assessment	Self-check exercises
Portfolios	Mid-semester survey
Self assessment	Student generated questions
Peer assessment	Real-time activity, online
Collaborative assessment	
Reflective assessment	
Journals	What else can you think of?

Look at your course with an instructional designer for the degree of learner-centered activity your course may have

Assessment Conclusion

Need Help?

1. What support do you need for implementing assessments online?
 - Need a rubric for your assessment?
2. Do you have all the formative assessments that you want?
 - Collaboration
 - Constructivist approaches
 - Quizzes on readings
 - Reflection papers
 - Learner-to-learner discussion via online conferencing

Any Suggestions?
What can you share?

Objective #6 (Evaluations)

Use the standardized evaluation instrument

Things to think about:

- Course evaluation during the course
- Course evaluation at the completion
- Instructor evaluation given out by department
- Example - final evaluation instrument
[EVAL Results CIS 656 S2009](#)
- Develop strategies for course revision based on evaluation results

Student Evaluation

Student Evaluation Strategy

- Self reflection
- Peer-to-Peer
- Learner-to-Instructor
- Concern—getting results from the student

Outcome of the evaluation:

Pull from the results – if there is a common theme developing make, changes accordingly

Faculty Concerns on Evaluations

1. When are evaluations "opened" to the students?
2. When are they closed so no additional entries may be entered?
3. Who has access to the results?
4. Is there a method for assuring that the correct students are entering the data--some type of authorization and authentication?
5. When do we make the results available to the faculty?

More Faculty Concerns...

6. How are evaluation results stored and accessed for future Tenure & Promotion?
7. Can faculty access these results?
8. Does each faculty member store and save their own results?
9. What is the faculty view on this form of course/teacher assessment



Your Suggestions?

What are your thoughts?

What can you share with us?

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