

Connect

Assessments
Guide



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

CONTENTS

2 WHAT IS AN ASSESSMENT?

3 IMPORTANCE

4 HOW TO RESOURCES

STRATEGIES

6 BIBLIOGRAPHY

WHAT IS AN ASSESSMENT?

In online and blended teaching, the role of an instructor can shift toward guide and mentor. By using online assessments (tests, surveys, and pools), you have the opportunity to use assessments as a tool to promote learning rather than strictly for evaluation.

The Assessments Tool in Connect allows you to offer tests to students that are auto-marked by the computer and provide them the opportunity to practice and receive just-in-time feedback on their results. You can use different question types to enhance student learning and engagement such as linking to and/or embedding media like YouTube videos and Flickr images in test questions and feedback and using the Likert scale.

Type of Assessments

Description

Tests

Tests are sets of questions that are graded to measure student performance. Once a test is created here, it must be deployed within a content folder before students can take the test. Test results are reviewed in the Grade Center. Note that some question types are not automatically graded.

Surveys

Surveys are not graded. They are useful for gathering data from students that is not used to evaluate student performance. Surveys must be deployed in a content folder for students to respond to the survey.

Pools

Pools are sets of questions that can be added to any Test or Survey. Pools are useful for storing questions and reusing them in more than one Test or Survey.

WHY USE ASSESSMENTS

Tests, Pools and Surveys can be used to support a diverse range of learning objectives and to promote learning rather than strictly evaluation. Based on the 7 principles of How Learning Works, using assessments in your Connect course can:

1

Allow students develop mastery by allowing them to practice integrating component skills and apply what they learn in online assessments.

2

Facilitate student recognition of inappropriate prior knowledge and correct inaccurate prior knowledge through online assessments and automatic feedback.

3

Allow instructors to gauge the extent and nature of student's prior knowledge or misconceptions through assessments and Item Analysis feature.

4

Create goal-directed practice and targeted feedback to enhance the quality and progress of students' learning.

5

Allow students to become self-directed learners with low stake assessments, self-assessments, practice tests, and direct feedback.

6

Build fluency and facilitate integration of component skills with assessments.

7

Generate respondent data with iPeer surveys to help you filter your students into well balanced groups for group assignments.

HOW TO RESOURCES

Explore Assessment Resources and more at: elearning.ubc.ca/connect/resources/

Using Assignments as an Assessment tool

Using iClickers

Rubrics and Connect

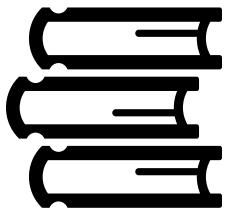
Tests, Surveys and Pools

STRATEGIES

Strategy

#1

Assess students prior knowledge with assessments



Use the Tests and/or Survey tool early in the course to assess students prior knowledge of the particular subject area. This can help you understand students' strengths as well as weaknesses, areas of inaccurate, insufficient, or inappropriate information and allow you to target their practice more effectively.

EXAMPLE: Assign a concept map activity to access prior knowledge

Have students insert images of concept maps representing their prior disciplinary and/or relevant knowledge in Connect using the Text Editor to learn more about the relevant prior knowledge they are aware they have.

STRATEGIES (CONTINUED)

EXAMPLE: Administer a Diagnostic Assessment

Administer a diagnostic assessment at the beginning of a course to understand students prior knowledge and correct any misconceptions or inaccurate information that could block effective learning in the course. Students' performance on this assessment can give you a sense of their competency level in skills and knowledge. For example:

- You can use diagnostic assessments to help ensure material is at an appropriate level of challenge before a high stake exam such as a midterm or final.
- Administer surveys or tests to gauge students content knowledge or administer performance assessments that have problem solving type questions to guage what a student can or cannot do.

EXAMPLE: Administer a Concept Inventory

Expose students' prior knowledge by administering a Concept Inventory meaning, ungraded multiple choice tests that are designed to have incorrect answers that reveal common misconceptions. Creating appropriate concept inventories can be intensive and need high validity and reliability so check the Internet if there are inventories in your discipline that suit your needs.

Strategy

#2

Assessments for component skill development



To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned in various contexts. Component skills include the ability to analyze, problem solve, recognize, plan, formulate, and evaluate in a scenario. For effective learning, Clark and Mayer in E-Learning and the Science of Instruction recommend the following guidelines:

1. Interactions should mirror the thinking process and environment of the content.
2. Better learning results from more practice questions interspersed throughout lessons and units.
3. Learners should be trained to provide their own questions when they are studying from receptive (expository) materials.

STRATEGIES (CONTINUED)

EXAMPLE: Give ungraded or low stake practice assessments

Provide opportunities for low stake practice tests to develop insufficient knowledge of the topic and help students become self-directed learners. They can be designed to isolate component skills to and provide students with scaffolded practice.

- Focus component skills for isolated practice in online assessment. When providing practice explain the rationale of the correct answer with automatic feedback.
- Create a Test set not to be included in the Grade Center so students can use it for practice purposes.
- Use the diverse Test Question Options available to diversify question delivery in both graded and non-graded tests in order to prompt recontextualized understanding.
- You can grade items in the Grade Center without viewing user information to eliminate bias. The students appear in a random order without any identifying information to you (or your designated grader) for grading.
- Build fluency and facilitate integration of skills by creating timed tests that focus on fluency and emphasize skill integration.
- Give early performance based assessments then provide opportunities for self-assessment for students to help monitor their learning and adapt any approaches to learning.

Strategy

#3

Use targeted and linked feedback



Give specific, targeted feedback to communicate where students are in relation to stated goals and what they need to do to improve. It should be provided when students can make most use of the information. By creating and releasing feedback to students that is targeted and linked to resources, areas of the course that can assist the student in forming a better understanding of why and how to correct particular errors.

STRATEGIES (CONTINUED)

EXAMPLE: Design frequent opportunities to give feedback

When Creating a Test Question, include automated instructional answer feedback for incorrect (and correct) answers to direct students to further information and resource that can assist students' improvement. The feedback appearing on the same screen as the question provides learners with the opportunity to see the question, their answers, and the accuracy of their answers. For group projects, use iPeer Surveys to generate respondent data you can use to filter your students into well balanced groups for group assignments.

EXAMPLE: Look for patterns of errors in student work to provide appropriate feedback

Use the Item Analysis to review appropriate level of challenge in the assessments. From the Test Summary of Item Analysis feature, identify weak components or general student misconceptions based on the statistics from the test questions.

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