Agenda

- Explain how interaction and engagement are relevant to designing assessments.

- Devise multiple assessment options based on your learning objectives and pedagogical goals.

- Rethink your current assessments for the online classroom with a focus on application and engagement.
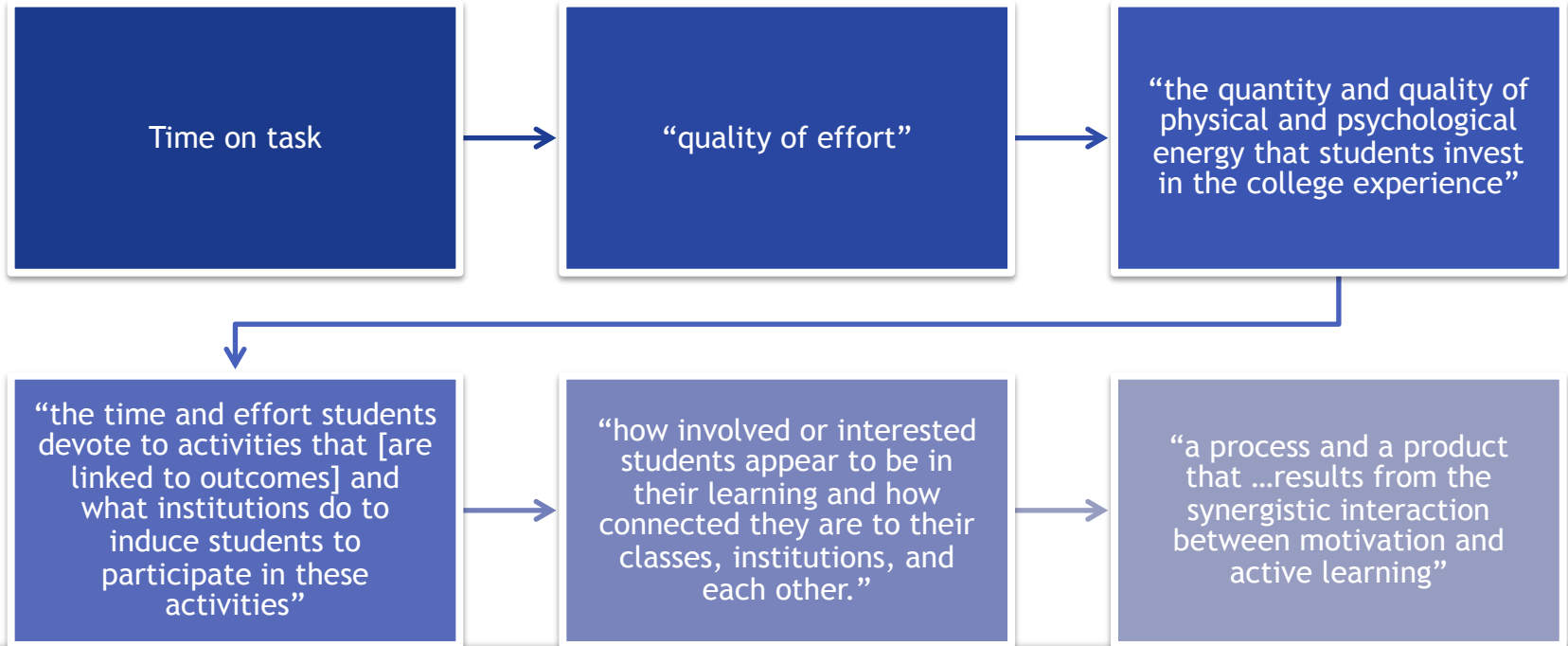
What is "Engagement"?

- How do you define it, see it, or know it?

- How is it defined by the LMS? Your institution?

- Why do you think engagement is important for learning?
Is it *more* important for online learning?

What is "Engagement"?

Time on task → "quality of effort" → "the quantity and quality of physical and psychological energy that students invest in the college experience"

"the time and effort students devote to activities that [are linked to outcomes] and what institutions do to induce students to participate in these activities" → "how involved or interested students appear to be in their learning and how connected they are to their classes, institutions, and each other." → "a process and a product that …results from the synergistic interaction between motivation and active learning"

What Engagement is not...

Not a synonym for "entertainment"

"... *anyone who conflates engagement and entertainment is not only mistaken but also quite in conflict with the psychology and neuroscience underlying how human beings learn, which demonstrates that learning requires the motivated application of attention and working memory.*"

- Sara Rose Cavanaugh, "How to make your teaching more engaging"

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Encourage Active Learning via Applied Assessments

Dewey emphasized active learning/learning by doing

Piaget emphasized engaged learning (constructivism): knowledge is built on prior experiences and affected by new experiences

Moves beyond "content acquisition"; Weigel commented that "Content is the clay of knowledge construction."

Engaged learning is focused on the learner, who is not a passive "knowledge-absorber"

Engaging students is crucial, but difficult

- Passive learning is "easier"
- Students motivation to engage begins with your course design.
  Encourage:
  - Cognitive presence and cognitive engagement
  - Stretch students' abilities but provide safety nets
  - Active learning through authentic, applied assignments
  - Communication and feedback
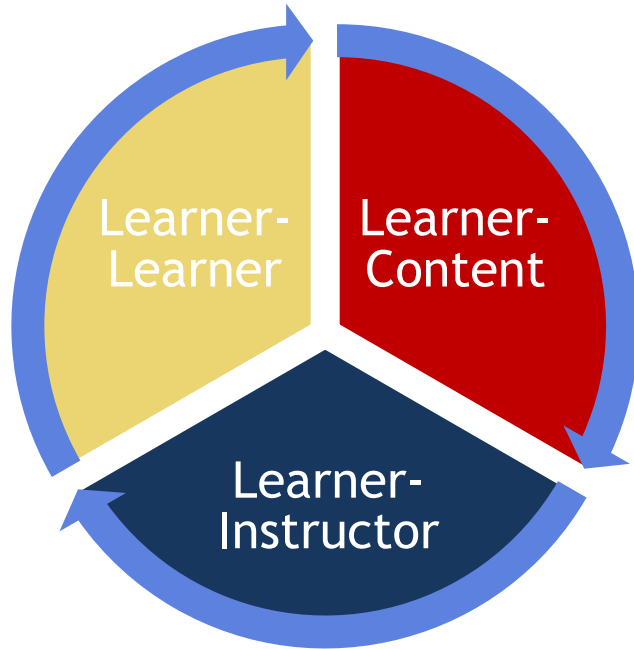 - Students' involvement in their own learning

What do we mean by Interaction?

- What are the different types of interaction?
  Are there constraints or considerations to some types of interaction?

- Why is interaction important, especially online?

Interaction

Learner-Learner

Learner-Content

Learner-Instructor

Connection to Assessments:
- Cognitive interaction with instructional materials if assessment is aligned (L-C)
- Interaction via assignment/activity prompt and feedback (L-I)
- Potential interaction with peers depending on assignment type (L-L)

Design interaction & engagement into the course

SRS 5.1: The learning activities promote the achievement of the state learning objectives or competencies.
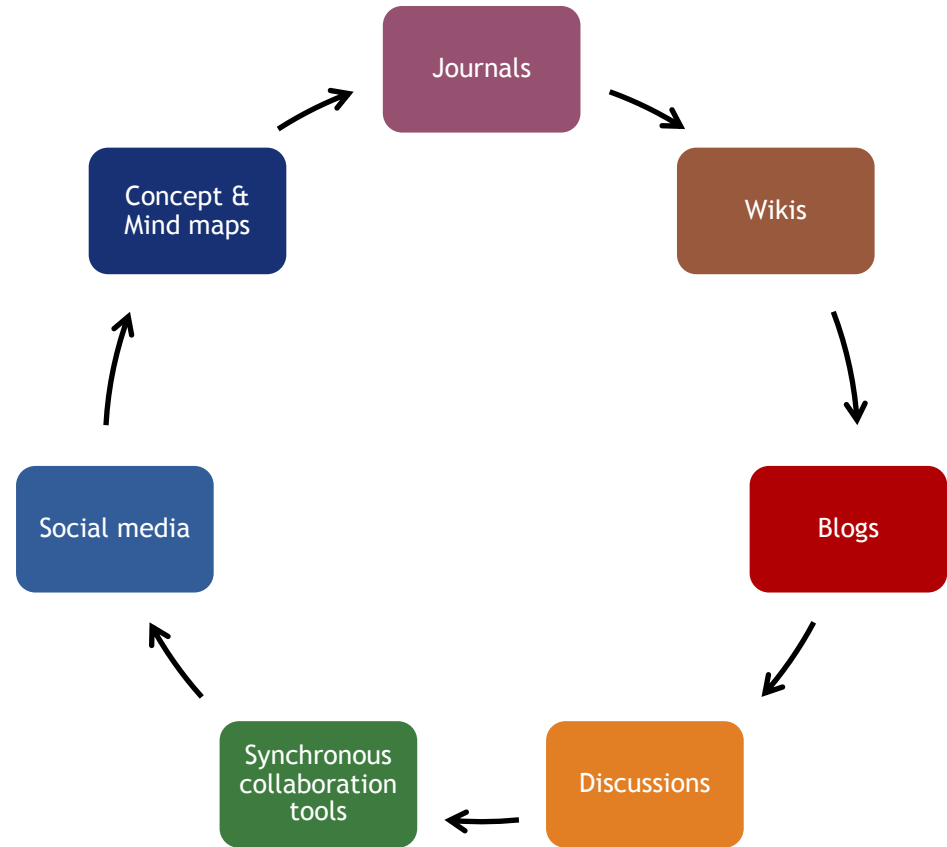
SRS 5.2: Learning activities provide opportunities for interaction that support active learning.

SRS 3.4: The assessment instruments selection are sequenced, varied, and suited to the level of the course.

SRS 3.5: The course provides learners with multiple opportunities to track their learning progress with timely feedback.

SRS 6.2: Course tools promote learner engagement and active learning.

Assignment Tools for Engagement and Interaction

Journals

Wikis

Blogs

Discussions

Synchronous collaboration tools

Social media

Concept & Mind maps

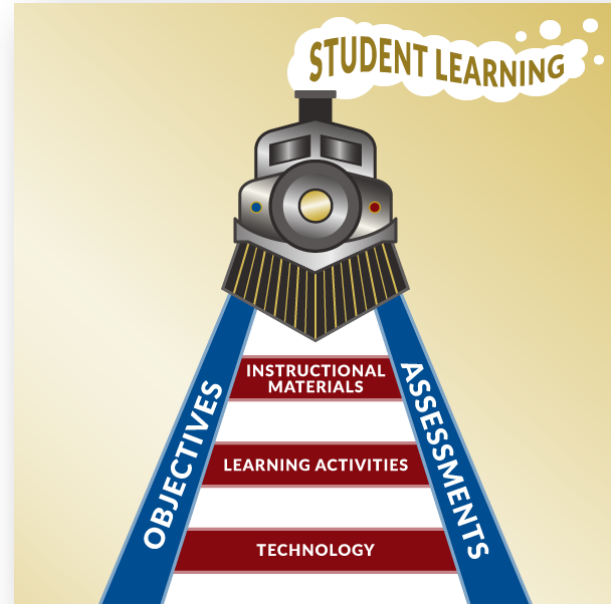# How do you begin to think about your assessments?

1. Generate ideas based on learning objectives.
2. Look to the lesson content.
3. Consider engagement from the start.
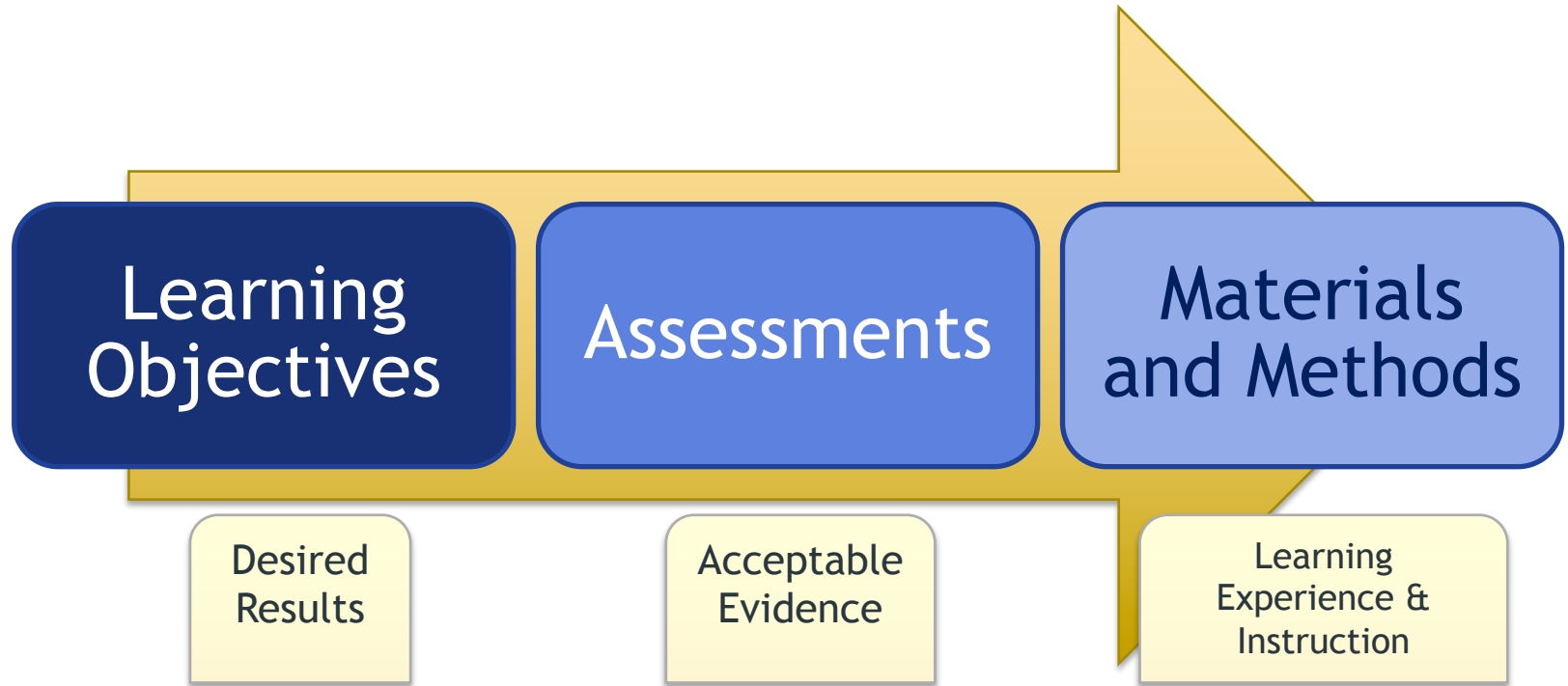4. All of the above
5. Other

Alignment is Key

"A key to creating effective assignments and exams is the concept of 'alignment.' As defined by Ralph Tyler almost fifty years ago, alignment simply means starting with the 'desired outcomes' of the course and working backwards so that the assignments and examinations reflect and support them. In some sense a successful course can be considered as an exercise in reverse engineering."
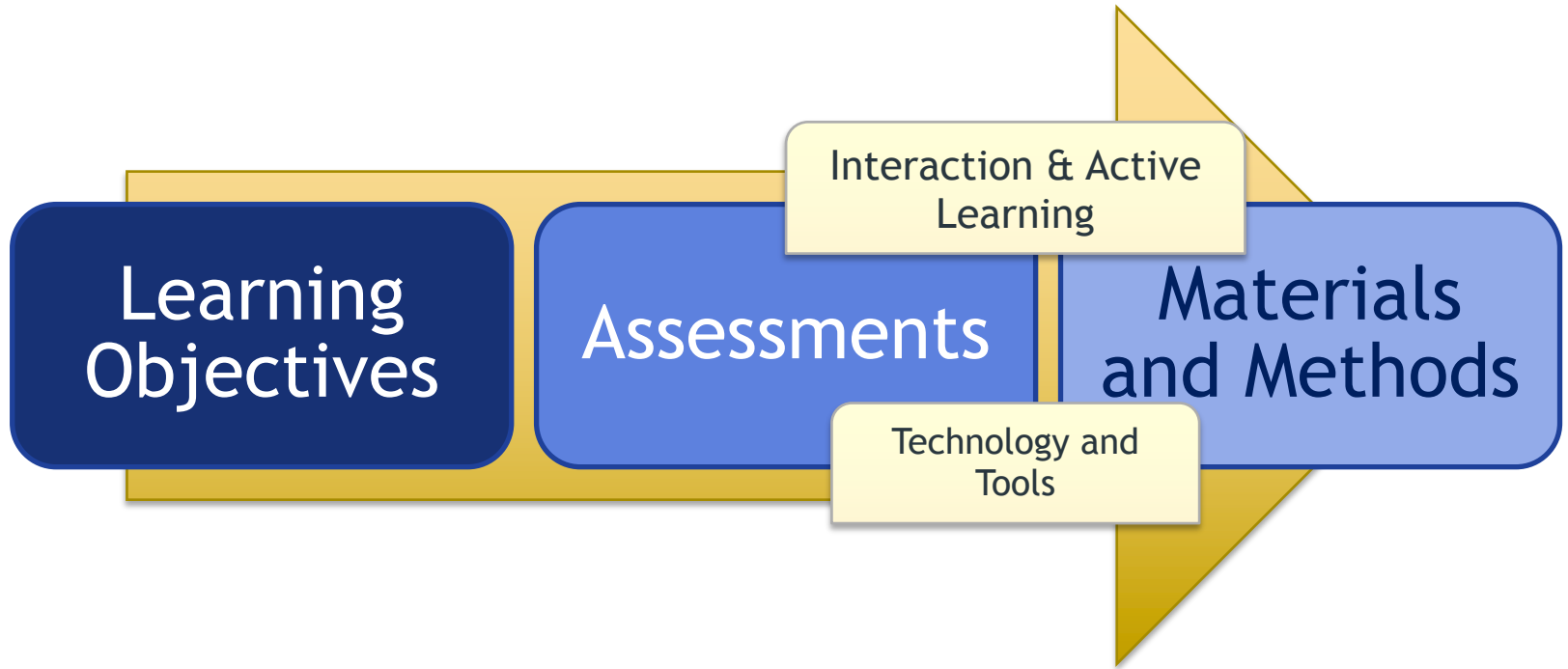
– Jim Wilkinson

Basic Alignment: Backward Design

Online Design Considers Interaction

Learning Objectives → Assessments → Materials and Methods

Interaction & Active Learning

Technology and Tools

Zero-In on Evidence of Learning

We need a richer mix of high-quality assessment formats, and we also need to reduce the overall burden of assessment for ourselves and for our students. We need to measure less, but measure it better.

(Race, 2009)

Authentic Assessments

- Require application of knowledge and skills in a "real world" context

- Involve unstructured, complex problems that may have multiple solutions.

- Require students to "perform" discipline-specific activities or procedures, drawing on a wide range of knowledge and skills.

Stay Relevant

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Types based on Tools

- **Journals:** great for reflection
- **Wikis:** nice option for collaboration
- **Blogs:** can tailor to types of interaction
- **Exams/Quizzes:** focus on application in order to engage

Exams and Quizzes

- Did you have a traditional Final Exam that you re-designed for remote instruction?

- What are some of the technology considerations?

- What are some of the pedagogical considerations?

Redesigning Exams & Quizzes

- Has it already been assessed? (Exam)
- What's the pedagogical goal?
  - Do they remember this information?
  - Can they apply it, usefully, in appropriate contexts?
  - Do you want them to check their knowledge?

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Redesign Ideas

Culminate	Consider "culminating projects" in lieu of final exams, & provide options
Apply	Maintain grading ease of M/C exams by redesigning them to be scenario-based
Check	Use knowledge—check quizzes liberally to allow opportunities for self-checks
Collaborate	Have students help create questions, even in groups (3 I's)
Reflect	Assign reflection papers (guided by prompts) where students reflect on knowledge gains

Formative is Crucial Online

Studies show that these types of activities help learners keep tabs on their progress and adjust their efforts, know when to seek help, and stay on track. These outcomes are especially important in online courses. (Shank, 2009)

Formative Assessments

- Why might it be even *more* important to include these in an online course?

- How do you know if your online students are "getting it"? How do they know?

General Types of Formative Assessments

SELF-CHECKS, KNOWLEDGE-CHECKS

PRACTICE QUIZZES

DRAFT SUBMISSIONS

PEER REVIEWS

REFLECTIVE JOURNALS

Discussions

Online Pro Tip: Don't transfer F2F discussion prompts online. Why not?

Consider: role-playing, debates, peer evaluation & feedback, case or scenario-based discussion

Can also be used as a higher-stakes assessment

Other tech, types, and tools

SOCIAL MEDIA OR WEB ASSIGNMENTS

CONCEPT MAPS & MIND MAPS

SCREENCASTS

BRAINSTORMING

PROCESS VISUALIZATION

Synchronous Ideas

👥	Use Office Hours to discuss larger assessments
👥	Help students coordinate any group work
💻	Collaboration possible via LMS tools, Google docs, web conferencing, etc.

Redesign-in-Practice

LO: By the end of this course, you will be able to demonstrate basic skills in identifying and analyzing electronic sources, including scholarly library sources, the web, and other official databases.

- If you were looking to create assessments for the course learning outcome below, what ideas do you have for an assignment type to check if students understand the fundamental concepts?

- How about an assignment that promotes cognitive engagement & interaction?

Questions? Ideas to share?