Assessments

Kerry Burner, PhD
ODL
### Research/Professional Interests
- Online teaching and learning
- Social learning, constructionism, active learning
- Culturally responsive teaching
- Theories of learning and instruction
- Faculty development around designing and delivering online instruction
- Organizational systems with a focus on ethics and social justice

### Hobbies
- Girl Scouts – I’m a leader
- Reading – sci-fi, mystery
- Cooking – it’s therapeutic!

### Dream place to travel after COVID-19
- Southwestern USA
- Italy & Greece

### Hometown
Home is where I hang my hat. (West) Germany is where I grew up.

### Current Location
Tallahassee

### Academic Degree
- PhD, Instructional Systems, FSU
- MA, Rhetoric and Composition, USF
- BA, World and Comparative Lit/Math minor, SFSU

### Career
- Instructional Development Faculty, Office of Distance Learning, FSU
- IRB/Methodology faculty, online universities
- Launch Project Director, FSU-Teach, FSU

### Two Truths and a Lie
- I broke my leg hang gliding in Austria.
- I nearly fell off a running camel in Egypt.
- I ran naked through the Parthenon in Greece.
Assessment - Agenda

• What Does It Mean To Assess?
• Types and Approaches to Assessment
• Alignment
• Characteristics
• Feasibility
What Does It Mean To Assess?

Definition of “assessment” from Merriam Webster:

1 the action or an instance of making a judgment about something: appraisal of the assessment of damages
2 the amount assessed: an amount that a person is officially required to pay especially as a tax the tax assessment on property
…in Higher Education?

• A determination of what a person should know based on the standards in the field
• A determination of an individual student’s mastery of the course/lesson objectives
• Institutional
  – Sometimes your classroom assessments are hooked into larger assessment/accreditation efforts eg Liberal Studies
Types of Assessments

• Diagnostic
  – Used to understand where learners are starting from

• Formative
  – Used to support learners during the learning process

• Summative
  – Used to determine if the learning goals are met
  – Typically “final”
Approaches: Traditional

• Discrete answers – there is a right answer
• Fixed-response
  – T/F
  – Fill-in the blank
  – MC
• Relies heavily on recall and test taking skills
• Poor way to assess higher order thinking skills
Approaches: Authentic

- realistic
- requires judgement and innovation
- asks the student to “do” the subject
- replicates or simulates the contexts in which adults will do what they’ve learned
- assesses the ability to apply what they’re learning as they negotiate a complex task.
- Often iterative – cycles of performance and feedback

Your Turn! – Activity 1

Put your learner hat on!

• Share with your groupmates
  – a time you experienced an effective traditional and an effective authentic assessment
  – a time you experienced the opposite.

• Identify the features that lent to a positive and those that manifested the opposite experience.

• Record some thoughts on the google doc and be prepared to share.
Alignment

• Objectives drive everything
• Once they’re established, start thinking about assessment *before* activities
• Scope and scale
  – Course level objectives - assessments
  – Lesson level objectives - activities, assessments
• Use available resources
  – UCF Repository
  – 20-Bloom-Question-Cues-Chart
Gagne’s 9 Events

1. Gain attention
2. Inform learners of objectives
3. Stimulate recall of prior learning
4. Present the content
5. Provide learning guidance
6. Elicit performance
7. Provide feedback
8. Assess performance
9. Enhance retention and transfer
Activity to Assessment

6. Elicit performance aka Learning Activities
   - Low stakes
   - Time to fail (in order) to learn so they don’t fail to learn

7. Provide feedback
   - Constructive
   - Formative

8. Assess performance
   - Should mirror the performance
   - Small, iterative or large, summative
Lesson vs Course

• Gagne’s is meant to be for lessons but it’s a useful framework for thinking about how you’re approaching your course level assessments

• Progression
  – How can the lesson assessments build to a course level one?

• Characteristics for each are the same
Your Turn! Activity 2

Put your teacher hats and

• develop a traditional and an authentic assessment for at least one of the learning objectives in the example lesson

• describe what a diagnostic, formative, and summative assessment might look like for each of those two approaches

• Record some thoughts on the google doc and be prepared to share.
Characteristics

- Explicit and clear directions
- An explanation of the “why”
- Support for the “how”
- Evaluation criteria
  - Rubric
  - Checklist

Faculty Transparent Assignment Template
Demo: Practical Application

• Let’s see how to set up these in a Canvas class site.
  – Assignment submission
  – Rubric
Feasibility

• How much work are you giving your students?
• How much work are you giving *yourself*?

How much reading should I give?
Bringing it home

• What’s your biggest challenge to creating authentic, aligned assessments?
• What supports do you need as a teacher to be effective in designing authentic aligned assessments?
Thank you!

Questions?

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