

Assessments

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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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