



UNIVERSITY OF SILESIA
IN KATOWICE



VYTAUTAS
MAGNUS
UNIVERSITY
MCMXXII

Co-funded by the
Erasmus+ Programme
of the European Union



Project “Activating Students in Online Classes”





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Topic

Assessment Strategies for Activating Students in Online Classes

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Assessment and Evaluation



Assessment

“Assessment performances are day-to-day activities that can also be authentic and engaging demonstrations of students’ abilities to grapple with central challenges of a discipline in real life contexts” (Kulieke et al., 1990, p.2).





Purposes of Assessment:

- To improve learning and to increase quality in teaching practices (Black et al., 2003; Popham, 2000; Boud, 2006).
- To inform stakeholders (teachers and administration) about the quality of studies and effectiveness of certain teaching strategies (Keppell et al., 2006).
- To help teachers to monitor learners' learning progress (Keppell et al., 2006).
- To assist learners in understanding curriculum, and learning goals and outcomes (Keppell et al., 2006).
- To assist in certification and accreditation process of students' knowledge and achievements (Brown et al., 2009)





Evaluation

- “Term used when referring to evaluation of a study program in terms of its **quality** (Hurteau, Houle, and Mongiat, 2009).
- Evaluation is not commonly associated with tracking individual student learning, it is a much broader phenomenon that focuses on things such as overall **curriculum, study program, course, educational institution** at macro (holistic) level.





Assessment Strategies



ASSESSMENT STRATEGIES (I)

- **SUMMATIVE**

“Any assessment activity which results in a mark or grade which is subsequently used as judgement on a student performance (Iron, 2008).

- **FORMATIVE**

- “A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes” (McManus, 2008, p. 3).





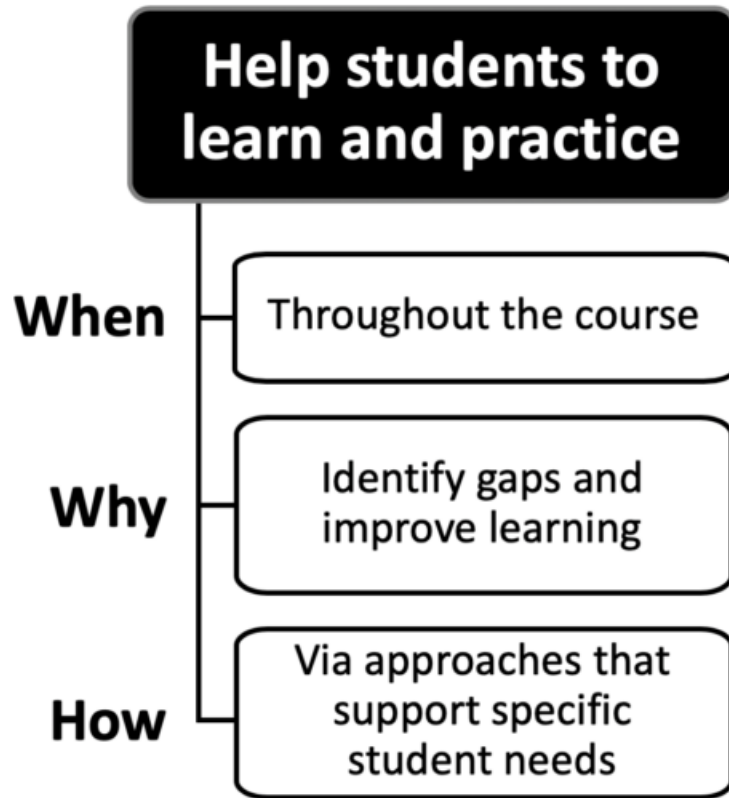
ASSESSMENT STRATEGIES (II)

- Diagnostic Assessment
- **Assessment of Learning (AoL)** => summative assessment aspect
- **Assessment for Learning (AfL)** => formative assessment aspect
- **Assessment as Learning (AaL)** => formative assessment aspect
- Peer assessment, self-assessment, sustainable assessment, alternative assessment (McMillan, 2017, p. 20), inclusive assessment
- **Learning-Oriented Assessment (LOA)** (Carless, 2007) => formative + summative assessment

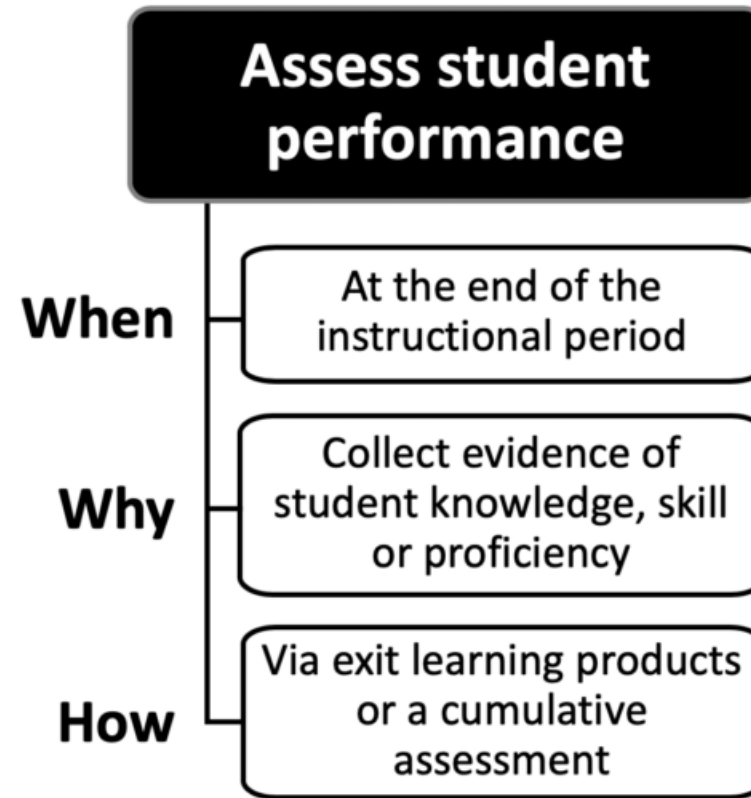




Formative



Summative



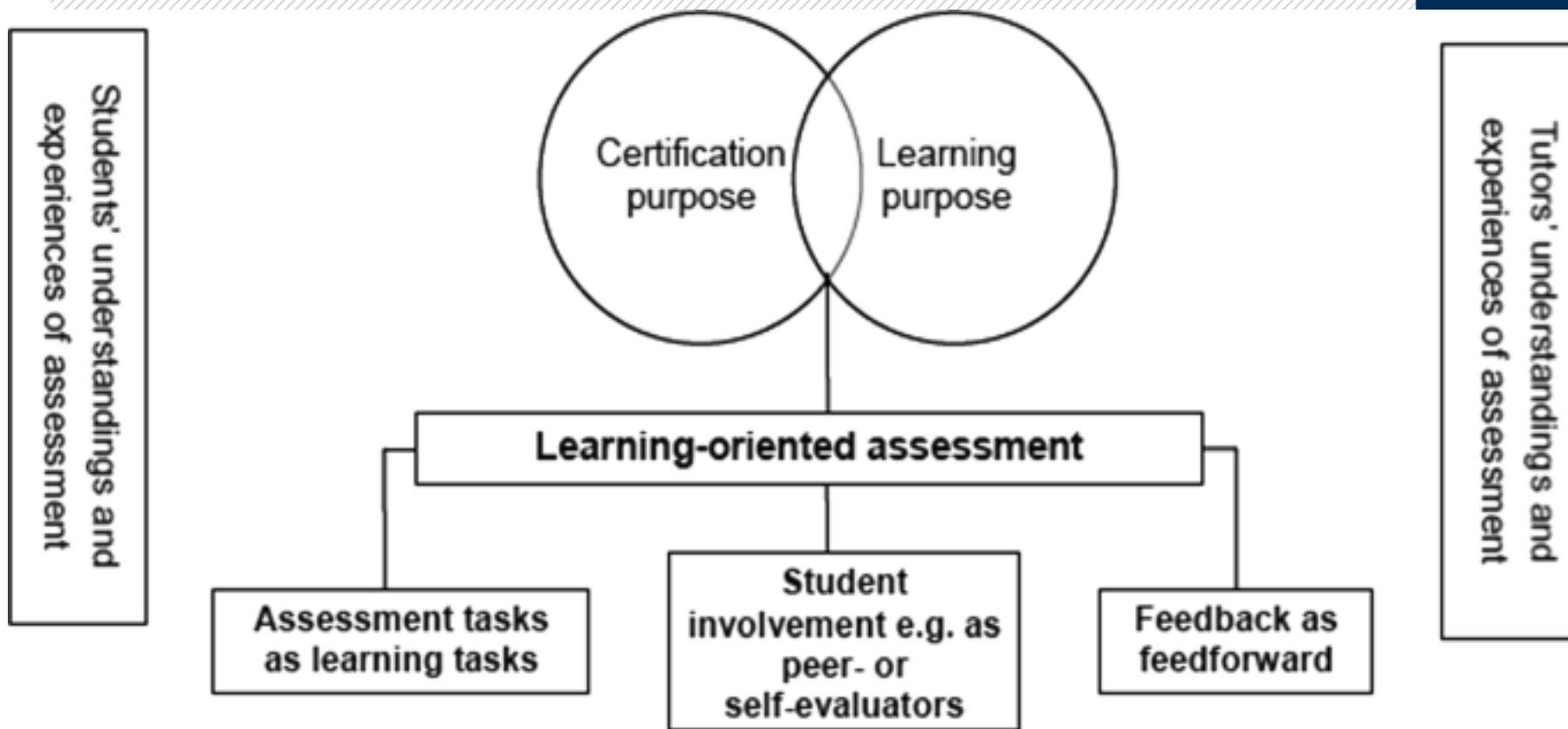
Source: Iowa State University,
<https://www.celt.iastate.edu/teaching/assessment-and-evaluation/assessment-overview/>



Learning-Oriented Assessment (LOA)

- An assessment strategy that is derived from already existing assessment strategies such as summative and formative, encompassing features of assessment *of, for, and as* learning and creating and equilibrium among them and their various distinctions (Carless, 2006, 2007, 2015; Keppell et al., 2006; Zeng et al., 2018, MECY, 2006).
- A shift from test-oriented to learning-oriented approach (Zeng et al., 2018).

Learning-Oriented Assessment (LOA)





Main Characteristics of LOA

- Learners engaged in a number of metacognitive processes (Flavell; 1979; 1985).
- The main focus on learning; assessment designed in order to support and enhance learning (Keppell and Carless, 2006).
- Assessment tasks are considered to be learning tasks.
- Strong emphasis on feedback provision. Specific way of student engagement with feedback (feed-forwarding).
- Development of skills and competences in students, e.g., metacognitive, collaborative skills, self-directed learning skills, and evaluative competences.
- The principle of transparency of the assessment.





What do you aim to assess?

- Prior knowledge, recall, understanding
- Skill in synthesis and creative thinking
- Skill in application and performance
- Skill in analysis and critical thinking
- Skill in problem solving
- Awareness of students' attitudes and values
- Students' self-awareness as learners
- Reactions to class activities, assignments, and materials

Examples of formative and summative assessment

Formative: Learn and practice

- In-class discussions
- Video quiz
- 1-minute reflection writing assignments
- Peer review
- Surveys
- 3-2-1

Summative: Assess performance

- Teacher-created exams
- Standardized tests
- Final projects
- Final essays
- Final presentations
- Final reports
- Final grades

Source: Iowa State University,
<https://www.celt.iastate.edu/teaching/assessment-and-evaluation/assessment-overview/>



FEEDBACK

- The provision of feedback is the most prevailing feature in learning process (Nicol and Macfarlane-Dick, 2006; Black and William, 1998).
- **Feedback** is as **important as** having a **teacher** in the classroom (Black and William, 1998).
- Feedback plays one of the key roles in maintaining students' engagement.
- Feedback as a cohesive, integral, and inseparable part of learning, teaching, and assessment (Merry et al, 2013; Carless, 2013).
- Some issues occur when the feedback is unclear and leave any gaps for students' interpretation (Sadler, 1989).





FEEDBACK (II)

- **Sustainable Feedback**

Feedback as **dialog** between students and teachers or students and their peers (Askew and Lodge, 2000; Sambell, 2016).

- **Feedback as Feed-forward**

Feedback, provided on past or current assignments, has a potential to reflect in students' future work, to put it in other words, it can feed-forward (Carless, 2006; 2007).





Peer Learning and Peer Assessment

- A procedure when students assess their classmates' work or skills and competencies (Falchikov, 1995).
- Learners do not engage in any power relationship (Keppell et al., 2006).
- The main goal is provision of feedback (Topping, 2009, p. 22).
- Formal and informal (Eisen, 1999; Keppell et al., 2006).





Peer Learning and Peer Assessment

Before Introducing Peer Assessment:

- Let students know the rationale for doing peer review. Explain the expectations and benefits of engaging in a peer review process.
- Consider having students evaluate anonymous assignments for more objective feedback.
- Be prepared to give feedback on students' feedback to each other. Display some examples of feedback of varying quality and discuss which kind of feedback is useful and why.
- Give clear directions and time limits for in-class peer review sessions and set defined deadlines for out-of-class peer review assignments.
- Listen to group feedback discussions and provide guidance and input when necessary.
- Student familiarity and ownership of criteria tend to enhance peer assessment validity, so involve students in a discussion of the criteria used. Consider involving students in developing an assessment rubric.





Peer Learning and Peer Assessment

Advantages:

- Develop certain skills and competencies (e.g., critical thinking, metacognitive skills, evaluative competencies, and writing skills) (Ballantyne, Hughes, and Mylonas, 2002; Topping et al., 2000)
- Positive effect on learner's learning process and motivation.
- Forces learners to constantly reflect about learning; thus, fosters a development of metacognitive skills (McMahon, 2010).
- Endorses lifelong learning (Tan, 2003).
- Helps learners to develop collaboration and communication skills (Tan, 2003).
- Promotes teamwork and interpersonal skills (Tan, 2003).





Peer Learning and Peer Assessment

Disadvantages:

- Demanding on the teacher (Boud et al., 2001).
 - Teachers have to carefully think through curriculum and evaluate the potential benefits and foresee possible hazards of peer learning for the learners (Boud et al., 2001).
 - Teachers have to evaluate the background circumstances, learning objectives and outcomes, readiness of individual learners, and to establish connections between peer learning and assessment (Boud, et al., 2001; Prosser and Trigwell, 1999).





Self-Assessment

- “The involvement of learners in making judgments about their achievements and the outcomes of their learning” (Boud and Falchikov, 1989, p. 529) as well as it is concerned with “identifying standards and/or criteria to apply to their work and making judgments about the extent to which they have met these criteria and standards” (Boud, 1995, p. 4).
- Self-assessment does NOT refer to assessment practices where students are supposed to assume teachers’/assessors’ role.
- Self-assessment primarily is concerned with learners managing their *own* learning.





Self-Assessment

Before Introducing Self-Assessment:

- The importance of learners familiarizing with the concept of self-assessment (Wride, 2017);
- Necessity to discuss the learning objectives, outcomes, and assessment criteria with students (Boud, 1995; Wride, 2017).
- Students often prefer to be passive recipients in teaching, learning, and assessment; therefore, students may find self-assessment much more proactive approach. It can be dissatisfying, demotivating, and not fulfilling their needs and expectations (Wride, 2017).





Self-Assessment

Advantages:

- Contributes to lifelong learning.
- Focuses on developing capacities for self-regulated learning.
- Facilitates development of certain skills and competences such as critical thinking, metacognitive skills that are necessary to solve real-life problems.
- Promotes learner-centered approach and puts learners be in charge of their own learning and assessment.
- Allows autonomous learning.
- Increases levels of students' engagement.
- Self-assessment may help learners to identify themselves as learners and contribute to personal growth.





Self-Assessment

Disadvantages:

- Learners often do not have capacity, competences, and skills needed to perform self-assessment; thus, self-assessment practices may seem rather demanding and complicated.
- Implementation of self-assessment practices may be complicated due to expectations of the learners. Learners often want to take a passive recipient role when it comes to assessment. They are expecting teachers to do all the assessment for them.
- Learners are lacking confidence to engage in self-assessment practices; thus, they try to avoid such obligation.
- Learners may resist to implementing self-assessment practices as they may not see the possible advantages.
- Learners may face moral and ethical issues as they may think that giving themselves a very positive evaluation can be treated to be inadequate.





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Digital Assessment



What is Digital Assessment?

- Refers to all technology-enabled **assessment** tasks where the design, performance, and feedback must be mediated by technologies (Amante et al., 2019).
- A method used to evaluate students' cognitive ability and performance primarily by accessing personalized education, examination materials, and feedback anytime and anywhere, all of which are said to make it more efficient than the traditional **assessment** (Adeshola and Abubakar, 2020)
- **Digital assessment** is the presentation of **assessment**, for judging student achievement, managed through the medium of **digital** technologies such as computers and Internet (NZQA, 2015).





How do Technologies Enhance Assessment?

- Make assessment procedures more transparent;
- Save teacher's time;
- Allow measuring complex competencies and skills in learners;
- Enable provision of personalized as well as timely feedback;
- Increase accessibility;
- Allow adapting to individual learner's abilities and knowledge.





Digital Assessment: Challenges

- Face-to-face classroom assessment strategies may not translate to online or blended learning settings.
- A necessity to change mindsets towards technologies.
- A technical infrastructure is necessary for online learning/teaching and assessment.
- Heavy workload and time management
- Lack of student's responsibility and initiative (Kearns, 2012).
- Challenges in designing authentic assessment tasks in online learning environments (Kim, et al., 2008; Robles and Braathen, 2002).





Digital Assessment Tools

- Assessment tools aid in assessing student learning and can provide different options to assess students.

Examples:

- Quizzes and surveys;
- Rubrics;
- Online tests;
- Reflective Journals;
- E-Portfolio;
- Forums;
- etc.



Tips and recommendations

- If you ask student to watch the video or read an article at home, assign a discussion question that would go with the video or article (pre-class activity);
- At the beginning of the class, have a set of questions related to material they studied at home, that students could answer to in their notes.



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Thank you