

## Message from Dr. Yi Hua

Happy Spring to everyone! I hope you all stay safe and healthy during these challenging times. I would like to provide some assessment information and helpful resources as all classes have moved online. I hope the suggestions and tips offered below will help you and your students have a successful remaining Spring semester. As always, thank you all for your efforts in helping us create a culture of assessment on campus and your support of institutional assessment practices. Please let us know how we can better support you and the student you serve.

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## TIPS FOR YOUR COURSE ASSIGNMENT

### ◆ If your course assigns TESTS, QUIZZES, AND PAPERS...

Tests and quizzes should be easy to set up in your course management software. Turning in papers online should also be built in. Consider the energy it will take to grade papers or use a screen for a long time. If necessary, adjust assignments to prevent fatigue.

### ◆ If your course assigns PROJECTS...

Shifting online could be an opportunity to encourage digital projects such as [podcasts](#), [maps](#), and [interactive timelines](#). Remember to check for accessibility and include image descriptions!

### ◆ If your course assigns PRESENTATIONS...

Use class presentations as opportunities to encourage students to incorporate image description and plain language, to pre-circulate electronic access copies, and to think about the form of presentation. Use [Zoom](#) for final presentations and ask students or groups to [share their screens](#).

**Please note!** All previous Assessment Workshops materials have been uploaded to the [CCGA Intranet](#). More themes are planning and hope to see you at future Assessment Workshops. Feel free to let Dr. Yi Hua know if you have any suggestions or specific topics you would like to discuss. Thank you!

## Key Tips for Final Examination Planning

1. **Keep it simple.**
2. **Review learning outcomes (including ELOs).**
3. **Adapt your assessment.**

### 1. Keep it simple -- avoiding adding technological hurdles, and plan around students' real constraints.

Before deciding on a new assignment or assessment, please check your assumptions about the technology that you're requiring, including bandwidth limitations, students who may be sharing computer time with others, and students who do not have access to a printer or video camera. **Please ensure that you are providing accommodations for students who are registered with Disability Services.** This is a matter of equity; keeping things simple is the best way to proceed. Do not create a final that requires the use of equipment that was not required at the start of the course, or campus facilities that students can no longer access.

### 2. Review your learning outcomes (including ELOs).

Review your outcomes and try to design an exam that gives your students an opportunity to demonstrate their mastery of the course learning outcomes, bearing in mind that other outcomes may not need to be assessed at this time. **Which are critical for students to demonstrate on the final?** Have students already demonstrated some outcomes that you can set aside for the final?

### 3. Adapt your assessment.

One size does not fit all, but here are some ideas for changing your final that still allow students to demonstrate their learning:

- If you're giving an exam, make it open book or untimed. Students' ability to find or apply the right answer might be more critical than their recall. (See below for tips from Rutgers about doing this in quantitative courses).
- Allow collaborative exam completion. Yes, some students may do more work than others, but our students are sharp about not being taken advantage of. You might ask students to provide an individual reflection on the exam, e.g. what they had mastered, what they couldn't do on their own, etc.
- Consider breaking up your exam into a set of quizzes to make each piece shorter and less stressful. This might also reduce your grading time.
- Switch from an exam to a narrated PowerPoint that students can do on their own time.
- Rather than doing, for example, 5 problems, have the student select one and then write a short paragraph to explain the process. Or have the student select one and write a paragraph to explain the applied use of the process.
- Turn multiple choice tests into short answer tests and reduce the number of items.
- Offer students who are doing well the ability to opt-out of the exam.
- Can you reduce the pressure on this assignment while giving students a chance to demonstrate learning? If so, re-weight the final, consult with your students, and publish that change in your revised syllabus. Tell students what kind of feedback to expect, and know that, under these circumstances, it's okay if you give less feedback than you otherwise might. Just let them know they can reach out to you with additional questions.

**Resist the urge to make your final harder or longer!** We're all under a lot of pressure.

## RESOURCES OF ASSESSMENT

### Alternative Assessment

- [Tips for Exams and Alternative Assessment](#) – Rutgers University (includes specific, practical tips for going open-book in quantitative courses)
- [Alternatives to Traditional Exams and Papers](#) - Indiana University Bloomington
- [Alternatives to Traditional Testing](#) - UC Berkeley
- [The Final Exam Experience](#) – Brigham Young University
- [Assessment Resources](#) – The Ohio State University

### Assignments that you might consider

- Bard Experimental Humanities' [Creative Assignment Ideas for Teaching at a Distance](#)
- FemTechNet's [Community Participation Via Blog Commenting](#)
- Shiao-Chuan Kung, "[Sharing, Collecting, Discussing — All Possible with Padlet.](#)" Academic Center for Excellence in Research and Teaching, 12 June 2019.

### Free NILOA Webinars

(Click the image below to the NILOA Events Page for more information)

<b>APR</b> <b>28</b> Tue	<b>Webinar: Addressing Racial Bias and Microaggressions in Online Environments</b> + Apr 28 @ 12:00 pm – 1:15 pm
	<b>Webinar: Steps Toward the Use of AI and VALUE Assessment of Student Work</b> + Apr 28 @ 1:00 pm – 2:00 pm
<b>APR</b> <b>30</b> Thu	<b>Webinar: Beyond the Looking Glass: Tenets of Meaningful Transparency</b> + Apr 30 @ 2:00 pm – 3:00 pm
<b>MAY</b> <b>1</b> Fri	<b>Webinar: Shaping Teaching and Learning to Address a Global Health Crisis: COVID-19 and Global Health</b> + May 1 @ 1:00 pm – 2:00 pm
	<b>Webinar: Using Technology to Streamline Core Curriculum Assessment from Individual Courses to Year-End Reports</b> + May 1 @ 1:00 pm – 2:00 pm
<b>MAY</b> <b>4</b> Mon	<b>Webinar: Enhancing and Assessing Teamwork through Open Access Student and Instructor Teamwork Guides</b> + May 4 @ 1:00 pm – 2:00 pm
<b>MAY</b> <b>5</b> Tue	<b>Webinar: COVID-19 and Legal Considerations for Campuses</b> + May 5 @ 12:00 pm – 1:00 pm

## RESOURCES FOR ONLINE TEACHING

This is a compilation of free, online resources for creating and editing multimedia:

<b>Presentation tools</b> <a href="#">Adobe Spark</a> <a href="#">Prezi</a> <a href="#">Emaze</a> <a href="#">Coggle</a> <a href="#">Microsoft Sway</a>	<b>More Presentation tools</b> <a href="#">Animoto</a> <a href="#">Tiki Toki</a> <a href="#">Cacoo</a> <a href="#">Goconqr</a> <a href="#">Smore</a>	<b>Collaborative Tools</b> <a href="#">Aww Whiteboard</a> <a href="#">Ziteboard</a> <a href="#">Google Docs</a> <a href="#">Coggle</a> <a href="#">Padlet</a>	<b>Video Annotation Tools</b> <a href="#">Reclipped</a> <a href="#">ed.ted.com</a> <a href="#">VideoAnt</a>
<b>Content Development</b> <a href="#">Eliademy</a> <a href="#">SLEAVE</a> <a href="#">H5P</a> <a href="#">SmartSparrow</a>	<b>Website Development</b> <a href="#">Wix</a> <a href="#">WordPress</a> <a href="#">Weebly</a>	<b>Video Editing Tools</b> <a href="#">Clip Champ</a> <a href="#">Kapwing</a>	<b>Screen Recording Tools</b> <a href="#">Jing</a> <a href="#">Screencast-o-matic</a>
<b>Audio Tools</b> <a href="#">Bumpers</a> <a href="#">SoundCloud</a> <a href="#">Audacity</a>	<b>Mind-Mapping Tools</b> <a href="#">Coggle</a> <a href="#">MindMeister</a>	<b>Graphic Design</b> <a href="#">Canva</a> <a href="#">Assembly</a> <a href="#">Piktochart</a> <a href="#">Pixton (comics)</a>	<b>Website Evaluation</b> <a href="#">Nibbler</a>

### Institutional Resources and Examples:

1. Alamo Colleges: [Remote teaching in a remote learning environment](#)
2. Cornell University: [Planning for Alternative Course Delivery During Covid-19](#)
3. Indiana University:
  - a. [Keep Teaching Tools & Resources](#)
  - b. [IU Online Faculty Starter Kit](#)
4. North Carolina A&T State University: [Skills for success in online learning](#)
5. Ohio State University: [Keep Teaching Ohio](#) - key actions and resources to help faculty make the shift as quickly and seamlessly as possible.
6. Park University: [Keep Teaching @ Park](#)
7. Southern New Hampshire University: [Building a Community of Learning](#)
8. Stanford University:
  - [Teach Anywhere](#)
  - [How to Create an Online Classroom](#)
9. University of Illinois: [Strategies for Moving to Online Learning During an Emergency](#)
10. University of Wisconsin Extended Campus: [Keep Teaching](#)
11. Vanderbilt University: [Resources for Just-in-Time Online Teaching](#)