What Do We Mean by “Effective”?
Assess students fairly

Aligned with learning objectives

Any variation must be equitable
Implementable in the current environment

Example: the elevator pitch

Available resources

Home and work considerations
Students find it meaningful

Assessments should mirror something they'll need to do in the real world when they graduate

Put theory into context
WHAT DO WE MEAN BY "EFFECTIVE"?

DESIGNING EFFECTIVE ONLINE ASSESSMENTS

Feasible to design and deliver

Can you build it in the time you have?

Is it a reasonable expectation of students' time?

Can you deliver meaningful feedback in a short time period?
WHAT DO WE MEAN BY “EFFECTIVE”?   

DESIGNING EFFECTIVE ONLINE ASSESSMENTS

Limits risk of academic ethics concerns

Require critical thinking

Project-based vs. multiple choice

Exam randomization and time boxing

Employ open book assignment formats
Online Assessment Tools in CoursePlus
Quiz Generator

Multiple question types
Powerful randomization tools
Automatic grading of many question types
Tools for managing special permissions

Follow the CTL Blog for updates: ctl.jhsph.edu/blog
Drop Box

Papers, projects, bundles of code
Organization and reminder tools

Timed Drop Box:
- “Only two hours to complete this”
- When the answer capabilities of the QG aren’t enough
Peer Assessments

Rubric-based evaluation of peer work

Random or group-based assignment

Can link to Drop Box submissions
Discussion Forum

Reflective discussion

Debates

Journal article analysis

Peer analysis

Posts can be graded and grades imported into the Gradebook

Can allow private, small group work
Presentation/Performance

Zoom:
- Presentations
- Debates
- Student-led discussions

VoiceThread:
- Prerecorded presentations + discussion

Their smartphones are powerful creation tools!
Pro Tips
Two Parts to the Exam

Part 1: Multiple Choice

Part 2: Essay / Open-Ended

Gives students the opportunity for a break

Allows for both immediate feedback to students and manually graded sections

Allows for authentic student responses
Use Rubrics!

Sets clear expectations about what is required for excellence

Significantly reduces arguments about grading

Faculty/TA peer assessment type
Use Data to Determine Quality/Fairness

Grading data available in Excel

Quiz statistics and discrimination values

Examine across students in a class

Examine across offerings of a course
Preparedness

Provide clear instructions and who to contact for what

Check open, due, close dates

Understand special permissions

Preview quizzes/exams