

ONE

DESIGNING EFFECTIVE ONLINE ASSESSMENTS

# What Do We Mean by “Effective”?

# Assess students fairly

Aligned with learning objectives

Any variation must be equitable

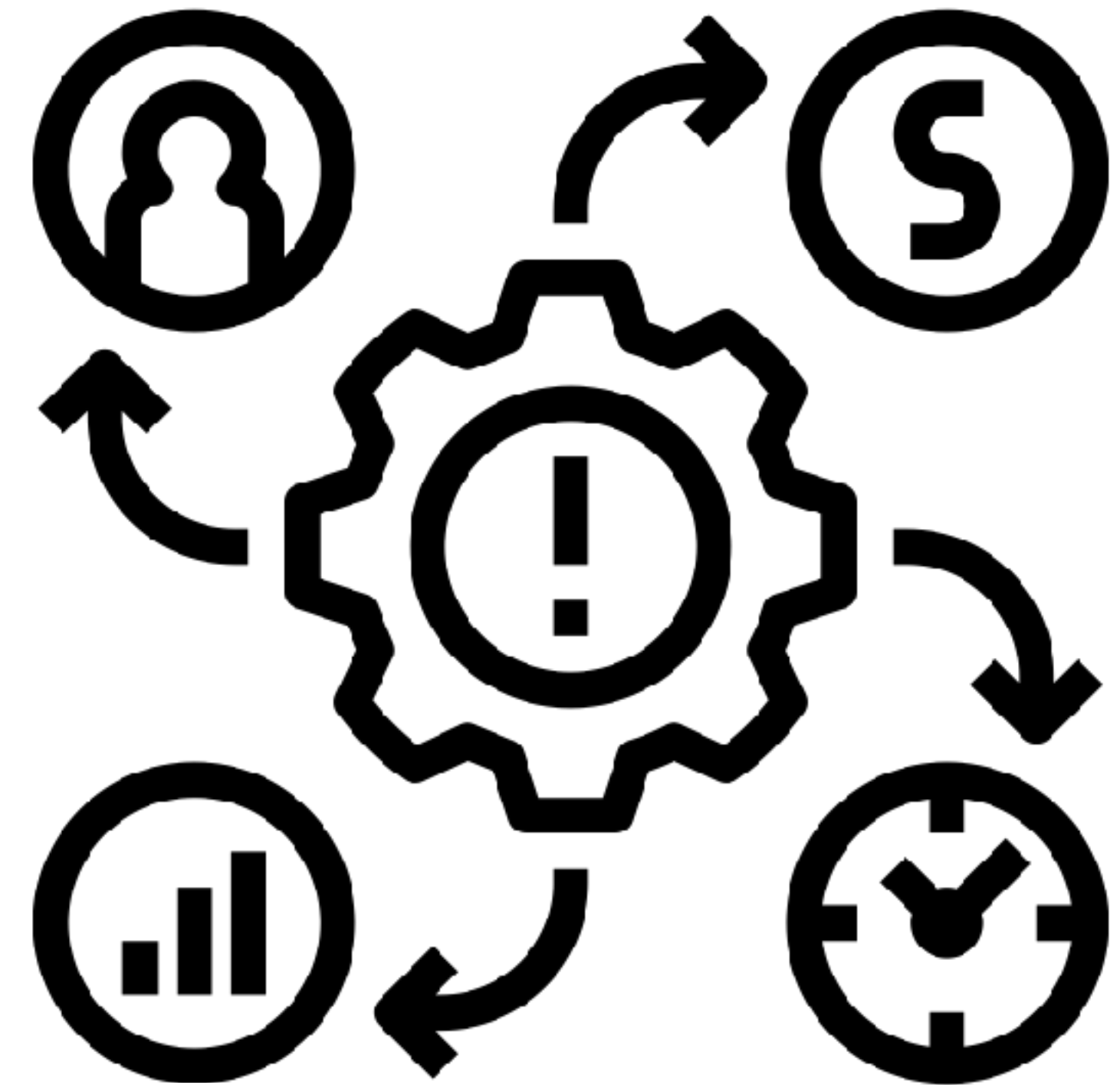


# Implementable in the current environment

Example: the elevator pitch

Available resources

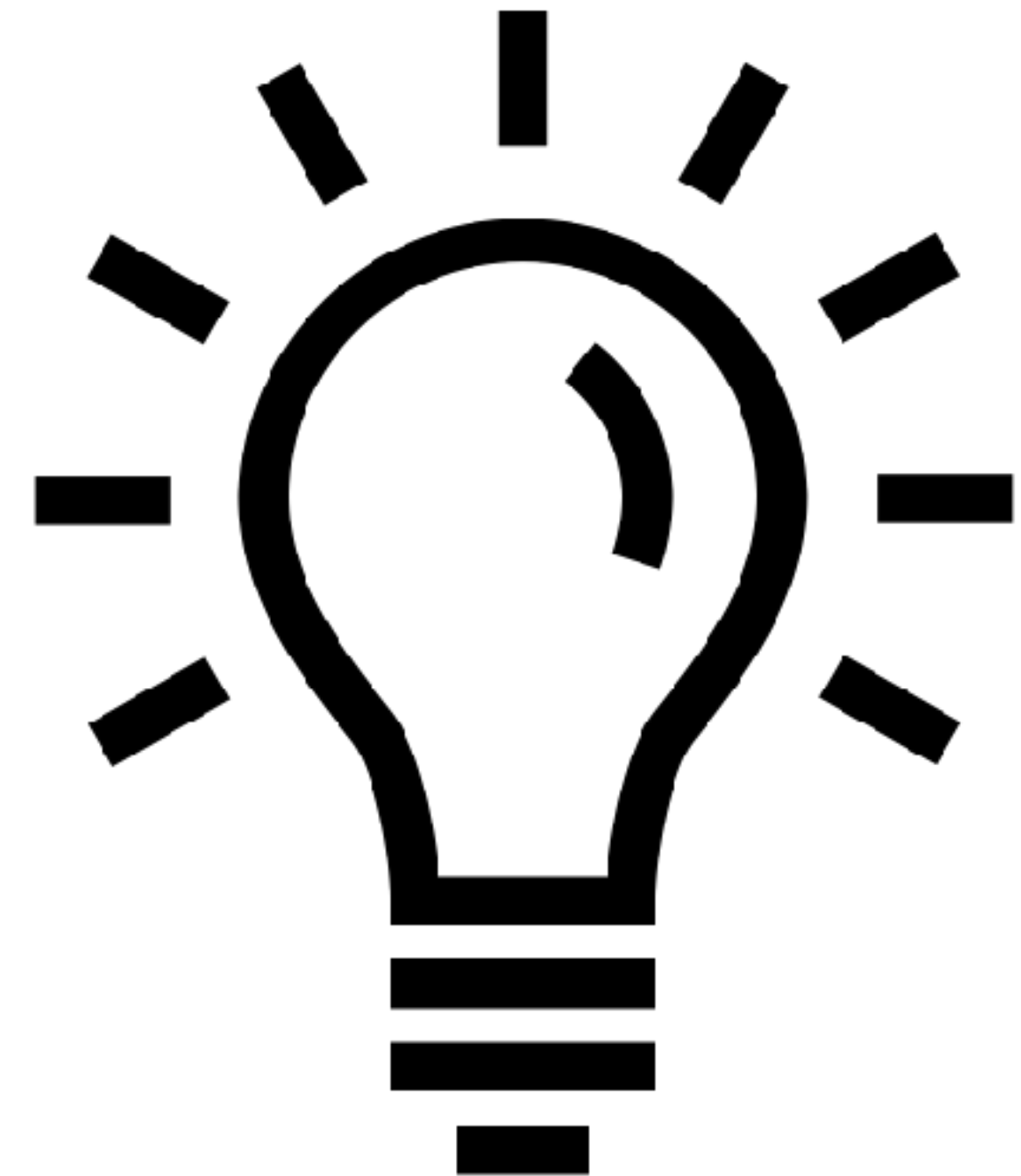
Home and work considerations



# Students find it meaningful

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

Put theory into context

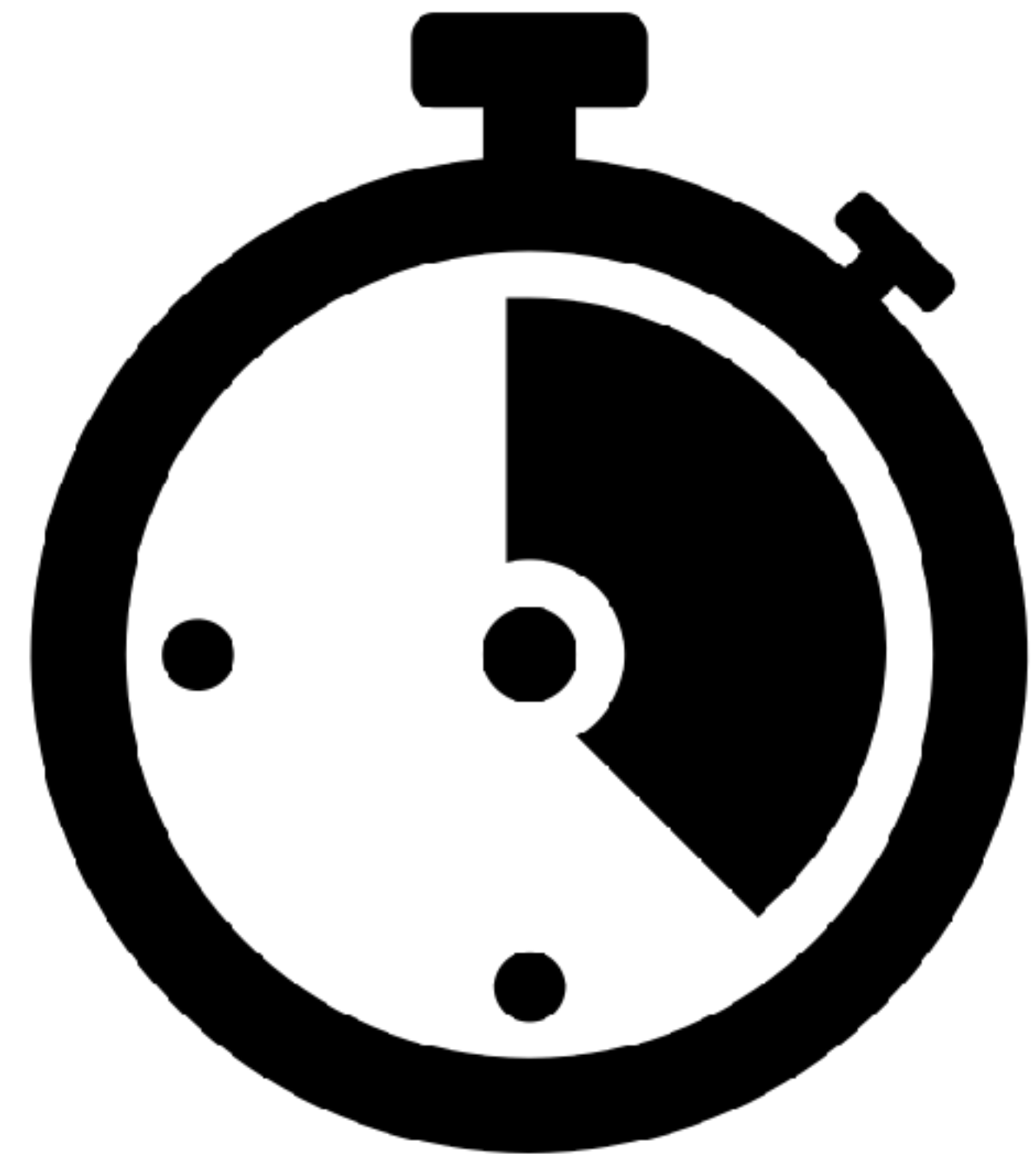


# Feasible to design and deliver

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?



# Limits risk of academic ethics concerns

Require critical thinking

Project-based vs. multiple choice

Exam randomization and time boxing

Employ open book assignment formats



TWO

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# Online Assessment Tools in CoursePlus

# Quiz Generator

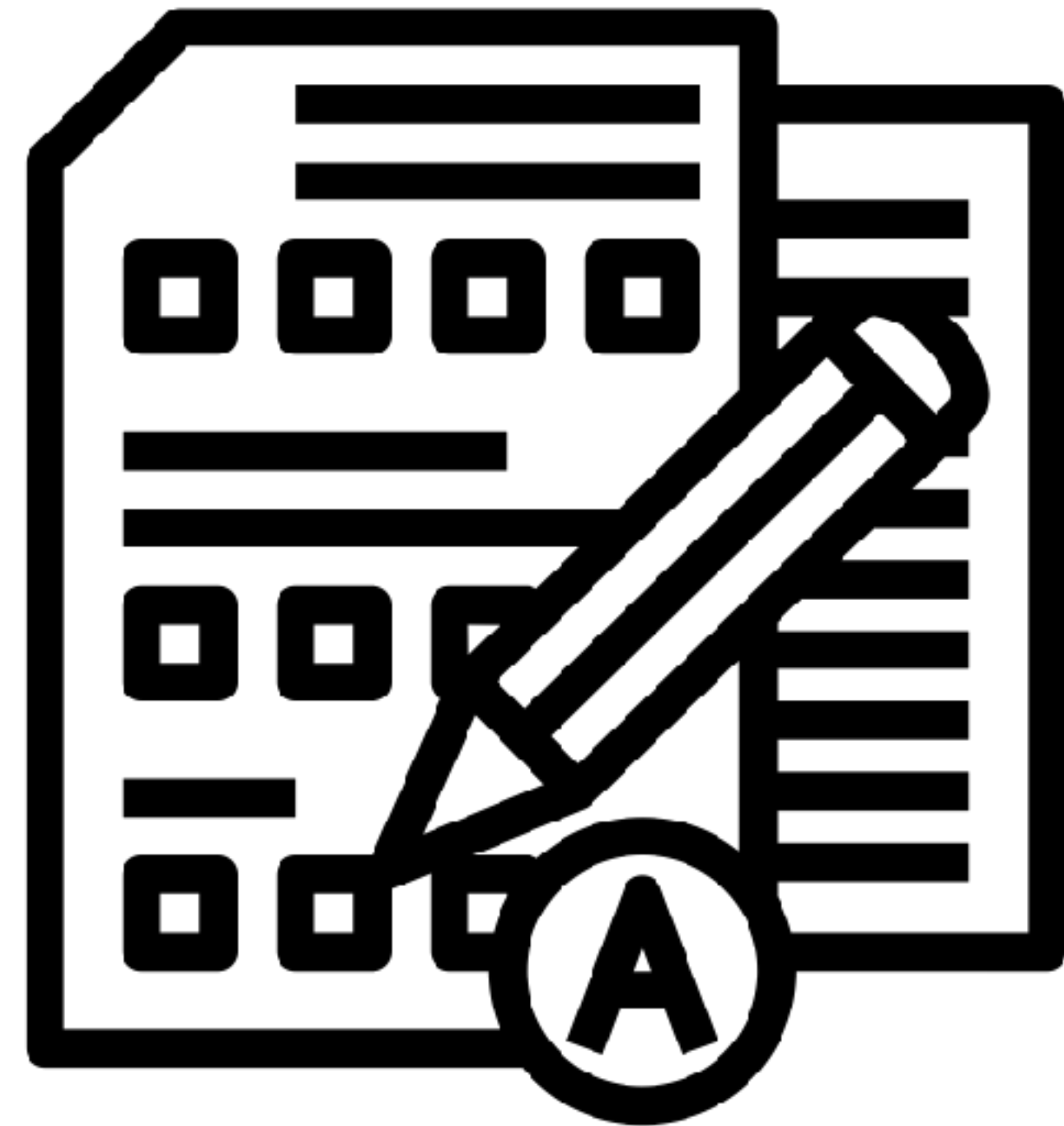
Multiple question types

Powerful randomization tools

Automatic grading of many question types

Tools for managing special permissions

Follow the CTL Blog for updates: [ctl.jhsph.edu/blog](http://ctl.jhsph.edu/blog)





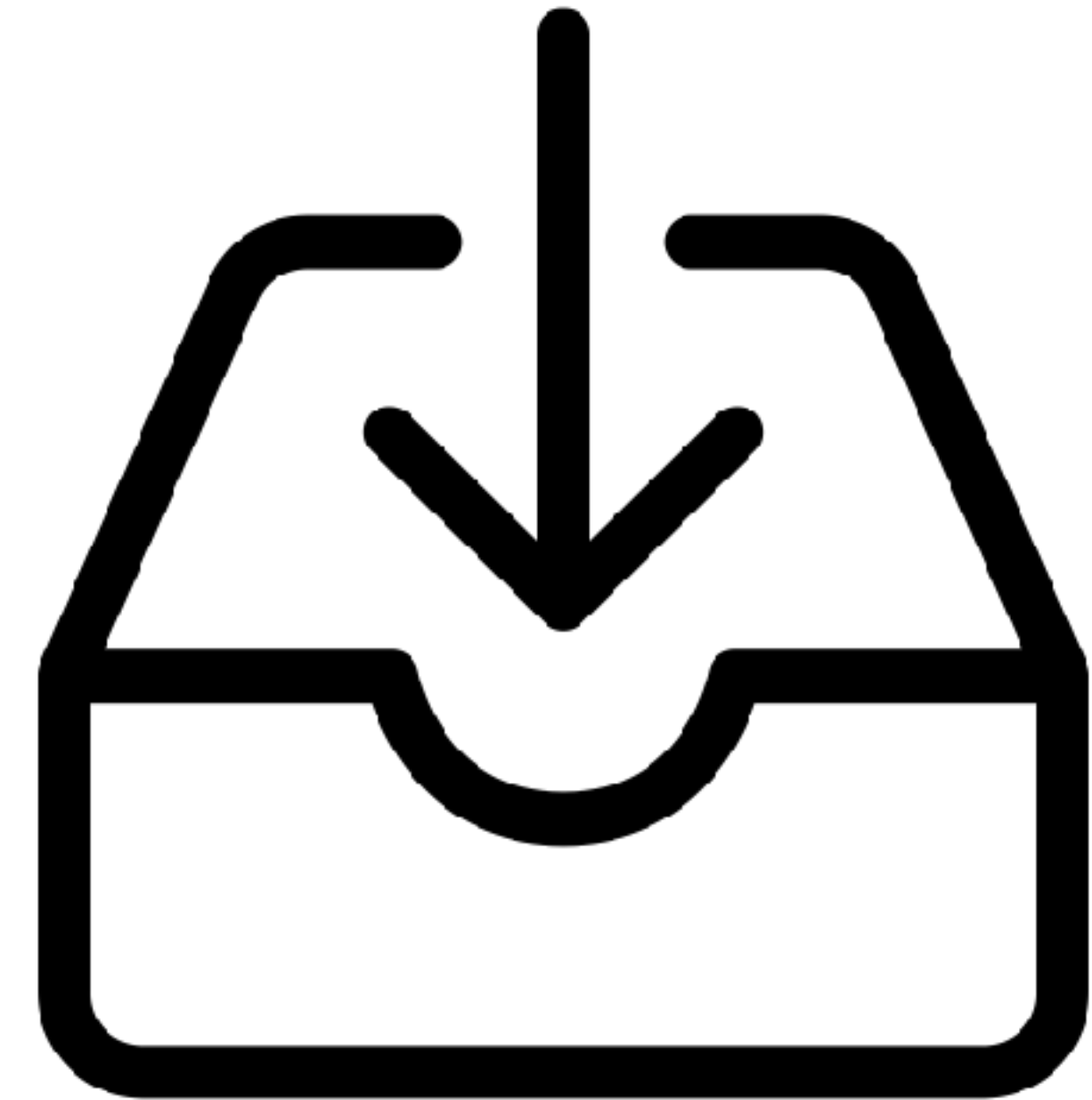
# Drop Box

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

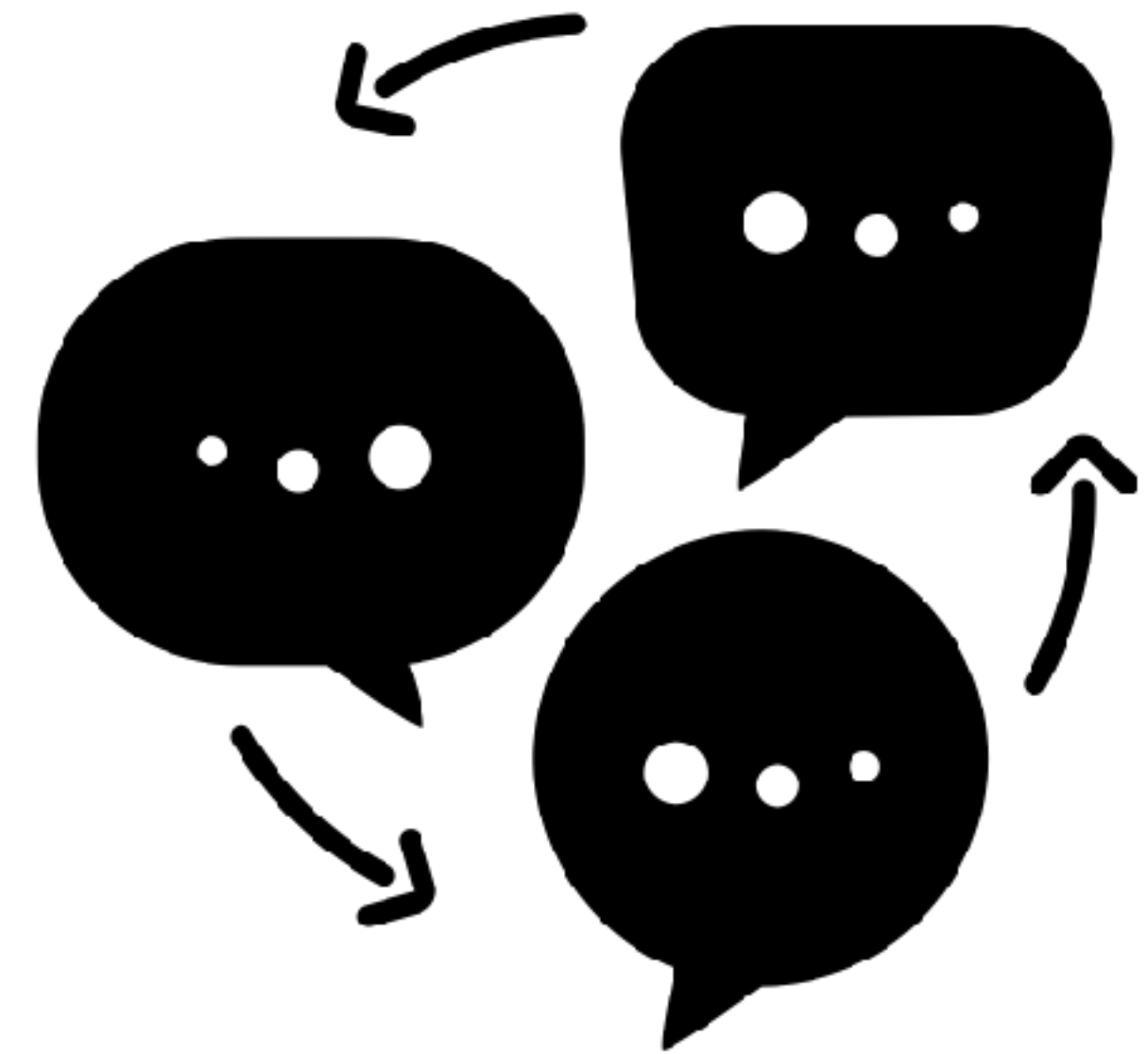


# Peer Assessments

Rubric-based evaluation of peer work

Random or group-based assignment

Can link to Drop Box submissions



# Discussion Forum

Reflective discussion

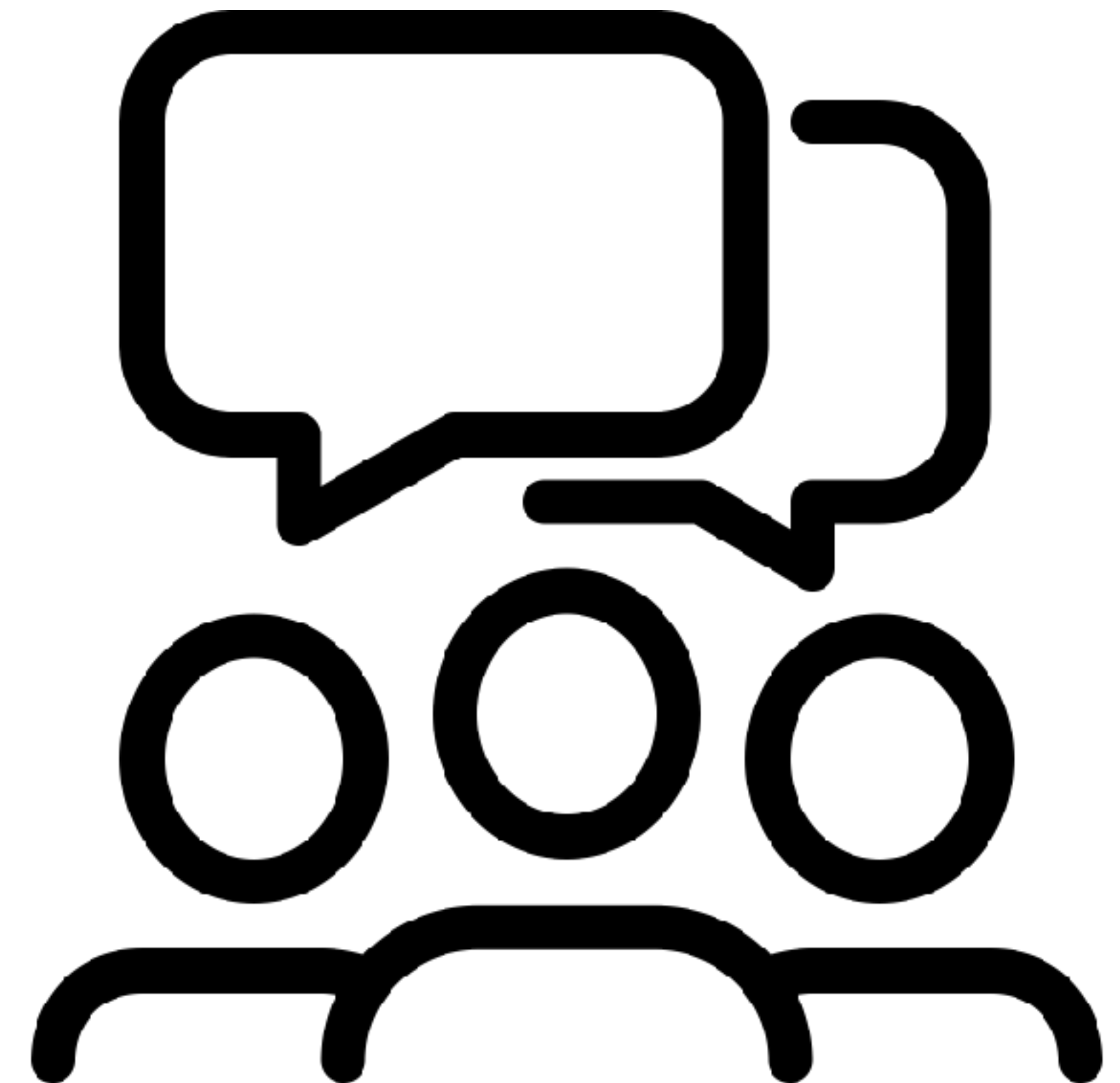
Debates

Journal article analysis

Peer analysis

Posts can be graded and grades imported into the Gradebook

Can allow private, small group work



# Presentation/Performance

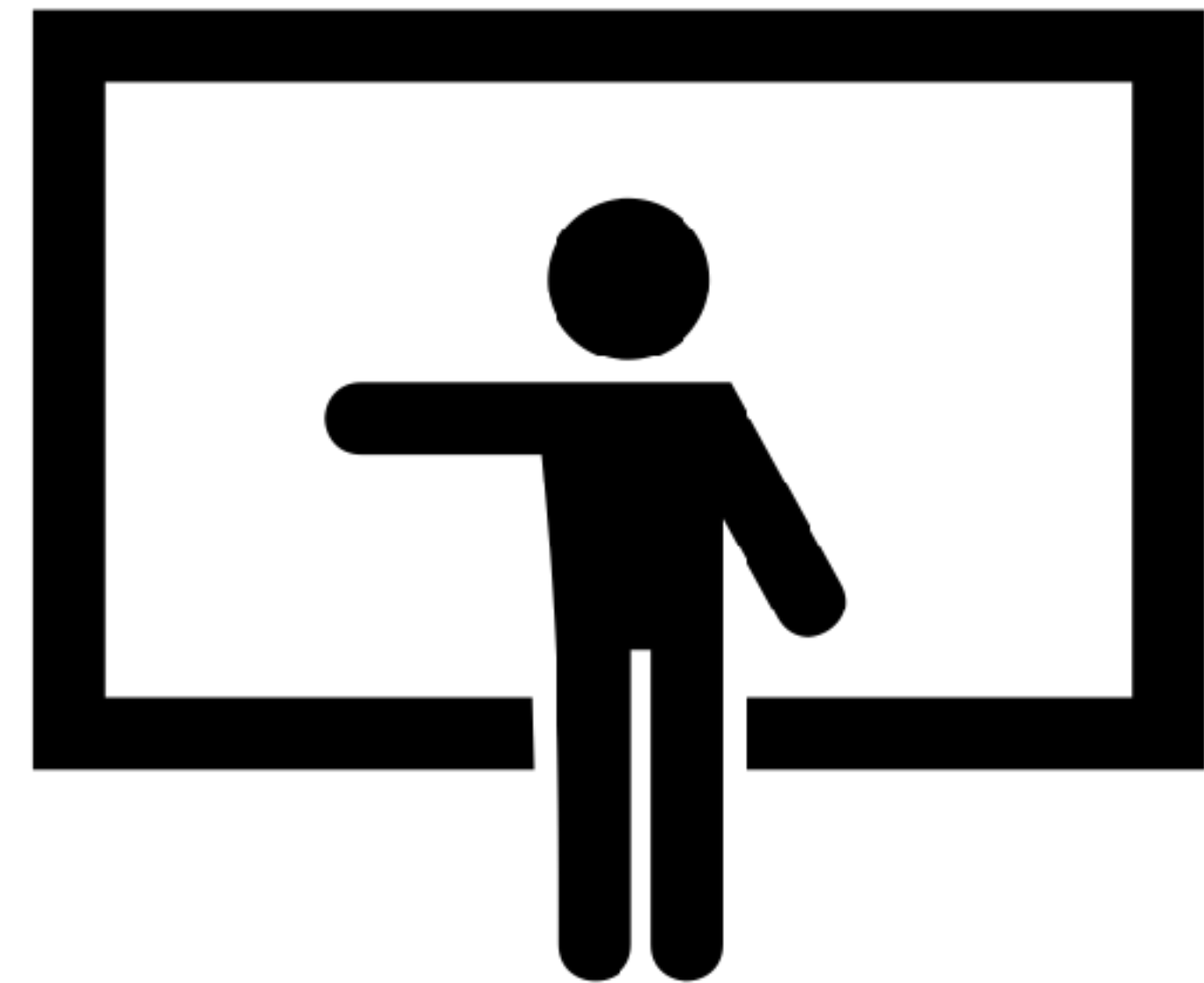
Zoom:

- Presentations
- Debates
- Student-led discussions

VoiceThread:

- Prerecorded presentations + discussion

Their smartphones are powerful creation tools!



THREE

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# Pro Tips

# Two Parts to the Exam

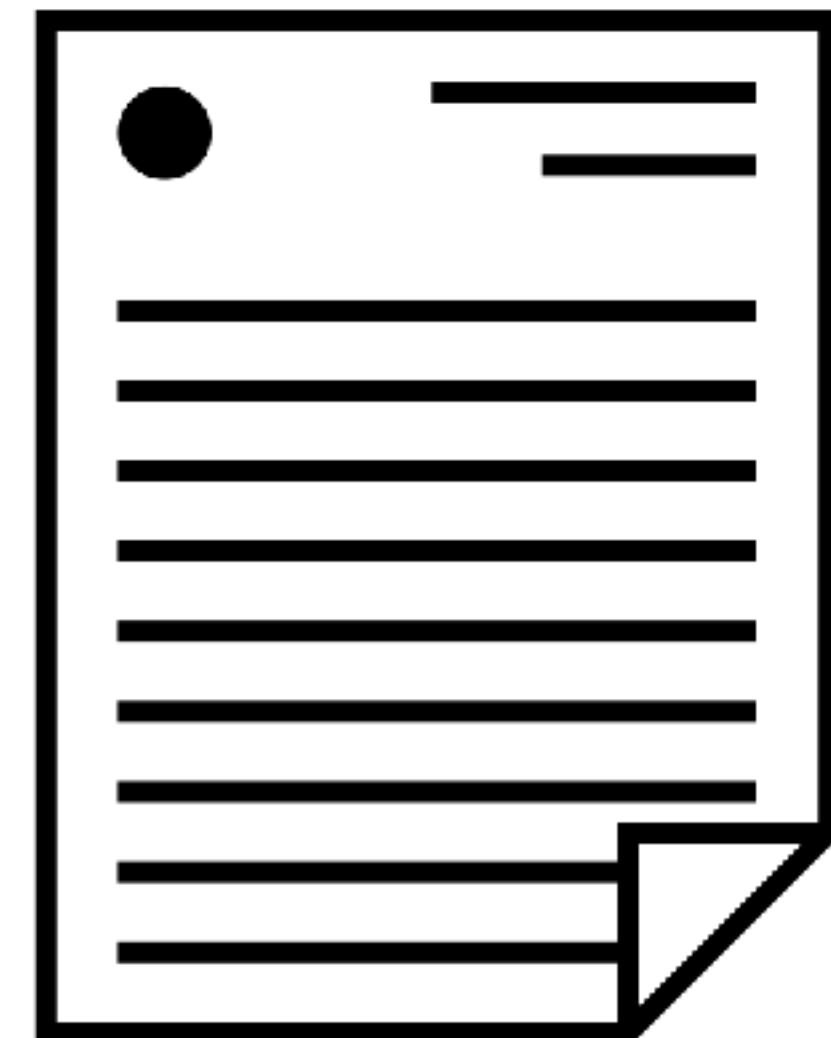
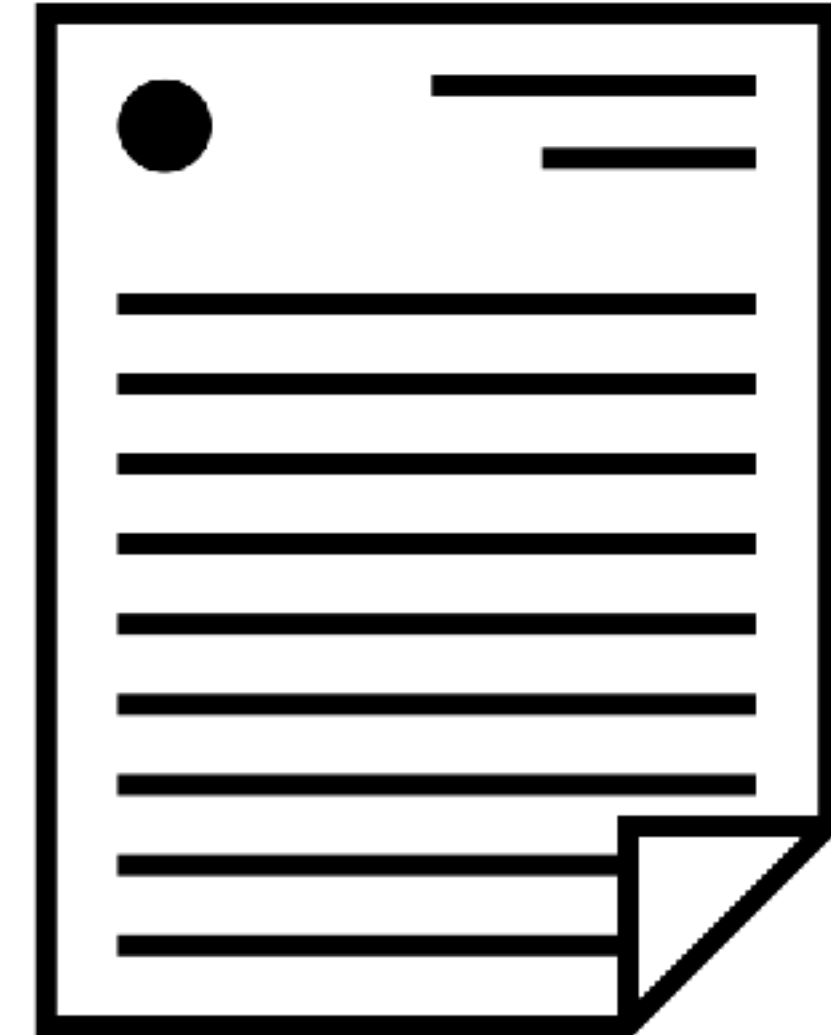
Part 1: Multiple Choice

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

▬		✓
▬	✓	
▬		✓
▬		✓
▬		✓
▬	✓	

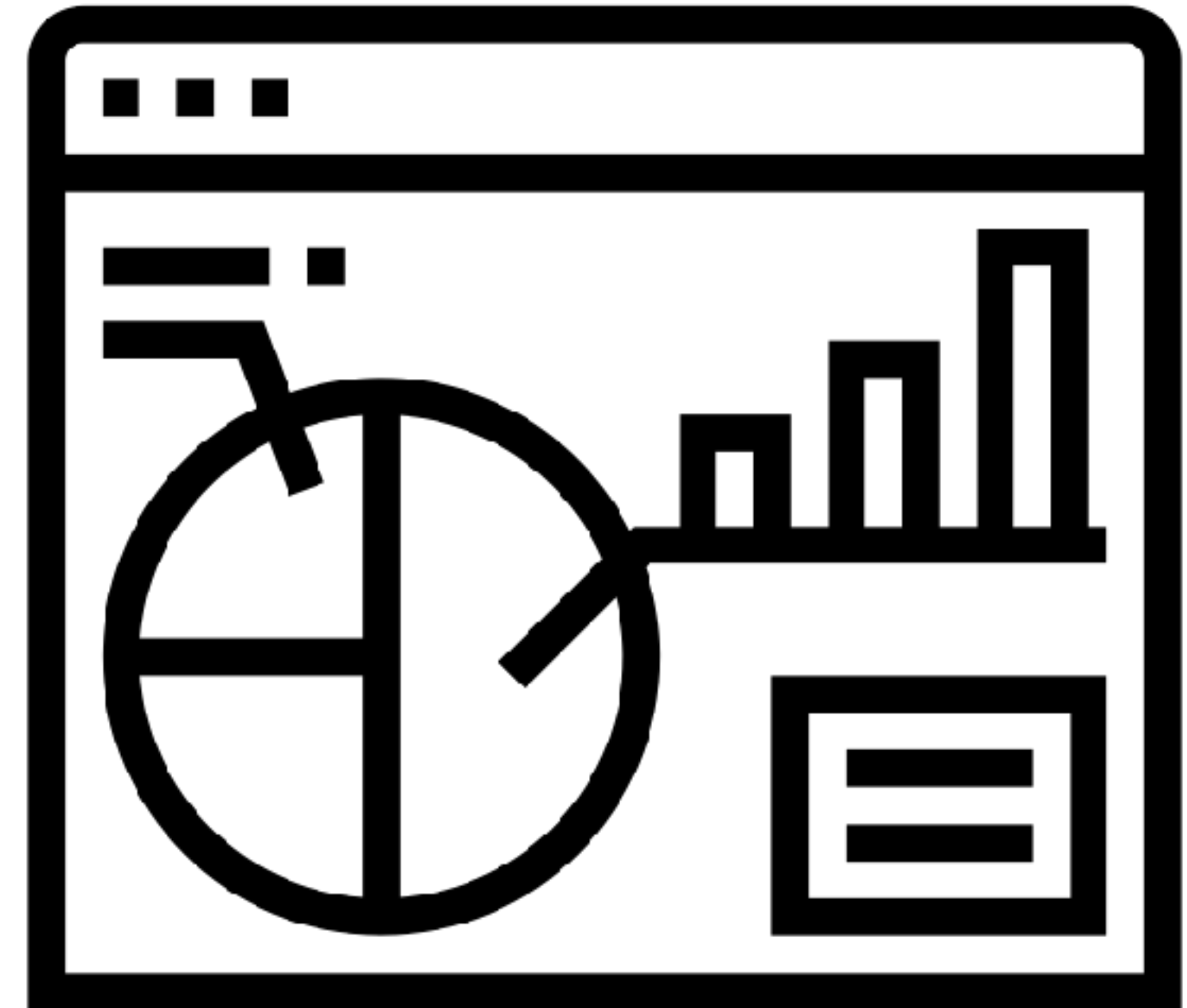
# Use Data to Determine Quality/Fairness

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

