Summary notes from 3/5/12 EAA conference call

10 ideas for Assessment, Evaluation and Feedback in the Online Learning Environment

1. In certain assessment management systems (eg PK20), you can align assignments and particular outcomes. They also have survey builders where you can associate individual questions with particular LOs

2. Faculty use the quiz tool in Moodle to assess particular LOs.

3. Using the "quick mark" functionality of Turnitin where you have common comments. There is an analytical tool where you can see the frequency of the different kinds of comments that students are receiving to get feedback on general classroom trends (rather than individual performance)

4. Using e-portfolio to make learning archived, available and structured throughout the semester, so that students can look at each other's work. Portfolios offer the possibility of revealing the learning process and having an analytical framework, depending on the extent to which you want to be structured with the portfolio assignment, making it outcome oriented, for example. Portfolios can be specific to a course, or can be used at the program level.

5. Clickers as a way to measure learning outcomes.

6. Designing an "early warning system," to help instructors identify students who are at risk. Faculty member identifies with a specific assignment (quiz, writing assignment) and sets threshold for "at risk." Instructor sets the bar. At risk students are contacted by the Learning Center, students are invited to do individual meetings with peer educators, who do an intake survey to see if it was just an off day, or if there is something going on. By compartmentalizing their issues at the intake, they are given resources that can be useful to them. The idea is that the students actually follow-through; ultimately it is up to them once they have the resources. At UCR, they run this program in the Fall and Winter, which is when a lot of students fall through the cracks. The program is funded with students' registrations fees (they pay for the peer educators). LINK:
http://irue.ucr.edu/reports.html.

7. We have contracted with Panopto to host video podcasts (of lectures, tutorials). It allows you to see where in the video students stopped watching, which segments were most watched. This can provide useful information to instructors on what was most confusing for students, which in turn can help the instructor to identify and remedy problems. This seems like a promising, easy way to get feedback. To have more confidence in the data, you could collect survey information (using iclickers,

etc.) on students' perspectives, then look for overlap.

8. Kahn academy has space to post questions that other viewers can respond to. I wonder about developing flexible tools like this in the CMS that the instructor (or students) can choose whether or not to add. This may tend toward social media; you could imagine being able to add a "Like" button, etc. This could help enhance feedback.

9. In terms of the performance data that is generated by the CMS, analysis tools could be provided for instructors who want to investigate correlations between assessments, behaviors, course grade, etc.

Steve Miley (our Moodle adminsitrator), developed a tool that allows the instructor to see the histogram for any graded activity. The instructor can also allow students to see the histogram, and it will show them which bin their grade belonged to. This gives them feedback on how they did in relationship to their peers.

10. In the article, Univ. of Baltimore allowed students to follow their activity level relative to their peers. There was also an example in the paper where they aggregated the data and then presented it to students in a very simple display of a traffic light. Didn't appear to be any evidence of whether or not it helped.