

UCD Webinar on Assessment in Hybrid Courses

CoRD Week 4: Assessment

Materials needed

Poll: Do you already have some portion of your assessment online? Yes, no, not sure. Please elaborate in the chat window.

[PPT](#)

Setting the stage

Review
Preview

Direct instruction

Because the field of assessment is so broad, I've narrowed our focus to alignment, timing, and tools.

Alignment

Do your objectives and your assessments align? Are you measuring or testing the skills you say you want students to develop?

We aren't going to go into academic integrity here, or final/midterm exams, because we spend another unit on academic integrity, and the current UC Davis policy is specific and narrowly focused. (Put in a plug for changing the policy)

Review the tools we saw in last week's webinar, or the models?

Process the experience

What do you see as the pedagogical strengths and weaknesses of this tool (Adobe Connect) in relation to the courses you teach?

Discuss [Dyrud \(evaluating groups\)](#)

Participants will align assessments with course objectives. Participants will revise a current assessment tool for online use. Participants will build in practice and feedback (formative assessment) that will lead up to their formal (summative assessment) final assignment or exam. (including technology selection and ADA/Universal Design)

In this workshop, we'll review best practices and research on assessment in hybrid courses. We will also explore tools that support formative (non-graded feedback) and summative (graded) assessment both online and face-to-face. Working with other faculty members, we'll adapt our existing assessment strategies to the specific challenges and opportunities in hybrid courses and align our course goals with module-level goals.

Work in pairs again. Take one module from your class and focus on alignment (course-level learning objectives, then module level learning objectives, then deliverables, then activities.)

also timing (when will you assess? If you deliver content online and then test right at the beginning of class, students come prepared to discuss.)

Also retention: students who have frequent low-stakes assessment get "pinged" more and remember the material more.

SmartSite Tests and Quizzes

Writing prompts for discussion boards? Writing a rubric for discussion board participation? Show my discussion board for VCU?

Groups of three or four. Allow 45 minutes for group discussion, then 20 minutes to hear from four people about what they did.

Will they have trouble choosing tools?