KeepOnTeaching: Assessing Learning

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KENT STATE UNIVERSITY
Objectives

You’ll be able to…

• Describe different options for assessing student learning
• Evaluate assessment options that are good enough
• Use remote teaching tools for assessing student learning
The Challenge

Separating what is best from What can work

We can’t let perfect get in the way of good enough!
Alignment of Goals and Assessment

• **Questions to consider**
  - What might work best for students in this new way of learning?
  - Are methods of assessment other than testing valid?
  - Can I re-design high-stakes exams to an alternative format for assessing student learning?
What kinds of assessments might you consider?

- Activities & Assignments

- Tests and quizzes
  - Frequency
  - Low-stakes vs high-stakes
  - Build in the possibility of tech failure
Activities & Assignments

- Discussion or group activities facilitated through Blackboard Collaborate Ultra
- Presentations—live or audio/video uploads
- Blackboard discussion boards
- Learning journals
- Case study responses
Assignment How-Tos

• Assigning work
• Turning in work
  • Blackboard
    • Documents (as attachments)
    • Video
  • Larger files
• Grading work
Testing How-Tos

• Blackboard Tests
• Options
  • Question types
  • Randomization
  • Test delivery options
• It takes time to prep tests for online delivery
• Additional resources
  • kent.edu/keeponteaching
  • How Do I…?

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Preventing Academic Misconduct

• Safe assign

• Cheat-proofing questions
  Examples:
  ➢ Compose a tweet by Darwin (or Lamarck) to explain the long necks of giraffes
  ➢ Propose one way in which Kent State University could more fully embrace sustainable practices
  ➢ Write a song (preferably rap), comic or short story describing the life of a particular protein, from birth, through its work life and onto its death

• Proctorio

• Don’t sweat it
Considerations for Students with Accommodations

• Keep using classroom accommodations.
  • Use existing accommodations where applicable.

• Be flexible.
  • Give students options wherever possible.
  • Say “yes” to reasonable requests and alternative assignments if they meet the learning objectives.

• Communicate clearly and frequently.
  • Let students know the best way to get in touch with you.
  • Reach out to SAS students specifically about accommodations.
Considerations for Students with Accommodations

• Technology considerations
  • New technology = new barriers
  • Check for captions before you post.
  • Recognize the steep learning curve for new tech.
  • Auto-captioning is not perfect.
  • Share your scripts.
  • For captioning accommodations, submit requests to SAS.
Considerations for Students with Accommodations

Things we know will be sticky

• Test accommodations like breaks as needed, readers, and scribes will be difficult to administer remotely.
• Certain technologies will be inaccessible to students (for disability and non-disability reasons).
• New concerns will pop up that we haven’t predicted.

What to do

• Check in with your student – how do they need?
• Check in with SAS – how can we help?

SAS email: sas@kent.edu
CONTINUITY GUIDE

CONTINUITY GUIDE: KEEP ON TEACHING

If emergency conditions should cause the cancellation of on-ground classes, this guide will help you facilitate your classroom at a distance.
Q & A

(Recording off)