



ASSESSING STUDENTS ONLINE

Pedagogy Series



Evaluate Your Traditional Assessments

- Excellent
- Very good
- Good
- Average
- Poor

Evaluate Your Traditional Assessments

- Rediscover the value of your traditional assessments.
 - What assessment activities do you traditionally use?
 - Are your traditional assessments transferable to an online platform as is?
 - Which assessments do you LOVE?
 - Which assessments are ready for refreshing?

Evaluate Your Traditional Assessments

- How do your assessments align with THE course goals?
- How do your assessments align with your personal goals for the course?
- Imagine your best class experience
 - What made it interactive?
 - What made it dynamic?
 - Were your assessments part of what made it awesome? Why or why not?
- Imagine your most difficult class experience
 - Why was it a struggle?
 - Were your assessments part of what made it difficult? Why?

What's the point of all this evaluation?

Evaluate Your Traditional Assessments

The point is: The *Spirit* of Your Assessment
















- informs the formality of the activity
 - *Blooms Taxonomy (Is the assessment memorization or independent creation?)*
 - *Type of Activity (Is the assessment a weekly reflection or final exam?)*
- informs the level of security you subscribe to the activity
 - Password protected
 - Limited date and time settings
- informs your willingness or ability to make modifications to the activity
 - Adaptations to make it more "online" friendly



ASSESSMENT ON MOODLE

Add an activity or resource ✕

ACTIVITIES

-  Assignment
The assignment activity module enables a teacher to communicate tasks, collect work and provide grades and feedback.
-  Attendance
Students can submit any digital content (files), such as word-processed documents, spreadsheets, images, or audio and video clips. Alternatively, or in addition, the assignment may require students to type text directly into the text editor. An assignment can also be used to remind students of 'real-world' assignments they need to complete offline, such as art work, and thus not require any digital content. Students can submit work individually or as a member of a group.
-  Chat
-  Choice
-  Database
-  External tool
-  Feedback
-  Flash Card Set
-  Forum
When reviewing assignments, teachers can leave feedback comments and upload files, such as marked-up student submissions, documents with comments or spoken audio feedback.
-  Glossary
-  Group choice
Assignments can be graded using a numerical or custom scale or an advanced grading method such as a rubric. Final grades are recorded in the gradebook.
-  Interactive Content
-  Lesson
-  Open Forum
-  Questionnaire

[More help](#)

Add **Cancel**

ASSESSING ON MOODLE – ASSIGNMENT

Useful assessment "settings":

Submission Types:

- Online PoodLL
- File Submissions

Submission Setting:
















- Require that students accept the submission statement
- Attempts reopened
- Maximum attempts

Turnitin plagiarism plugin settings

Restrict access

Add an activity or resource ✕

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-  Group choice
-  Interactive Content
-  Lesson
-  Open Forum
-  Questionnaire

[More help](#)

Add **Cancel**

ASSESSING ON MOODLE--ASSIGNMENTS

- Easily the most basic, easy to use assessment function.
- Select your "Grading method"
 - Direct grading
 - Checklist
 - Marking guide
 - Rubric
- Try Blind marking"
- Utilize the TurnItIn system through Moodle

ASSESSING ON MOODLE -- FORUM

Useful assessment "settings":

Turnitin plagiarism plugin settings

Ratings

Common module settings

- Group mode
- Grouping

Restrict access

Add an activity or resource ✕

ACTIVITIES

- Assignment
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- Interactive Content
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- Open Forum
- Questionnaire

The forum activity module enables participants to have asynchronous discussions i.e. discussions that take place over an extended period of time.

There are several forum types to choose from, such as a standard forum where anyone can start a new discussion at any time; a forum where each student can post exactly one discussion; or a question and answer forum where students must first post before being able to view other students' posts. A teacher can allow files to be attached to forum posts. Attached images are displayed in the forum post.

Participants can subscribe to a forum to receive notifications of new forum posts. A teacher can set the subscription mode to optional, forced or auto, or prevent subscription completely. If required, students can be blocked from posting more than a given number of posts in a given time period; this can prevent individuals from dominating discussions.

Forum posts can be rated by teachers or students (peer evaluation). Ratings can be aggregated to form a final grade which is

Add **Cancel**

ASSESSING ON MOODLE -- FORUM

- Slightly difficult, time consuming to grade
- Good tool for peer evaluation and virtual discussions
 - Necessary to be VERY specific about post requirements as quantity of posts can overwhelm the quality of the posts

Add an activity or resource ✕

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Add an activity or resource ✕

- External tool
- Feedback
- Flash Card Set
- Forum
- Glossary
- Group choice
- H5P** Interactive Content
- Lesson
- Open Forum
- Questionnaire
- Quiz
- Reengagement
- Scheduler
- SCORM package
- Student folder
- Survey

The H5P activity module enables you to create interactive content such as Interactive Videos, Question Sets, Drag and Drop Questions, Multi-Choice Questions, Presentations and much more.

In addition to being an authoring tool for rich content, H5P enables you to import and export H5P files for effective reuse and sharing of content.

User interactions and scores are tracked using xAPI and are available through the Moodle Gradebook. Note that it is currently possible for people with programming skills to cheat in H5P interactions and obtain the full score without knowing the correct answers. H5Ps must not be used for exams or similar.

You add interactive H5P content by creating content using the built-in authoring tool or uploading H5P files found on other H5P enabled sites.

[More help](#)

Add Cancel

ASSESSING ON MOODLE – H5P INTERACTIVE CONTENT

Useful assessment "settings":

Many "game"-type activity designs with a plethora of activity options and settings.

- Interactive Video
- Fill in the Blanks
- Drag the Words
- Drag and Drop
- Image Hotspots
- Memory Game
- Flash Cards
- Guess the Answer
- Branching Scenario

Add an activity or resource ✕

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ASSESSING ON MOODLE – H5P INTERACTIVE CONTENT

- H5P provide interactive content that allow instructors to create presentation and other interactive quizzes and collage.
- Good for learning numerous technical terms
 - provide unlimited attempts for students and they would not pass these activities unless they score 100%

Example: (Victimology class) Students create an infographic with multiple required elements detailed on a rubric. Students do well with this assignment and seem to enjoy it.

Add an activity or resource ✕

- Flash Card Set
- Forum
- Glossary
- Group choice
- Interactive Content
- Lesson
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- Scheduler
- SCORM package
- Student folder
- Survey
- Turnitin Assignment 2

The questionnaire module allows you to construct surveys using a variety of question types, for the purpose of gathering data from users.

Add **Cancel**

ASSESSING ON MOODLE -- QUESTIONNAIRE

Useful assessment "settings":

Response Options:

- Students can view ALL responses
- Allow Branching Questions

Common module settings

- Group mode
- Grouping

Restrict access

Add an activity or resource ✕

- Flash Card Set
- Forum
- Glossary
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The questionnaire module allows you to construct surveys using a variety of question types, for the purpose of gathering data from users.

ASSESSING ON MOODLE--QUESTIONNAIRE

- Ability to see student responses in scrollable fashion
 - Useful for participation reflections
 - Great for short answer

Add an activity or resource ✕

- Choice
- Database
- External tool
- Feedback
- Flash Card Set
- Forum
- Glossary
- Group choice
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- Questionnaire
- Quiz
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- Scheduler
- SCORM package

The quiz activity enables a teacher to create quizzes comprising questions of various types, including multiple choice, matching, short-answer and numerical.

The teacher can allow the quiz to be attempted multiple times, with the questions shuffled or randomly selected from the question bank. A time limit may be set.

Each attempt is marked automatically, with the exception of essay questions, and the grade is recorded in the gradebook.

The teacher can choose when and if hints, feedback and correct answers are shown to students.

Quizzes may be used

- As course exams
- As mini tests for reading assignments or at the end of a topic
- As exam practice using questions from past exams
- To deliver immediate feedback about performance
- For self-assessment

Add **Cancel**

ASSESSING ON MOODLE – QUIZ

Useful assessment "settings":

Layout

- Navigation method

Question behavior

- Shuffle within questions
- How questions behave

















Review options

Extra restrictions on attempts

- Require password

Restrict Access

Add an activity or resource ✕

<input type="radio"/>  Choice	<p>The quiz activity enables a teacher to create quizzes comprising questions of various types, including multiple choice, matching, short-answer and numerical.</p>
<input type="radio"/>  Database	<p>The teacher can allow the quiz to be attempted multiple times, with the questions shuffled or randomly selected from the question bank. A time limit may be set.</p>
<input type="radio"/>  External tool	<p>Each attempt is marked automatically, with the exception of essay questions, and the grade is recorded in the gradebook.</p>
<input type="radio"/>  Feedback	<p>The teacher can choose when and if hints, feedback and correct answers are shown to students.</p>
<input type="radio"/>  Flash Card Set	<p>Quizzes may be used</p> <ul style="list-style-type: none"> • As course exams • As mini tests for reading assignments or at the end of a topic • As exam practice using questions from past exams • To deliver immediate feedback about performance • For self-assessment
<input type="radio"/>  Forum	
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<input checked="" type="radio"/>  Quiz	
<input type="radio"/>  Reengagement	
<input type="radio"/>  Scheduler	
<input type="radio"/>  SCORM package	

Add
Cancel

ASSESSING ON MOODLE--QUIZZES

- Students taking quizzes and exams together
 - Note whether students take quizzes/exams back-to-back based on the submission time
 - If instructors are utilizing publishers' test bank, rephrase the questions or change the format (e.g., multiple choice changing to T/F)

- Use a mix of content questions
- Some questions they can look up in their textbook and others critical thinking/application questions they cannot look up












- Accountability quizzes

ASSESSING ON MOODLE --WORKSHOP




Useful assessment "settings":

Utilize "More help" icon to explore how to develop an activity using the tool

Add an activity or resource ✕

<input type="radio"/>	 Questionnaire	The workshop activity module enables the collection, review and peer assessment of students' work.
<input type="radio"/>	 Quiz	
<input type="radio"/>	 Reengagement	
<input type="radio"/>	 Scheduler	
<input type="radio"/>	 SCORM package	
<input type="radio"/>	 Student folder	
<input type="radio"/>	 Survey	
<input type="radio"/>	 Turnitin Assignment 2	
<input type="radio"/>	 WebEx Meeting	
<input type="radio"/>	 Wiki	
<input checked="" type="radio"/>	 Workshop	Students obtain two grades in a workshop activity - a grade for their submission and a grade for their assessment of their peers' submissions. Both grades are recorded in the gradebook.

RESOURCES

<input type="radio"/>	 Book	
<input type="radio"/>	 File	
<input type="radio"/>	 Folder	

[More help](#)

Add **Cancel**

ACTIVITIES

Assignment

Attendance

Chat

Choice

Database

External tool

Feedback

Flash Card Set

Forum

Glossary

Group choice

Interactive Content

Lesson

Open Forum

Questionnaire

The external tool activity module enables students to interact with learning resources and activities on other web sites. For example, an external tool could provide access to a new activity type or learning materials from a publisher.

To create an external tool activity, a tool provider which supports LTI (Learning Tools Interoperability) is required. A teacher can create an external tool activity or make use of a tool configured by the site administrator.

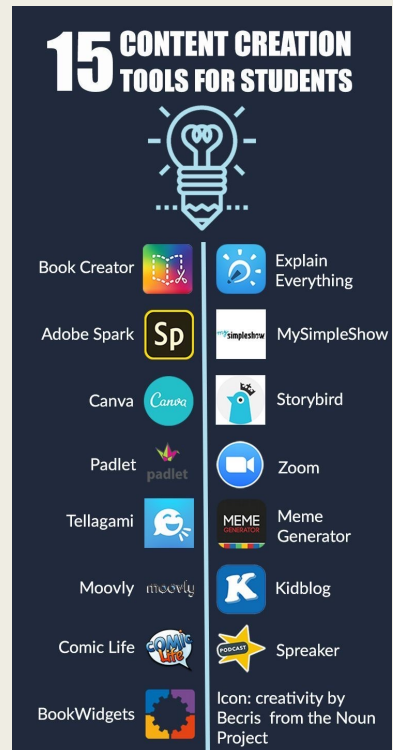
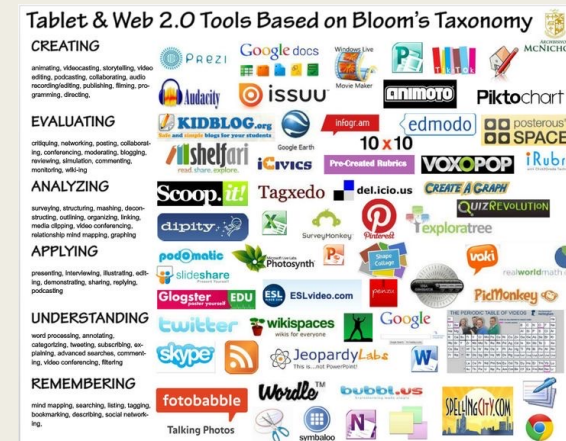
External tool activities differ from URL resources in a few ways:

- External tools are context aware i.e. they have access to information about the user who launched the tool, such as institution, course and name
- External tools support reading, updating, and deleting grades associated with the activity instance
- External tool configurations create a trust relationship between your site and the tool provider, allowing secure communication between them

Add

Cancel

ASSESSING ON MOODLE – EXTERNAL TOOL



General Assessment Tips from CJ



Ensuring Academic Integrity

- Provide an explicit statement about your academic integrity expectations
 - Reference University policy
 - Be specific about your personal standards and expectations

- *Western Oregon University is committed to academic integrity. Please adhere to the student code of conduct while participating in this course:*
<http://www.wou.edu/studentconduct/files/2015/10/CSR-2015-161.pdf>

Ensuring Academic Integrity

■ The Prevention of Cheating

- One of the major preventative measures is to repeatedly remind the students about the existing policy and the consequences based on both course and university policies.
- Provide a variety of types questions either within a single assessment or among various assessments and sourced from different mediums
- Use course logs and submission time stamps to investigate any suspicions

Ensuring Academic Integrity

■ Grading Clarity

- Students respond well to clearly articulated expectations, the more detail, the better
- Go over any rubrics in detail so there will be no surprises in the grading
- Be timely with your feedback and grades so that the student is afforded full opportunity to improve subsequent submissions
- Explain your grading process up front so that students can manage their efforts (extra credit, grading curves, participation points, attendance check-ins, etc)

Ensuring Academic Integrity

Adapt

- Understand that student behavior is "different" online but not always "malicious"
- Reimagine your concept of "cheating" to some extent
 - For example, in a CJ course, students have done an assignment and then "cheated" by sharing the questions and talking over the content with another student. In this case, the professor does not consider that cheating. In fact, she loved the idea of them having critical conversations about the material!



**MOST IMPORTANTLY,
GIVE YOURSELF SOME GRACE!**



Questions?