



VILLANOVA
UNIVERSITY

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Effective Online Assessment

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Effectiveness of Top 5 Technologies Utilized in Fall 2020

UG	GRAD
iPad for Annotation (4.1)	iPad for Annotation (4.1)
Posting content in Blackboard (3.8)	Office 365 (e.g. MS Teams, etc.) (4.1)
Zoom synchronous sessions (3.7)	Zoom synchronous sessions (4.0)
Online whiteboard (3.4)	Posting content in Blackboard (4.0)
Online assessments and exams (3.4)	Zoom breakout rooms (3.9)



Word Cloud

Good Practice for Your Online Assessment

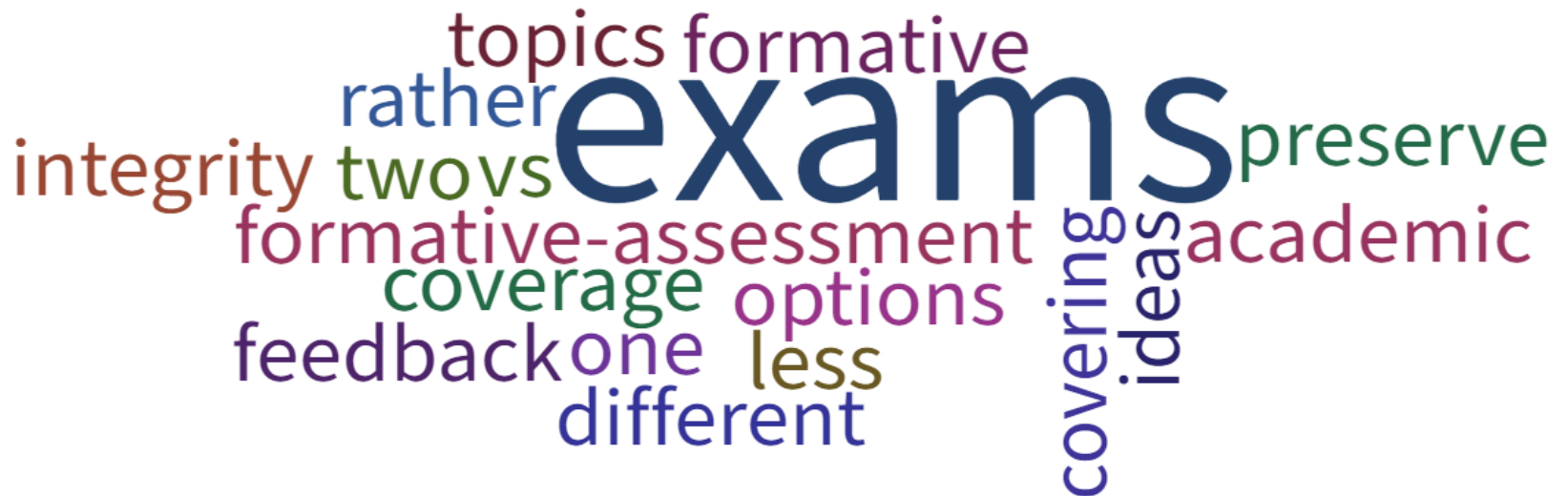
reminders low-stakes
online feedback email
clear course quick much
taught share use
rubric announcements
instructions

Positive Feedback - Survey

- Professors have been more responsive over email than usual; Professors have been a bit more understanding of late deadlines/moving assignments as needed.
- Professors are better at sending out a detailed schedule at the beginning of the semester with due dates and where to access assignments. I didn't feel completely lost and I knew where to find the information I needed. They are also generally more open to communicating through phone or text for immediate assistance like Zoom issues, rather than just email.
- I think professors have better adapted to the online learning environment by having more resources available and being more free to meet with students outside of class.
- The professors who have integrated technology as a collaboration tool, created assignments that assess student learning and application, and changed the formats of their courses to break up learning times for students have been the most effective.
- Many of my classes began finding new ways to assess learning such as Google Forms, Parlay, Flip grid. I think these alternative methods to assessment and participation in courses has been very useful for my education.
- I see improvements in some courses in the sense that my professors are providing alternative options for students to participate and engage with each other especially if they are not comfortable talking during Zoom class sessions. I also found it to be really helpful that one of my courses has review sessions before online assessments.

Word Cloud

Online Assessment - New Practices



Workload - Survey

- I get that professors are trying to keep us engaged in classes, but they are doing so much to the point that everything is getting overwhelming. I think it would be best if courses just had the regular amount of work rather than increasing assignments significantly.
- It seems like professors have been assigning additional work and outside lectures IN ADDITION to a full 2 and a half hour class. This would not happen in a normal semester and the workload has been significantly higher while the class time has not changed.
- The amount of work I have been given is more than I would be given in a traditional semester. The workload has increased dramatically. It became impossible to manage all of the classes. I have writing assignments every day, even on the weekends, plus exams and essays every other week.
- It feels like professors over compensate for in class limitations with more weekly assignments that quickly build up and become unnecessarily stressful.
- Most online professors have increased the workload to make up for the lack of in person interaction and it is so frustrating and overwhelming.
- I have actually learned more in classes that give less assignments and less exams. The workload has been so overwhelming in these current circumstances that I have not been able to produce quality.
- Match the assignment requirement to the time we actually spend in school.

Workload - Consideration

- Credit Hour Policy and Scheduling Guidelines
 - “Except as otherwise described in the “Specific Guidelines” below, all credit courses offered by the College of Engineering, College of Liberal Arts and Sciences, College of Nursing, College of Professional Studies, and School Of Business are normally expected to meet for 50 minutes per credit hour per week during a fifteen-week semester; ”
 - “Consistent with the policies of the federal government and the Middle States Commission on Higher Education, credit courses are normally expected to include approximately two hours of out-of-class student work (or the reasonable equivalent) per credit hour per week during a fifteen-week semester; ”
- Asynchronous workload

Asynchronous Delivery - Survey

- Having access to recordings of lectures/classes is very helpful to look back at for reference. It has definitely positively impacted my ability to learn and my performance on assessments.
- Using the Blackboard Discussion Board is very helpful as an extra space to ask questions from lectures, as you can see other students' questions as well (improved from having to respond to other students' ideas from a question asked on the DB).
- I like how more assignments are being posted on Blackboard, rather than the assignments just being given verbally. This allows for better organization and allows me also to stay on top of my assignments at all times.
- Having access to PowerPoints and recorded Zoom sessions has helped my learning because I don't have to solely rely on my notes to study.

Asynchronous Delivery - Survey

- Professors need to all have the same platform in which they post assignments. Some professors post on their own individual website, others post on Blackboard, some do nothing at all. Even when contacting students, some do it through Blackboard, some do it through email, and I feel like I am constantly checking 100 different places to see what the professor has posted work.
- My professors have all been good at posting assignments in Blackboard, but sometimes their page is disorganized and confusing. It would be helpful if everybody's Blackboard page looked the same or followed the same format.
- Personally, I do not find it effective to watch lectures ahead of class, considering it is added on top of our traditional workload. This gives us a lot of work to do and often times I have to choose to not watch the prerecorded lecture in order to prioritize other assignments.
- In some classes, the assignments were due before we had an opportunity to go over it in class-- with the flipped class format. It poses problems when the material was not fully understood.

Asynchronous Delivery - Consideration

- Consistent linear structure
- Connect asynchronous with synchronous deliveries
- Chance to asking questions

Asynchronous Delivery - Blackboard

Assessment Design - Survey

- We have completed smaller analytical assignments instead of one large research project. While I enjoy research projects, I find these smaller, more focused, tasks to be extremely helpful for my own improvement in writing and analysis.
- More frequent smaller assignments rather than large long term ones to keep students engaged.
- The weekly assessment and bridge questions often did not align with the materials assigned and set up students for failure.

Communicate Expectations - Survey

- There are some professors who choose to assign a slew of additional assignments with no particular purpose.
- Maybe professors can focus more on making sure the students know the material rather than giving us a bunch of assignments that have no value.
- Giving helpful study guides for tests.
- There's a lot of unclear assignments and sometimes it's harder to follow along.
- Professors need to be much more clear on assignments and changes in time frames for course load. It is harder to keep track of due dates this semester because in traditional in-person classes, the professor will remind us of when a due date is coming up or a student will ask about it in class.
- Teachers need to remind us that assignments are due.

Communicate Expectations - Consideration

- Explain the purpose of the assignment
- Provide clear instructions and guidelines
- Outline the grading process, provide guide, and student practice
- Articulate the assignment components that students need to follow to successfully complete the assignment

Communicate Expectations - Rubric

- Functions as a scoring tool that lays out the specific expectations for performance/mastery
- Outlines a set of clear explanations or criteria used to help faculty and students focus on what is valued in a subject, topic, or activity.
- Types of rubrics:
 - Analytic (descriptive and detailed)
 - Holistic

Communicate Expectations - Rubric

Assessing Effectiveness of Student Participation in Online Discussions					
<i>Student Name:</i>					
Category	1	2	3	4	Points
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative	
Relevance of Post	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic	
Expression Within the Post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic	
Contribution to the Learning Community	Does not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group" efforts; marginal effort to become involved in the group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic	
				Total:	

Communicate Expectations - Rubric

Taking Your Class Online Class Participation Rubric

Class participation is critical to this course for three reasons. First, the course is intended to provide creative space for you to think through your practice of teaching in general and teaching online in particular. To this end, insightful reflections about your course design and pedagogy in light of the readings, videos, and live class discussion will deepen your learning experience. Second, it is important to reason out your ideas with colleagues in order to receive feedback, and thus gain clarity. Third, it is important to share your perspectives and consider the perspectives of others in order that everyone in the course can a) expand their own thinking about an idea or concept and achieve more nuanced understandings, and/or b) be challenged to reconsider their own perspectives.

Using the idea of "active" class participation as the standard of assessment, use the following rubric to self-assess your level of participation each week.

Active class participation can include:

- incorporating the readings and micro-lectures into the discussion;
- asking questions about the contents of the readings or micro-lectures;
- endeavoring to clarify what was not clear or understood about the assigned readings or micro-lectures;
- offering feedback and/or examples of how ideas being discussed apply to your course; and,
- raising challenges to theories, ideas, and concepts.

90 to 100 points	Attentive, actively participates the entire class session, evidences knowledge, understanding, and application of the materials being considered
80-90 points	Attentive and demonstrates active participation, but does not evidence preparation, and/or participation does not occur throughout the entire class session
70-80 points	Attentive but does not evidence active participation as defined above and/or is unprepared for the discussion
70 points	Attentive, but does not otherwise participate and/or has not prepared for discussion
0 points	Absent

Adapted January 19, 2016, from rubric used in MPA 8002, designed by Prof. Richard Jacobs

Communicate Expectations - Bb

Feedback for Students - Survey

- There is a lack of feedback in the online system for my classes. We have blog posts and discussion boards but the professors do not provide any feedback on our writing. It's midway through the semester and I have no idea what my grades are.
- Professor has assigned too much work and is taking more than a month to return graded assignments.
- I really cannot stress enough how stressful the additional essay assignments have been on students. It doesn't seem fair because we don't even get feedback before we're expected to churn out the next round of papers.

Feedback for Students - Consideration



Feedback for Students - Consideration

- Provide frequent communication
- Consider turn-around time
- Make It actionable
- Use various formats

Feedback for Students - Blackboard