



Laurel Painter

Module 3 - Assessing in the OLE

Online course design training for faculty developers



Introduction and Objectives



Assessments for Measuring and Learning



The Online Discussion

Introduction and Objectives



Introduction

In the previous module, low-stakes assessments were highlighted as tools for memory, practice, connecting, and interleaving. In Nilson and Goodson, Chapter 4 suggests using both low and high-stakes assessments, with the high-stakes assessment being a final measure of cumulative learning. As you review your existing assessments, check for alignment. If there are five exam questions on a topic you covered in one week but only two questions on a topic you covered for two weeks, there may be misalignment; you have shifted the emphasis on topics and possibly, learning objectives.

Assessing in the OLE refers to the practicality of using tools to measure student learning and performance so that an instructor can better determine what grade a student has earned. Assessing also refers to the instructor measuring the performance of a course and measuring what students may already know before entering the course or learning a new concept. While the focused goal of assessing students' performance and learning is a measurement (associated with a grade), assessments should also be framed as learning activities.

In measuring student learning and performance, graded exercises are typically referred to as assessments. The most commonly used tools for assessment are dropboxes (written assignments), quizzes (question-answer tests and exams), and discussions. Discussions are the most challenging to develop since they differ the most from their F2F kin.

Check out the assessment tools available in your dev shell. Which ones do you think would work in your course?

Don't forget to consult with your ID--they are here to help. You can contact them through the Help! Ask my Instructional Designer discussion or directly via Sinclair email.

Objectives

After completing the learning activities for this topic, you will be able to:

1. Utilize varied types of assessments for significant learning and measurement of such learning. (CO 3,6)
2. Apply strategies and practices for designing successful online discussions. (CO 2,3,6)
3. Utilize the online discussion tool for delivering successful online discussions. (CO 4,5)

CONTINUE

Assessments for Measuring and Learning



Laurel Painter

Reading

☐

Nilson and Goodson, "Developing Valid Assessments" in [Ch. 3](#)

☐

Lang provides practices of connecting and practicing on pp. [101-103](#), [106-108](#), [110-111](#), and [134-135](#).

Knowledge Check

After reading Goodson and Nilson's section on "Developing Valid Assessments," fill in the missing words.

Short-Answer/Recall items belong to what type of assessment?

Type your answer here

SUBMIT

In order to avoid stock assignments, topics and deliverables should be devised with originality, creativity, relevance, and what other characteristic?

Type your answer here

SUBMIT

The _____ should assign group members the primary responsibility for different parts of a group project.

Type your answer here

SUBMIT

CONTINUE

The Online Discussion



Laurel Painter

Readings

Read the following two articles regarding online discussions:

- Smith, Tracy W. "Making the Most of Online Discussion: A Retrospective Analysis." *International Journal of Teaching and Learning in Higher Education* 31.1 (2019): 21–31. ERIC. Web. 24 May 2019. Used through Sinclair Library's subscription.



Smith-OnlineDiscussions.pdf

288.5 KB



- Lieberman, Mark. "[Discussion Boards: Valuable? Overused? Discuss.](#)" *Inside Higher Ed*. Inside Higher Ed, Inc., 27 March 2019.

Discussion Tool (Assessment 6)

Choose at least one strategy from the module readings then model an assessment after it, using the discussion tool. Create a discussion in your dev shell. Communicate with your ID when you have created your discussion and where you have it located in your dev shell. Your ID will review your discussion. Need some ideas or assistance? Contact your ID.

Discussion Tool (Assessment 6) aligns with module objectives 1-3.