Rethinking Assessment Strategies

Here are some suggestions for rethinking and redesigning assessment of student learning.

Test & Exams

- Instead of in person exams, or employing expensive proctoring software solutions, you could use the quiz tool in the MOODLE in conjunction with Zoom (or its equivalent) so tutors/teachers can at least watch the face of the students undertaking these quizzes. Realistically, this could be done with classes of up to 16, or if multiple staff were watching, up to 30 at one time.
- Run alternate assessment that meets the same learning outcomes, of smaller multiple stake assessments, to meet the same ends. For example, where they might be a 60% exam these could become 3 assessments of 20% each run over successive weeks.
- Randomize tightly timed questions in the LMS quiz tool, limiting the opportunity for students to refer to other students or to resources. One would need to be realistic in the timings and warn students beforehand.
- Consider open book, open web exams where instead of providing just one scenario, multiple scenarios could be used. The Moodle Quiz tool or the Moodle Assignment tool can be used for open book and open web exams. Refer below for guidelines on this:
    - A guide for academics - open book exams from The University of Newcastle;
    - Open-Book and Take-Home Exams from The University of New South Wales;
    - Tips for constructing questions for take home exams or (open book) written exams online from The University of Twente.

Oral Presentations

(For planned in-class student presentations, there are several options)

- Consider students recording their own presentation using simple technology (such as a cell phone or their computer) and upload it on Moodle for discussions.
- A lower tech option is to ask students to submit a written script of their presentation to assess content knowledge and other skills like persuasive thinking. This substitute is most appropriate if oral communication is less of a core objective for the course.
- Consider students presenting synchronously using a live-stream online video conferencing tool such as Zoom, BBB, WebEx. etc. However, a suggestion is to do some "dummy" or "trial" before the actual assessed presentation. This is to ensure both staff and students are acquainted both with the technology and the process.

Labs

(To help student's complete labs and lab reports, consider)

- If the objective of the lab is data analysis, rather than data collection, Lecturers can share pre-existing/"dummy" data with students then ask them to analyze and submit their analysis via Moodle.
- Can some aspects of the lab be accomplished if students watch them, rather than do them? For example, the Journal of Visualized Experiments, offers over 9,500 videos demonstrating experiments, mapped to key concepts and student protocols. MERLOT also serves as a repository housing 90+ virtual labs. ChemCollective http://chemcollective.org/vlabs (joint project from NSF, Carnegie Mellon, and NSDL) contains free, online chem lab simulations for topics including Stoichiometry, Thermochemistry, Equilibrium, Acid-Base Chemistry, Solubility, Oxidation/Reduction and Electrochemistry, Analytical Chemistry/Lab Techniques

Group Projects, Design Projects, Field Trips

- Group Projects may be broken down into components - such as data collection, writing, and presentations - that can be addressed by some of the ideas outlined above.
- For design projects, students can create prototypes at home using objects around the house. The prototypes can then be shared as a photo or video file through email or Moodle.
- Group projects can also be done using online debates (particularly for the Arts, Social Science, Education, Commerce Discipline). The Discussion forum tool in Moodle can be used to facilitate these online debates.
- Group projects may be redesigned to make it an individual project, however this would need to re-consider if one of the course and assessment outcome is about collaborative team-work.
- For field trips, students may have to contextualize the location to somewhere close to them, use their surroundings to mimic the environment that they were supposed to have observed (alternatively, lecturer could provide a video (YouTube) to mimic the environment that they were supposed to observe. And then write a report, observation, etc.

For Large Cohorts with many short assessment pieces such as UU114, UU200 and UU204

- Consider using peer assessment options, using Moodle's workshop tool. Proper guidelines need to be developed and criteria for peer assessment clearly articulated. There was a book chapter titled: ***Using Peer Assessment for Formative Assessments in Large Online Classes*** published by current UU100 staff on this type of assessment. You can read the book chapter from the book: **Teaching and Learning with Technology - Pushing boundaries and breaking down walls** from page 67 onwards.