

TIDES Facilitated Discussion - Purposes of Assessment

Brandon Campitelli - TIDES

Keely Finkelstein - TIDES

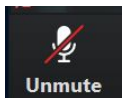
Cynthia LaBrake - TIDES

Kristin Patterson - TIDES

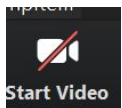
Session outline:

- Pause and Connect
- Micro-lecture
- Small group discussion
- Sharing and Q&A
- Next steps

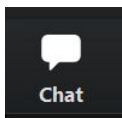
Zoom etiquette



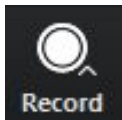
Please mute your sound.



Feel free to turn off your video if you are experiencing poor bandwidth.



If you have a question, please use the chat box, and one of us will answer.



Please be aware that we will record this zoom meeting.

What do students say about assessments?



Pause and Connect

1. Watch a short video (3 minutes)
2. Jot down ideas about assessment students expressed in the video that resonate with you (1 minute)
3. In a breakout room* (10 minutes)
 - Assign a facilitator to manage time and a reporter to share ideas with the whole group after the breakout rooms close
 - Introduce yourselves – share your name, department, the type of course you teach
 - Take turns sharing ideas you each found meaningful in the student video.

Google Doc instructions: https://docs.google.com/document/d/16LXbnzwwq3jt_fCpun1h-U277dxRorDGrJwEbLq04bQA/edit#

What to consider when planning assessments?

- Students recognize that there are different forms of assessment
 - Practice questions are valuable - they should align with the assessment used for grades (structure, form, content)
- Students may focus on exams over other forms of assessment, even if they are weighted equally in terms of the grade
- Students were more focused on the numbers, not as much on the reasons it's important for them to learn and retain the material
- Alignment between practice and assessment is important
 - Eg. homework is an essay in the same format - the students make up questions and learn to answer them - feedback
 - Giving a practice exam with feedback
- Students are uncomfortable with question structure being different on exams than on practice
- Review sessions are not enjoyable - hard to condense into short time
- Ask students to write questions for the test, can tell if they understand by the answer they give to the questions they write (get information about pop-culture)
- Practice quizzes at the beginning of each class - can post on Canvas and give time to respond

	Summative Assessment	Formative Assessment
Relationship to learning	Assessment <i>of</i> learning	Assessment <i>for</i> learning
Purpose for faculty	Assign course grades Validate & accredit programs	Diagnose student learning issues Inform changes to teaching
Purpose for students	Evaluate learning Enter programs Graduate from programs Achieve professional licensing	Improve metacognition Modify study behavior
Graded	Usually	Sometimes
Timing	Periodic	Frequent
Feedback	Delayed feedback, usually as a score or grade on an assessment	Immediate feedback, usually with explanation & opportunity for reflection
Stakes	Usually high stakes One opportunity to do well	Usually low stakes Multiple opportunities to improve
Common Examples	Exams Final Project Presentations Written reports	Group problem solving Homework In-class clicker / Instapoll Questions Minute papers Draft versions of presentations or reports

Small group discussion

1. In a breakout room* (20 minutes)
 - Assign a facilitator to manage time and a reporter to share ideas with the whole group after the breakout rooms close
 - Discuss how to integrate the purpose of an assessment with the method (homework, exam, project, reflection, etc.) and the set-up (timing, frequency, feedback, grading). Use slides 5 & 6 as needed.
2. When back in the main meeting, the reporter might share something like...

We talked about assessments for the purpose of _____. To assess _____ (purpose) one idea is to give _____ (type of assessment) with these features: _____, _____, _____.

Matching assessment structure with the purpose

Assessment Purpose	Assessment Features
Make sure students understand big picture concepts; Getting students to find out what they don't know	Essays, tests, verbal (during review sessions) - ask questions that get students to think outside the box (not memorizing equations, understanding how they work) (Note: make sure to provide opportunities for students to practice this throughout the course)
Attendance	Quizzes at beginning of class
Assigning grades	Quizzes at beginning of class
Grading (summative); Continue learning (formative)	Exams (sometimes a single assessment may have more than one purpose; complicating how to set it up)

Matching assessment structure with the purpose

Assessment Purpose	Assessment Features
Apply decision making to real situations (prescribing a response ahead of time changes behavior when faced with the real thing)	Discussion boards; Zoom polling, breakout rooms, apply (ethics)
Students identify the standard of work expected and correct their learning	Homework (give feedback early)
Prepare for certification exams or degree accreditation requirements	Multiple choice to practice; Proctored exams
Improve student writing (or other skills that take time to master)	Peer-review (problem: How to get students to not obsess over points)

Matching assessment structure with the purpose

Assessment Purpose	Assessment Features
Communicate the expectations for success	Give low-point, difficult assessments early on with feedback (opportunity to fail or make mistakes, see you made mistakes, and not impact the grade too much)
Improve performance over time	Optional comprehensive final exam (to give students an opportunity to improve their grade)

Coming up

- Find up-to-date information on the TIDES Preparing for Fall webpage <https://cns.utexas.edu/tides/faculty/preparing-for-fall>
 - Link to Transition to Online Teaching and Learning (TOTAL)
 - Self-enroll here: <https://utexas.instructure.com/enroll/BXGKLK>
 - Upcoming TIDES facilitated discussions
 - TIDES Course Design Institute
 - TIDES TA/UGTA training
 - Self-enroll here: <https://utexas.instructure.com/enroll/DD4G6K>