RETHINKING LEARNING ACTIVITIES AND ASSESSMENT

Dr. Daniel Freer – Instructional Designer
Dr. Bryan Fede – Instructional Designer

Office of Digital Learning

MARQUETTE UNIVERSITY | BE THE DIFFERENCE.

"In case you do not already know it, teaching online is different from teaching in the traditional classroom. You cannot just take what you do in a face-to-face class and "put it online." In fact, because online learning is so different from traditional classroom learning, the online learning revolution has forced us to look more closely at how courses are constructed and how students learn. Ultimately, this forced self-reflection of sorts will hopefully result in better instruction of **both the concrete and online kind**." (Pollock, 2013, p. 3, emphasis added).

Pollock, D. (2013). Designing and Teaching Online Courses. (Retrieved 7/14/20: https://www.saddleback.edu/uploads/goe/designingandteachingonlinecourses.pdf)

MARQUETTE UNIVERSITY | BE THE DIFFERENCE.

Goals for Today's Session

In this session, we will:

1. Discuss the differences between learning activities and assessment.

2. Highlight the importance of having activities/assessments that include peer-to-peer interaction.

3. Identify the best types of assessment for your online or blended course.

4. Provide strategies for integrating active learning exercises.

5. Provide examples of how to adapt a FTF assignment into an online format.

6. Discuss Quizzing/Testing Strategies.

6 Questions to Consider

1. What are the desired learning outcomes?
2. What types of interactions do I hope to foster?
3. What are the desired results of those interactions?
4. How will chronological and elapsed time be managed in the course
5. What level of synchronicity will be present?
6. What tools might I use, taking into consideration access, learning curve, and user comfort?

Dennen, V. P. (2013). Activity design and instruction in online learning. *Handbook of Distance Education*, 282-298.

MARQUETTE UNIVERSITY | BE THE DIFFERENCE.

1. What are the Desired Learning Outcomes

- Course-level and Modular-level objectives should drive decisions regarding learning activities and assessments.

- A false dichotomy between activity and assessment?
  - Formative Assessment
  - Summative Assessment

2. What types of interactions do I hope to foster?

The educational experience consists of 3 elements (not mutually exclusive):

- o Student to content* interaction (Cognitive Presence)

- o Student to instructor interaction (Teaching Presence)

- o Student to student interaction (Social Presence)

* Self

Engagement (all types of interaction)

- The #1 issue based on Marquette's Spring 2020 transition to online survey, for synchronous and asynchronous classes… for both instructors and students was **engagement**

- Formative assessments are another opportunity to engage with students in a meaningful way (Teaching Presence)

3. What Are the Desired Results of Those Interactions (Taxonomic Goal)?

Is the intent to …

- Provide students with practical experience?
- Help students with information acquisition (remember facts, dates, etc.)?
- Allow a space for students to explore concepts?
- Allow a space for students to practice (apply) concepts?
- Allow students the opportunity to perform a procedure?

4. How will Chronological and Elapsed Time Be Managed in the Course

Time (and perception of time) is as much a distancing factor as geography.

- Clear expectations
- Incremental deadlines
- Conditional release
- Discourage "Study Binging"

By Tuesday at Midnight

After submitting your case write-up, construct an initial post that discusses your opinions on the following two questions:

- Why do you think IBM included a white, male task force? Do you believe it was needed? Why or why not?

- In your case write up you identified IBM's pre-1995 diversity paradigm. Do you think IBM was able to successfully shift to a different paradigm? If so, describe that shift that you recognized.

By Friday at Midnight

Read through the discussion posts offered by your peers. Choose two classmates' posts to respond to. As part of your response, react, extend or refute the assertions in the original discussion post. Refer to the grading rubric titled 'Online Case Debrief' for the assignment expectations.

5. What Level of Synchronicity Will Be Present?

Consider the pedagogical implications of the tradeoff between immediacy and depth-of-interaction.

Synchronous Interactions

- Ephemeral
- Brief
- Shallow
- Spontaneous

Asynchronous Interactions

- More thoughtful and often have more depth
- Delayed
- Choppy
- Rehearsed

Presentation - F2F

Time: 4 – 5 minutes

- Pick a career identity – a career/job you have had or one that you would like to have
- Outline due when you submit your speech
- Dress appropriately for the scenario you create
- Decide who your audience will be

The general purpose of this speech is to inform. Pick a topic. Try to pick something you are passionate about. When you are emotionally invested in the topic, you will deliver a better presentation. You also get to pick who you want the audience to be. You can pick any scenario for your informative speech. Some general ideas might include:

- analysis and presentation of data, e.g. market research, opinion survey, employee productivity, annual report
- mission/goals/history of your company/organization
- a "How To" speech given by a subject-matter expert

Presentation - Online

- The three possible organizational plans to choose from for this informative speech are:
  - Topical (by topic) – everything tied together by topic
  - Chronological (by time) – in order of occurrence
  - Spatial (by location) – a tour, map, etc

- The presentation slides are required for this presentation. Review this [example Informative Speech](#) and [the rubric](#) prior to recording.

- Remember to submit the [outline, slides](#), and [self-assessment](#) to their respective drop boxes.

- Post your presentation video to the Speech Feedback Discussion Forum.

- Enter the feedback of your peers in the Informative Speech Feedback Discussion Forum

MARQUETTE UNIVERSITY | BE THE DIFFERENCE.

6. What Tools Might I Use, Taking into Consideration Access, Learning Curve, and User Comfort?

Get to know the suite of tools that are supported by the University and stick with them.

- o Teams (both synch/async)
- o Within Teams (FlipGrid, Mindomo, Kahoot)
- o D2L (Discussion Boards, Quizzes, Conditional Release)

Setting Expectations for Engagement: The Assignment Description

- **When** - When do you want the students to do work?

- **Background and Resources** - What background information do the students need to know prior to completing the assignment?

- **What** - What is it that you want the students to do?

- **Expectations** - What specific expectations do you have of the students?

- **How** - How will the students do the work or submit the finished work?

Role Play - Discussion

Role play has great potential from many aspects. You can ask your students to Role Play as the Devil's advocate, Muse, Summarizer where they are "required" to look at a complex topic from a perspective that they may not have experience considering (e.g. a Muse has difficulty playing the Devil's advocate role). Another way to get your students to Role Play is to assign them to positions that are related to their field (e.g. in health care, you may have a role for a patient, nurse, doctor, technician, radiologist).

Before midnight on Wednesday: (When)

After watching the film, 12 Angry Men, (**Background)** you will work in groups of three. (**How and What)** Each student in your group will be assigned to one of the following roles: juror 1 (guilty), Juror 2 (not-guilty) and the foreman (neutral).

As you consider the "question" at hand, each of you will make arguments defending your positions. Remember that you are here to analyze the behaviors of the accused and the other jurors. Your argument will come strictly from a behavioral standpoint, be sure to reference the concepts from the textbook (**Resources**).

Each student will post their argument to the discussion. (**How**)

Technology for Online/Hybrid Courses

- D2L
- Microsoft Teams
- Microsoft Office Products
- Other

D2L

- Quizzes/Test – D2L Quizzes
- Asynchronous Text Discussion – D2L Discussion
- Submitting Documents – D2L Dropbox

Microsoft Teams

- Synchronous Text Discussion
- Asynchronous Text Discussion
- Synchronous Video Discussion

Microsoft Office

- Shared Word Documents
- Shared PowerPoints
- Share Excel Sheets
- File Sharing
- Video Streaming

The Quiz Tool in D2L in more Detail

The quiz function in D2L is great (if not a little complicated)

- o Reading comprehension checks (or check for video comprehension)
- o Many lower-demand tasks
- o Surveys are good a collecting class data (Learning Styles Assessment) and other formative tasks and assessments.

Note: Look for the Upcoming Quizzes Training

Some Features of the Quiz Tool

Reading Comprehension

- Use the Question Library
- Set up question pools to deter cheating
- Set up a time limit to deter cheating
- Allow multiple attempts
- Give automated feedback to students that redirect them to your course resources

D2L Survey Tool

- Get anonymous feedback on your course.

- Various and sundry "Housekeeping Tasks" (ex. Determine when students can meet synchronously online).

- Quick formative assessments of students' prior knowledge or listening comprehension.

Quiz tool and High Stakes Testing

- We encourage to use more frequently but lower stakes exams.
- Use Question Pools and Timer to deter cheating.
- Lockdown browser.
- Respondus Monitor will video record students while taking the exam

F2F to Online Activity/Assessment Examples

- Mathematics Exam
- Economics Discussion

MARQUETTE UNIVERSITY | BE THE DIFFERENCE.

Mathematics Exam – F2F

- Traditional Mathematics Assessment.
- Several questions that where students can determine the correct answer and show their work.

Mathematics Exam - Online

- **TAKING THE QUIZ**
  - Once the quiz starts you will see a page labeled "Question 1" Find the link to access the test itself. It will link you to a Word document with the actual test questions.
  - You can print out the test and work problems below the question or simply use a sheet of paper to record your answers.
  - Be sure to show work that demonstrates the principles of the concepts being assessed.
  - Please label your work and be as neat as possible.

- **UPLOADING ANSWER SHEET**
  - When you have completed the quiz, you will scan your paper(s) and upload them to your Marquette University OneDrive.
  - If you have an app or method that you like to use, please feel free to use it.
  - If not, I recommend using the app Microsoft Lens (available for IOS or Android) which does a nice job linking to your OneDrive (after an initial setup process).
  - Make sure you save your papers as a single PDF document
  - Be sure to note where in your OneDrive you have saved your answers.

- **SUBMITTING YOUR ANSWER SHEET**
  - Once you have uploaded your answer sheet(s) to your OneDrive, return to the quiz and click the 3-link chain icon in the top left of the answer box. You will be given some options one of which will be OneDrive.
  - Select OneDrive and navigate to the place that you saved your answer sheet.
  - Highlight the file containing your answer sheet and click the blue "select" button in the bottom right of the dialogue box.
  - Once you see the link to your answer sheet file in the quiz dialogue box select the blue "Submit Quiz" button at the bottom of the D2L page. Do not press this button until you are confident that you are ready to submit.

MARQUETTE
UNIVERSITY

BE THE
DIFFERENCE.

In Class Economics Discussion

- In Class Discussion of Inflation and CPI

Economics Discussion – Online Discussion

- The CPI is a tool that economists use to describe how prices change from year to year but it can also be useful as a tool to change dollar values from nominal to real numbers. The primary reason for doing this is that from year to year, prices for the same item tend to rise. So when we compare nominal values, we might not be (to abuse the phrase) comparing "apples to apples." This problem is meant to demonstrate this idea in a more or less trivial situation.

Economics Discussion - Online

- Follow [this link](). The table you open shows the box office revenue generated by movies in each of its opening weekends. What you will notice are two things: 1. The movie box office revenue is not adjusted for inflation. 2. Most of the top revenue earners are from recent years.

- Opening weekend box office receipts are often used as a way of gauging a movie's popularity. It's a proxy for how many tickets are sold, therefore, how many people attending the movie – ergo popularity.

- However, with insight about inflation, you should interpret these numbers with caution. Lets consider why:

Economics Discussion - Online

- Answer the following question in your discussion post:
  - Do a quick Google search of movie ticket price history. You don't have to cite your source, but confirm your instinct- what has happened to movie ticket prices over time?
  - Why might numbers that are not adjusted for inflation be mis-leading?
- Now for a little calculating (refer to practice video for help)
  - Assume that we want to adjust numbers to 2019 prices. Find your movie's opening weekend box office receipts and release year using the Mojo.com table above. Then, use this table's Annual Average CPI to find the correct CPI for 2019 and your movie's release year. When you adjust the nominal value of your movie to 2019 prices you can round CPI and your answer to the nearest whole numbers.

6 Questions to Consider - Reminder

1. What are the desired learning outcomes?
2. What types of interactions do I hope to foster?
3. What are the desired results of those interactions?
4. How will chronological and elapsed time be managed in the course
5. What level of synchronicity will be present?
6. What tools might I use, taking into consideration access, learning curve, and user comfort?

Dennen, V. P. (2013). Activity design and instruction in online learning. *Handbook of Distance Education*, 282-298.

MARQUETTE UNIVERSITY | BE THE DIFFERENCE.

D2L Course Template Tour

Q&A

Some Valuable Resources

- Dennen, V. P. (2013). [Activity design and instruction in online learning.](#) *Handbook of distance education*, 282-298.

- Pollock, D. (2013). [Designing and Teaching Online Courses](#).

- Harvard Business Publishing Webinar: [Designing a Curriculum for Online and Hybrid Classes](#). 7/9/20

- REMOTE conference. [Assessment Redesign and Academic Integrity Webinar](#). 7/13/20.