DIGITAL TOOLS FOR ASSESSMENT

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LAND ACKNOWLEDGMENT

Our campuses reside on the treaty lands of the Mississaugas of the Credit and lands that the Anishinaabe, Hodinohso:ni, Lūnaapéewak and Wendat peoples have inhabited for centuries. We understand that these lands are connected by the Dish with One Spoon Wampum and continue to be home to diverse communities of First Nations, Inuit and Métis Peoples. Acknowledging the land reminds us of our commitment to reconciliation with Indigenous peoples and lands.
AGENDA

• Introductions
• Implications of Remote Teaching and Learning
• Considerations when Selecting Digital Tools
• Digital Assessment Tools
  – Quizzing & Exams
  – Written Work
  – Presentations & Performance
  – Discussions & Group Work
  – Peer Review
• Support & Training
• Q&A
IMPLICATIONS OF REMOTE TEACHING AND LEARNING
Looking back over the past year, integration of technology has become essential.

Emergency remote
- Quickly pivot remaining assessments to online formats
- Changes in course weighting if enough assessment completed before March 2020

F20 onwards
- Synchronous and asynchronous formats
- Technology adoption out of necessity rather than a pedagogical need or goal
CHALLENGES FROM REMOTE ASSESSMENTS

• The method of delivery
  – *E.g.*, Live oral presentation or pre-recorded options

• Maintaining academic integrity
  – Use of proctoring technology
  – Quizzing and questions banks
  – Transitioning to alternative assessments

• Helping students to stay on track
  – Weekly announcements & intelligent agents
  – Clear learning goals and instructions
  – Flexible deadlines
Rethinking Assessments Moving Forward

- Repurposing what worked well
- Balancing low- and high-stakes assessments to address challenges with workload, weighting, and distribution
- Designing effective and inclusive assessments
- Exploring alternative assessments to replace exams

See the OTL Summer Programming website for all of our handouts and worksheets

https://otl.uoguelph.ca/summerprogramming
CONSIDERATIONS WHEN SELECTING DIGITAL TOOLS
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• With the sheer numbers of educational technologies available, it can be challenging to figure out which tool(s) to use
• Everyone has tech options they prefer based on their own experiences and use cases
QUESTIONS TO CONSIDER

1. What do you want/need the learner to be able to do?
   – What are the **learning outcomes** for this assessment?
   – Is the use of the tool facilitating the learning or is it the learning? Both?

2. Is the technology easy to use?
   – A new technology may require some time to learn, but should facilitate teaching & learning when comfortable
   – Instructor & students are most comfortable with technology they are familiar with

3. Does the technology meet **accessibility requirements**?
   – Consider the diversity of your learners and their needs
   – AODA compliant technologies
Questions to Consider

4. Are there any additional **costs** for you or your students?
   - Additional costs can negatively impact students
   - For instructors, consider avenues for funding (*i.e.* LEF)

5. What is the **support model** for the technology?
   - Centrally support technologies
   - 3rd party technologies, what does their support model consist of?

6. Are student **privacy and security** maintained?
DIGITAL ASSESSMENT TOOLS

What’s centrally supported? What’s not?
## Centrally Supported or 3<sup>rd</sup> Party?

<table>
<thead>
<tr>
<th>Centrally Supported</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Party</th>
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<tbody>
<tr>
<td><strong>Pros</strong></td>
<td><strong>Pros</strong></td>
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<tr>
<td>• Instructor and student familiarity</td>
<td>• Can search for a tool that meets your specific needs</td>
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<td>• Accessibility, privacy &amp; security considerations part of the RFP process</td>
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<td>• Support available at UofG or through a vendor agreement</td>
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<td>• Typically, does not require a separate account</td>
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<tr>
<td><strong>Cons</strong></td>
<td><strong>Cons</strong></td>
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<tr>
<td>• May not meet your exact needs</td>
<td>• Possibility of additional costs</td>
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<tr>
<td></td>
<td>• Limited support</td>
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<tr>
<td></td>
<td>• Potential accessibility, privacy, and security concerns</td>
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<td>• May require an external account</td>
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CENTRALLY SUPPORTED VS. 3RD PARTY TOOLS

Centrally Supported Tools

- Supported by OpenEd, typically via CourseLink Support:
  - CourseLink LMS (all tools)
  - Institution-wide CourseLink LMS integrations (Turnitin, Hypothes.is, Video Assignments, etc.)
  - PEAR

- If you need assistance setting these up or run into any issues with these tools, support is available
- The ITS team can work with you on implementation of these tools into your course/assignments
CENTRALLY SUPPORTED VS. 3RD PARTY TOOLS

The “Dreaded” Grey Area

• Tools that UofG holds a license for, however technical support is provided by someone other than OpenEd
• These tools are not dedicated EdTech tools, but rather tools that could be leveraged in teaching and learning such as:
  – **O365 Applications** (Word, PowerPoint, Excel, Stream, Forms)
    • Technical support available via CCS Helpdesk
  – **Qualtrics**
    • Technical support available directly through Qualtrics
    • Additional support offered via the Library
• Like with 3rd party tools, the ITS team can offer advice about proper implementation from a pedagogical standpoint, but cannot always assist with related technical issues
CENTRALLY SUPPORTED VS. 3RD PARTY TOOLS

3rd Party Tools

- Tools that may be used for teaching on campus, but for which UofG/OpenEd does not hold a license, for example:
  - Mentimeter
  - Padlet
  - TopHat
  - Kahoot!

- If you need assistance setting up these tools or run into any issues, you typically need to work with the vendor directly.

- The ITS team can offer advice about proper implementation, but cannot assist with technical issues.
DIGITAL TOOLS FOR:
QUIZZING AND EXAMS
QUIZING AND EXAMS (SUPPORTED TOOLS)

CourseLink - Quizzes

- Various question types, most auto-graded
- Can be used for low stakes/high stakes assessments
- Can also be used as self-evaluation (ungraded)
- Option to automatically set each quiz to accommodate SAS students (i.e. double time to complete)
- Respondus Lockdown Browser + Monitor (optional) for high stakes assessments
QUIZZING AND EXAMS (SUPPORTED TOOLS)

CourseLink - Video Assignments

• Record video prompts instead of traditional text questions or present text questions
• Accept written or video responses
• Great for oral exams/quizzes
• Assignments links to CourseLink Grade Items
• Includes a rubric option for assessment (separate from the CourseLink Rubrics tool)
• Allows you to leave feedback at specific timestamps on video answers
QUIZZING AND EXAMS (3rd PARTY TOOLS)

• TopHat
• iClicker Cloud
• Kahoot!
• PeerWise
• mTuner
• Crowdmark/Gradescope
• Textbook publisher websites
• Textbook publisher LMS (CourseLink) integrations
  – CourseLink support can help with the integration set up, but the use of the tool, management of questions, etc. is the responsibility of the instructor and the publisher
DIGITAL TOOLS FOR:
WRITTEN WORK
**WRITTEN WORK (SUPPORTED TOOLS)**

**CourseLink - Dropbox**
- Accepts many file types or direct written text
- Works with the Rubrics tool for improved feedback
- Works with the Groups tool for collaborative assignments
- Built-in annotation tools for mark-up
- Additional general feedback, audio feedback, and video feedback can be provided
**Written Work (Supported Tools)**

**CourseLink - Quizzes**

- Written Response question types
  - Now also allow for file submission
  - Provides a timed written assignment option
  - Cannot be used with the Rubrics tool, but an answer key can be included for graders
  - Allows for randomization of questions
**WRITTEN WORK (SUPPORTED TOOLS)**

**CourseLink - Discussions**

- Great for low stakes assignments (i.e. weekly posts)
- Can be restricted to groups for large classes
- Can also be used as a self-reflection blog
- Works with the Rubrics tool for more fulsome assessment
WRITTEN WORK (3RD PARTY TOOLS)

• Website builders for portfolios, blogging, etc.
  – Wix
  – Wordpress
• Assignment collection and grading
  – Gradescope
  – Crowdmark
DIGITAL TOOLS FOR:
PRESENTATIONS AND PERFORMANCE
PRESENTATIONS & PERFORMANCE
(SUPPORTED TOOLS)

CourseLink - Dropbox
- Students record their performance upload it to MS Stream or YouTube, then only submit the link as a text submission
- Alternatively, use the Observed in Person option and evaluate during a live performance
- Allows you to use Rubrics tool for improved feedback
- Works with the Groups tool for group presentations (grade all students in the group at the same time)
PRESENTATIONS & PERFORMANCE (SUPPORTED TOOLS)

CourseLink - Video Assignments

- Students may submit a recorded performance/presentation, associated files, etc.
- Students can perform live while they are recorded
- Auto Analysis feature assesses speaking skills
- Leave feedback for students at specific time-stamps (i.e. 3:24 – the point you made here is not accurate. Review page 34 of the reading.)
PRESENTATIONS & PERFORMANCE (SUPPORTED TOOLS)

PEAR – Peer Review

• Have students evaluate their peers’ presentations or performances using PEAR and a grading form you design
• PEAR requires a file submission for review, file size is limited (use after a live performance for review, have students submit a presentation/supporting file)
• Grades can be exported directly to CourseLink
• Groups can be imported to PEAR from CourseLink
PRESENTATIONS & PERFORMANCE (SUPPORTED TOOLS)

- CourseLink – Rubric + Grade Item
  - Attach a rubric directly to a grade item
  - Use it to evaluate while watching a live performance in class or over web conference
  - Works best for individual performance evaluations
  - Can be coupled with grade feedback for additional context
PRESENTATIONS & PERFORMANCE (3RD PARTY TOOLS)

- Podcast recording
  - Audacity
  - Garage Band
- Video editing and creation
  - WeVideo
  - iMovie

The above tools are all supported by the library for student use!
DIGITAL TOOLS FOR: DISCUSSIONS AND GROUP WORK
DISCUSSIONS & GROUP WORK (SUPPORTED TOOLS)

CourseLink - Discussions

• Asynchronous discussion board that allows students to create threads and post replies
• Works with the Groups tool to restrict access to a discussion topic to a specific group
• Works with the Rubrics tool for feedback and evaluation
• Additional options: Anonymous posting (ungraded), moderated discussions, and create a thread before seeing posts
• Rating options (5 star, upvote) available to encourage thoughtful posts and participation
• Statistical information available: posts, read, rating, etc.
DISCUSSIONS & GROUP WORK (SUPPORTED TOOLS)

CourseLink - Hypothes.is integration
- Post a reading (pdf) or point to a public webpage from Content and have students annotate it together
- Allows the instructor to participate (reply to annotations, create your own)
- Makes “doing the reading” a more social event – helps build a class community (especially remote)
- Annotations can be set to visible to the whole class or just to the student when posted
- Annotations can be scored via the integration, and those scores can be sent to a CourseLink grade item
DISCUSSIONS & GROUP WORK (SUPPORTED TOOLS)

CourseLink + O365

• Security Groups and Sharing O365 Documents
  – When creating your course site you have the option to enable a “Classlist Linked Microsoft Security Group”
  – Share any O365 files (Word, PowerPoint, Excel, Stream, Forms, etc.) with only those users that appear on your Classlist in CourseLink
  – A great way to have students work on collaborative documents with oversight/accountability (you own the file)
  – Combine a shared document with CourseLink’s Content tool and group restrictions to provide workspaces for projects
**Discussions & Group Work**

**Supported Tools**

**PEAR - Group Assessment**

- PEAR offers the ability to import your CourseLink groups and create a grading form for group members to anonymously review their peers’ performances.
- Produces a score (typically an average) that can be exported to CourseLink.
- Creates accountability and can be combined with a group contract to set expectations.
- Can include a self assessment.
**DISCUSSIONS & GROUP WORK (SUPPORTED TOOLS)**

**PEAR - Distribution of Group Effort**

- Can be used in PEAR with imported CourseLink groups and produce a score that can be exported to CourseLink
- Does NOT use a grading form, instead provides students with a pool of points
  - 100 points per student, in a group of 4 = a pool of 400 points
- Students use a slider to give points to their peers from that pool and the average is taken
  - Average: Owen 85, Claire 100, Lena 100, Carolyn 115
- Scores can be used as straight grades or (with some fancy grades work) as a multiplier for a group assignment mark (i.e. group assignment gets 85%, but Owen gets 0.85 x 85 = 72% and Carolyn gets 1.15 x 85 = 98%)
DISCUSSIONS & GROUP WORK (3RD PARTY)

- Google Workspace
  - Docs, Sheets, Slides, Sites, Jamboard, etc.
- Padlet
- Perusall
- Vialogues
DIGITAL TOOLS FOR:
PEER REVIEW
Peer Assessment (Supported Tools)

PEAR

• The core function of PEAR is to provide a way for students (groups or individuals) to submit a file that can then be reviewed by their peers
• There are various options, but the process basically works as follows:
  – Submission > Peer Review > Evaluation of Review (optional) > Final Submission (optional)
• Submission and reviews can be anonymous (recommended)
• The number of peer reviews required is set by the instructor
• Reviews can be performed using a PEAR grading form that can include a quantitative score, which can be exported to CourseLink
PEER ASSESSMENT (SUPPORTED TOOLS)

CourseLink - Video Assignments
- A CourseLink integration
- Two options for dividing up reviews
  - Automatic (system selected) *recommended*
  - Manual (student selected)
- Submissions and reviews can be anonymous
- Reviews can be done using a 5-star ranking or the same rubric as the instructor evaluation
- Reviewer can also leave time-stamped comments
PEER ASSESSMENT (3RD PARTY TOOLS)

- Peer Scholar
- Peergrade
- PeerWise

But PEAR is AWESOME! Use that. 😊
We are happy to answer any questions you have or provide a demo where possible for the supported tools.