

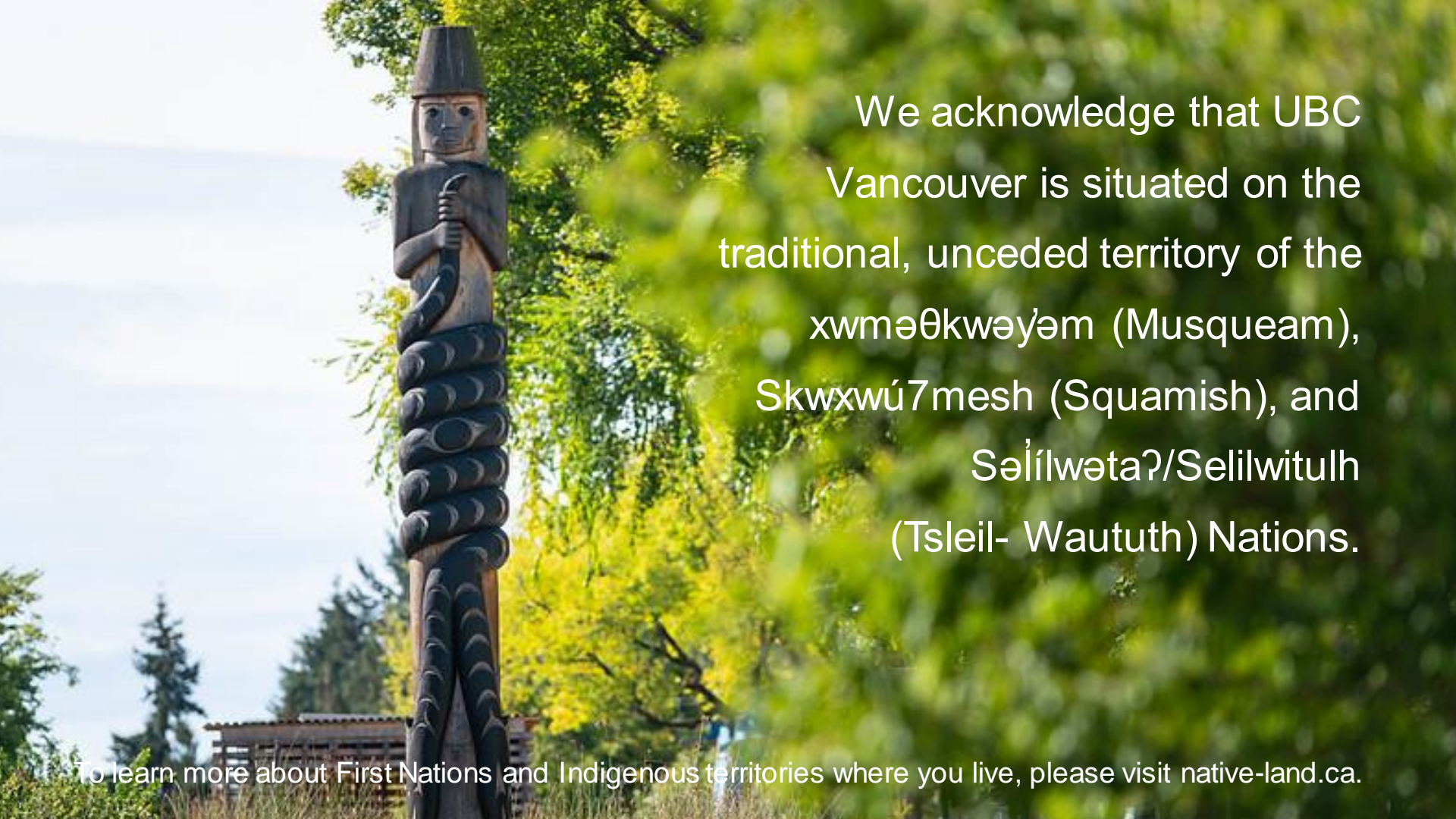
ALTERNATIVE ASSESSMENT

For Online Learning and Teaching

MEGHAN MCMILLEN, LEARNING DESIGNER
ARSHIYA MALIK, ACADEMIC CONTINUITY ROVER



UBC Educational Technology Support



We acknowledge that UBC
Vancouver is situated on the
traditional, unceded territory of the
xwməθkwəyəm (Musqueam),
Skwxwú7mesh (Squamish), and
Səlílwətaʔ/Selilwitulh
(Tsleil- Waututh) Nations.

To learn more about First Nations and Indigenous territories where you live, please visit native-land.ca.

WORKSHOP OUTLINE

- **Introduction**
- **Why Alternative Assessments?**
- **Online Learning and Assessment**
- **Traditional vs. Alternative Assessment**
- **Options for Alternative Assessment**
- **ETS Showcase**
- **Questions**
- **Wrap Up**



INTRODUCTION

In this session you will:

- Compare alternative assessments to traditional assessment practices
- Understand why to use alternative assessments in an online environment
- Explore some alternative assessment options for online learning
 - [ETS Showcase](#)
- See some examples of alternative assessment activities



WHAT ARE SOME TRADITIONAL ASSESSMENT PRACTICES?

- Exams with multiple choice questions (MCQ)
- An artefact or tool students can use in future career with meaningful, applicable information
 - Guide, fact sheet
- Presentations – group or single
 - Pecha Kucha – form of presentation using 20 slides
- Discussion boards
 - Having students go out into their community to collect an artefact to share with other students



WHAT ARE SOME BARRIERS THAT MAY PREVENT THE USE OF AN ALTERNATIVE ASSESSMENT IN A COURSE?

- Time involved in assessing these kinds of assignments
- Who is doing the evaluation and how
- Size of classes (some classes have more than 250 students)

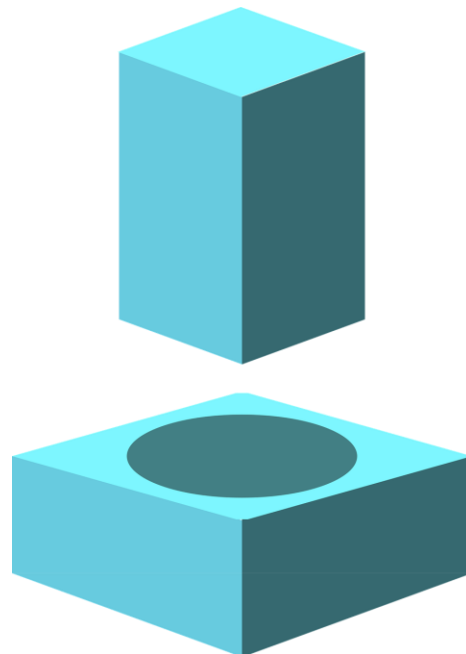


TEACHING F2F, BUT ONLINE?

We need to consider the return on investment for trying to integrate existing F2F activities into online spaces.

How will this affect students?

What challenges does it present to instructors and students?



TRADITIONAL VS. ALTERNATIVE ASSESSMENTS

Learning Outcome	Activity/Assessment Strategy	Assessment Practice
Explore a topic (birds eye view), and play with ideas and find areas of interest.	Students work together or individually to source ideas around a topic.	-Face-to-Face Brainstorming Activity
Understand a particular topic area / theory	Summarize / synthesize a list of readings and critically analyze arguments.	- Literature Review , - Essay - Annotated Bibliography.
Understand research methodologies and conduct research.	Students identify a topic of interest and engage in a small informal research project, including the gathering of data, analysis and writing of results and discussion of implications.	-Written Research Project

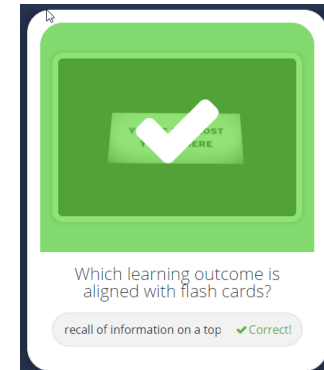
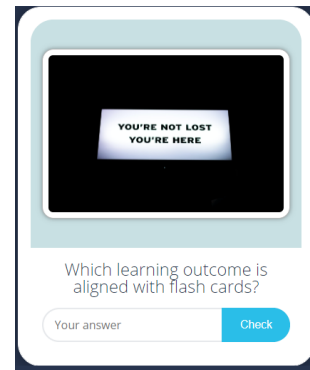
Learning Outcome	Activity/Assessment Strategy	Assessment Practice
Explore a topic (birds eye view), and play with ideas and find areas of interest.	Students work together or individually to source ideas around a topic.	- Annotation of a website, document or video - Concept map/mind map
Understand a particular topic area / theory	Summarize / synthesize a list of readings and critically analyze arguments.	- Website/blog - Video tutorial - Interactive timeline
Understand research methodologies and conduct research.	Students identify a topic of interest and engage in a small informal research project, including the gathering of data, analysis and writing of results and discussion of implications.	- E-book - Virtual tour - Video documentary - Website/blog - Digital Story - Journal article



ALTERNATIVE ASSESSMENT PRACTICES CAN:

- Give options in the online learning environment
- Align with learning outcomes
- Encompass principles of UDL
 - Allows for flexibility in activities that both challenge and support students
- Create opportunities for students to demonstrate learning in a variety of ways
- Can be grounded in authentic activities

H5P flash card sample



ALIGN WITH LEARNING OUTCOMES

Considering alternative assessments:

- Define the instructional outcome you want to assess as clearly and unambiguously as possible
- Distinguish between those outcomes that can validly be assessed solely by performance assessments and those that can be assessed just as effectively by objective measures.
- Create tasks/assignments that elicit this behavior.
- Decide what kind of guidance you can provide while still allowing students to learn independently.
- Try the assessment out and make revisions as necessary.



QUESTIONS TO CONSIDER FOR ALTERNATIVE ASSESSMENT

Here are some additional useful questions to ask yourself, when you are deciding on what assessment to choose:

- What is the intention of your assessment?
- Are specific time constraints important?
- Do you want to test acquisition of content knowledge, or the ability to apply that knowledge?
- Do you want to assess a product that a student has produced, or the process by which they produced it?
- Do you want to assess any of the following: writing ability, speaking skills, creativity, use of technology, or collaboration?
- What kind of content knowledge should students be able to demonstrate and at what level?



ETS SHOWCASE

In the ETS you will find options for Alternative Assessments available for use and alteration to suit your course needs



[Alternative Assessments – ETS Showcase](#)

- Information on how the assessments could be used in courses
- Pre-existing assignment templates can be copied into course shells and adapted as needed
 - Rubrics are also available.

CREATING A WEBSITE

Aligns with the following Learning Outcomes:

- Understand a particular topic area / theory
- Reflect on one's own learning process over time using metacognitive approaches, while also demonstrating leadership/expertise in a topic area

Tools to Use:

- Wordpress, Weebly, Wix

Possible Concerns:

- FOIP, Public vs. privacy, sharing/building their learning



ANNOTATION OF A WEB, IMAGE, OR DOCUMENT

Aligns with the following Learning Outcomes:

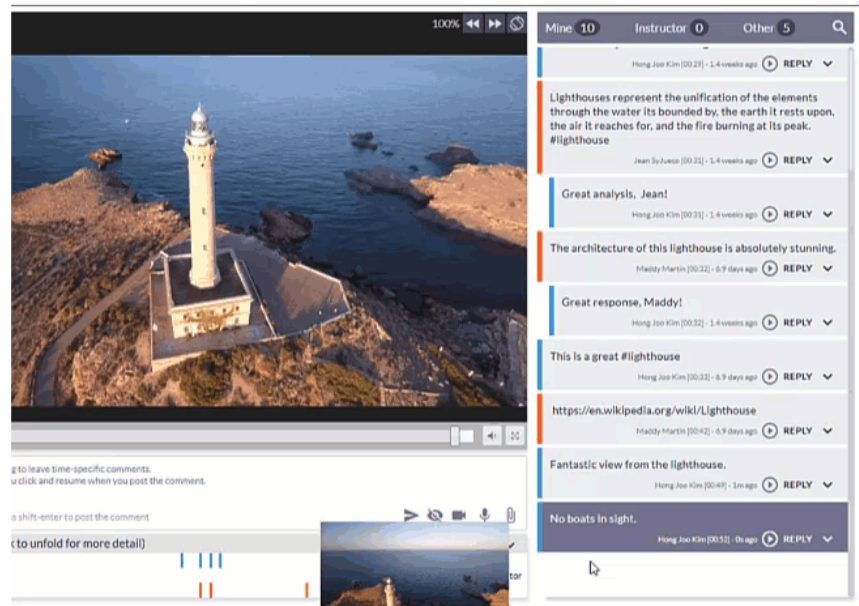
- Explore a topic (birds eye view), and play with ideas and find areas of interest.

Tools to Use:

- CLAS, ThingLink, Perusall, Hypothes.is

Possible Concerns:

- CC licensing/ attribution



The screenshot displays a video player interface with a Hypothes.is annotation overlay on the right. The video content shows a lighthouse on a rocky island. The annotation interface includes a search bar at the top with 'Mine 10', 'Instructor 0', and 'Other 5'. Below the search bar, there is a list of comments and replies. The comments are as follows:

- Comment 1: "Lighthouses represent the unification of the elements through the water its bounded by, the earth it rests upon, the air it reaches for, and the fire burning at its peak. #lighthouse" (1.4 weeks ago)
- Reply 1: "Great analysis, Jean!" (1.4 weeks ago)
- Comment 2: "The architecture of this lighthouse is absolutely stunning." (6.9 days ago)
- Reply 2: "Great response, Maddy!" (1.4 weeks ago)
- Comment 3: "This is a great #lighthouse" (6.9 days ago)
- Reply 3: "https://en.wikipedia.org/wiki/Lighthouse" (6.9 days ago)
- Comment 4: "Fantastic view from the lighthouse." (1m ago)
- Comment 5: "No boats in sight." (0s ago)

At the bottom of the annotation interface, there is a comment input field with the text "g to leave time-specific comments. u click and resume when you post the comment." and a "shift-enter to post the comment" instruction. Below the input field, there is a "to unfold for more detail" button and a small thumbnail image of the lighthouse.



VIDEO PRESENTATION

Aligns with the following Learning Outcomes:

- Understand research methodologies and conduct research.
- Understand a particular topic area / theory
- Understand research methodologies and conduct research.

Tools to Use:

- Camtasia, Kaltura, Adobe Spark

Possible Concerns:

- Digital literacy



CREATING AN EBOOK/ PRESSBOOK

Aligns with the following Learning Outcomes:

- Understand a particular topic area / theory
- Reflect on one's own learning process over time using metacognitive approaches, while also demonstrating leadership/expertise in a topic area

Tools to Use:

- PressBooks, Book Creator, LucidPress, Canva <https://open.ubc.ca/pressbooks/>



QUESTIONS AND ANSWERS

Resources:

Activities and Assessments for Online Teaching & Learning

<https://ets.educ.ubc.ca/alternativeassessments/>

(Bottom of this page contains links to tools discussed)





THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Educational Technology Support