ALTERNATIVE ASSESSMENT

For Online Learning and Teaching

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We acknowledge that UBC Vancouver is situated on the traditional, unceded territory of the xwməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and Səl̓ílwətaʔ/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**

- **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)

- Essay

- Literature Review

- Discussions/class participation

- Group Projects

- Annotated Bibliography

WHAT ARE SOME ALTERNATIVE ASSESSMENTS YOU MIGHT USE?

- An artefact or tool students can use in future career with meaningful, applicable information
  - Guide, fact sheet, lesson plan
  - Share the artefacts with other students in class
- Presentations – group or single
  - Pecha Kucha – form of presentation using 20 slides
- Infographic
  - Show what you know in a more visual format
- E-book
  - Summative project in place of a final essay – students bring all their learning together into a book

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)

- Assessment time required is much longer than an exam or essay

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

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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
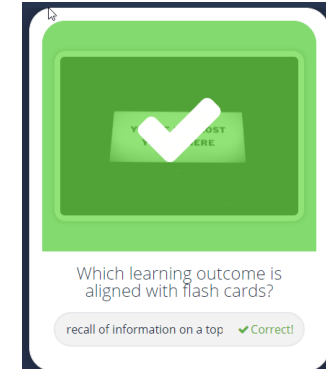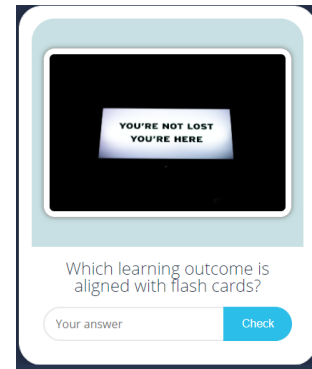
ALIGN WITH LEARNING OUTCOMES

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?
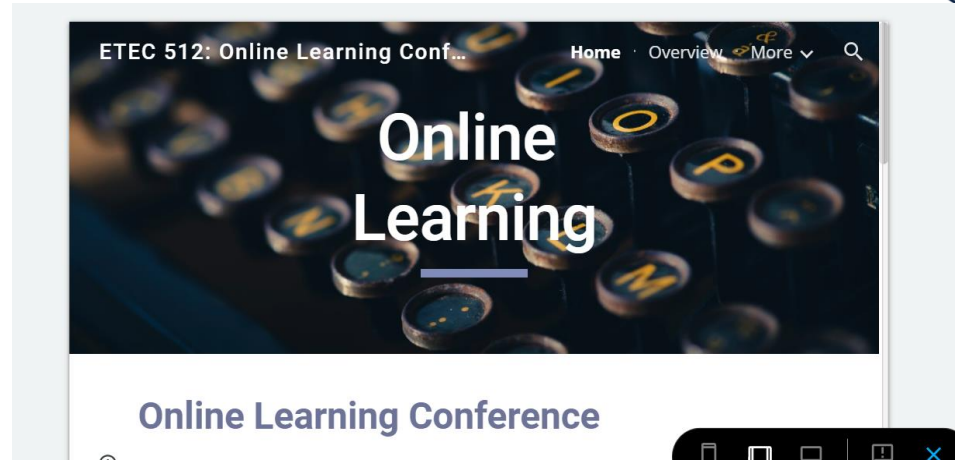
SOME EXAMPLES

CREATING A WEBSITE

Example Use:

- Understand a particular 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:

- UBC Wordpress
- Weebly
- Wix
- Google sites
- Explore on the Open ETC Inspire site

ETEC 512: Online Learning Conf...   **Home** · Overview · More ⌄   🔍

Online Learning

Online Learning Conference
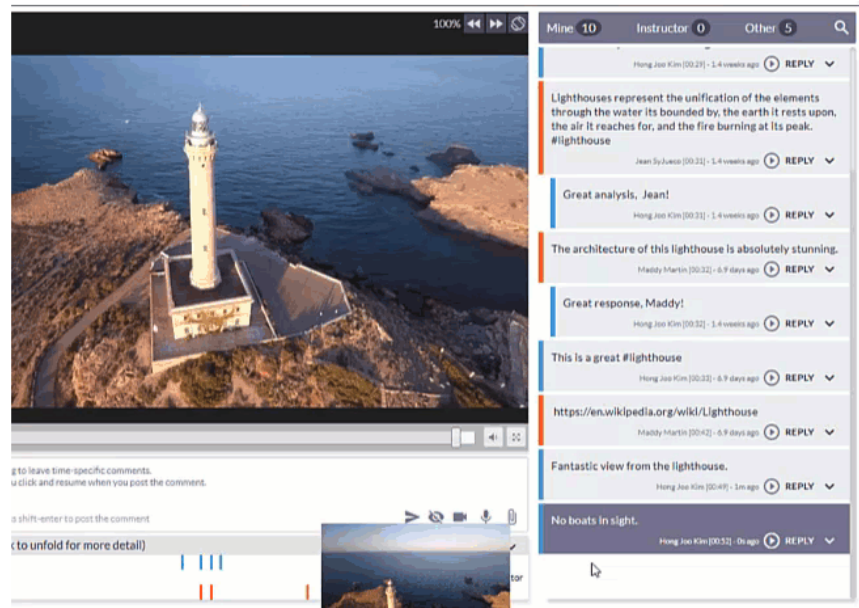
ANNOTATION OF A WEB, IMAGE, OR DOCUMENT

Example Use:

- Explore a topic (bird's eye view) and play with ideas to find areas of interest

Tools to Use:

- Clas – video annotation
- Hypothes.is - text, pdf, web
- H5P – embedded into Canvas

Students can comment and explore a document together – make connections and start discussion using video, images and articles

INFOGRAPHIC

Example Use:
- Demonstrate understanding of a particular topic area/theory
- Create a visual representation of what is learned

Tools to Use:
- Canva, Piktochart, Adobe Spark

Formative and Summative Assessment

Mix and Match

Formative Assessments
- Assess and provide feedback during learning process
- Learners critically evaluate their own work
- Use content specific language to make sense of their learning

Summative Assessments
- Used to demonstrate learner growth after instruction
- Learners demonstrate learning with a cumulative project/paper
- Provides a measurable way of evaluating success again a benchmark

What does it look like?
- Concept maps, graphic organizers
- Exit slips, summaries, reflections
- Peer activities, self-assessments
- Simulation games

What does it look like?
- Formal exam or quiz
- Term paper
- Cumulative project
- Formal presentation

Your Options

PECHA KUCHA

Example Use:

- Demonstrate understanding of a particular topic area/theory
- Succinct look at chosen topic
  - 20 slides x 20 seconds for each slide

Tools to Use:

- Kaltura, Camtasia, Power Point

CREATING AN EBOOK/ PRESSBOOK

Example Use:

- Demonstrate understanding of a topic area
- Reflect and share one's own learning process over time

Tools to Use:

- Pressbooks, Book Creator, LucidPress, Canva, Adobe Spark

Choose Your Own Adventure

Learning Analytics & Learning Design

By Sally Eberhard, Erin Howard, Meghan McMillen & Derek Redmond

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.

QUESTIONS AND ANSWERS

Resources:

Activities and Assessments for Online Teaching & Learning

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

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