



Center for Excellence and Innovation in Teaching and Learning

Developing an Assessment Plan for Your Online/Blended Course

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Talk about Teaching, Summer Series

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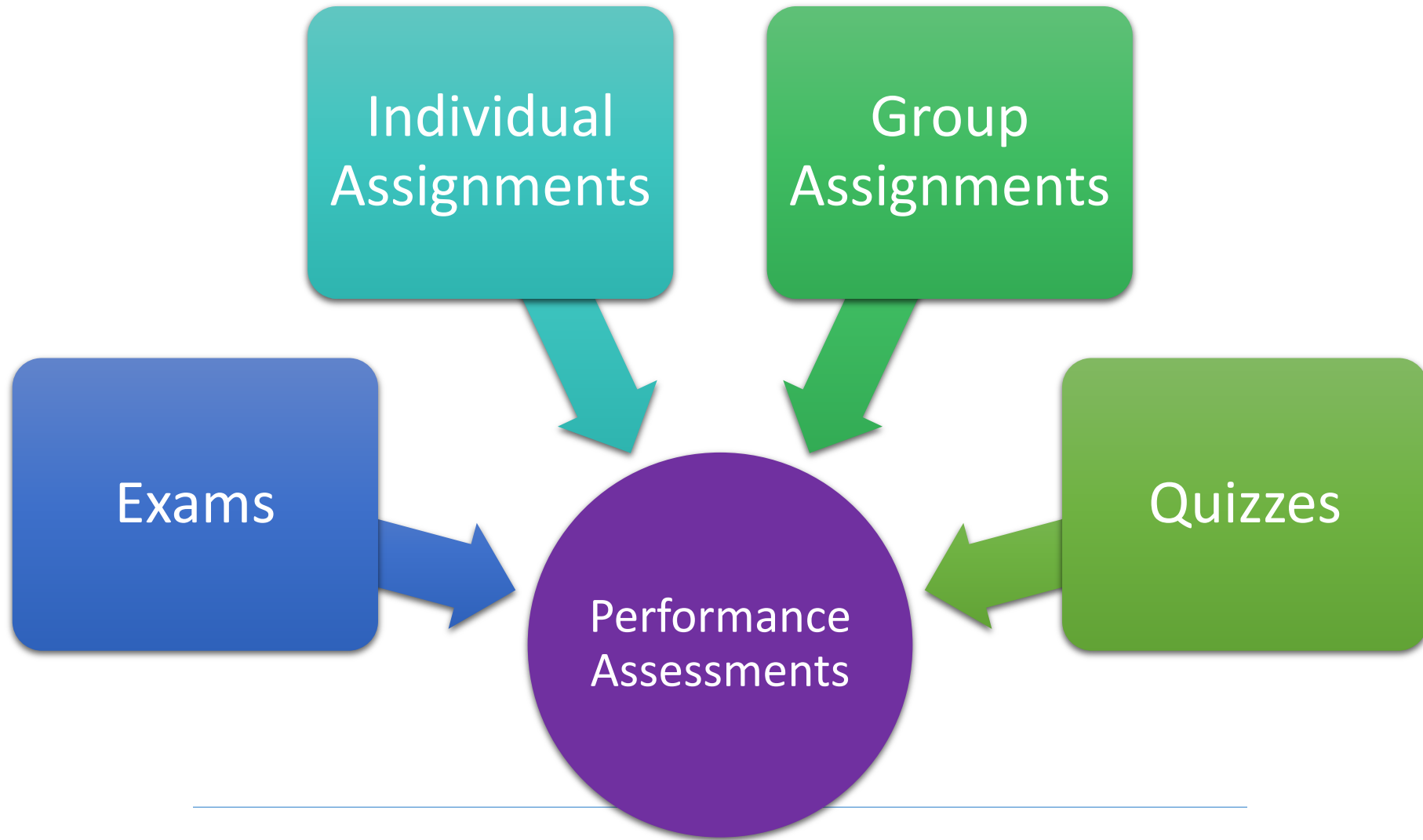
Course Assessments

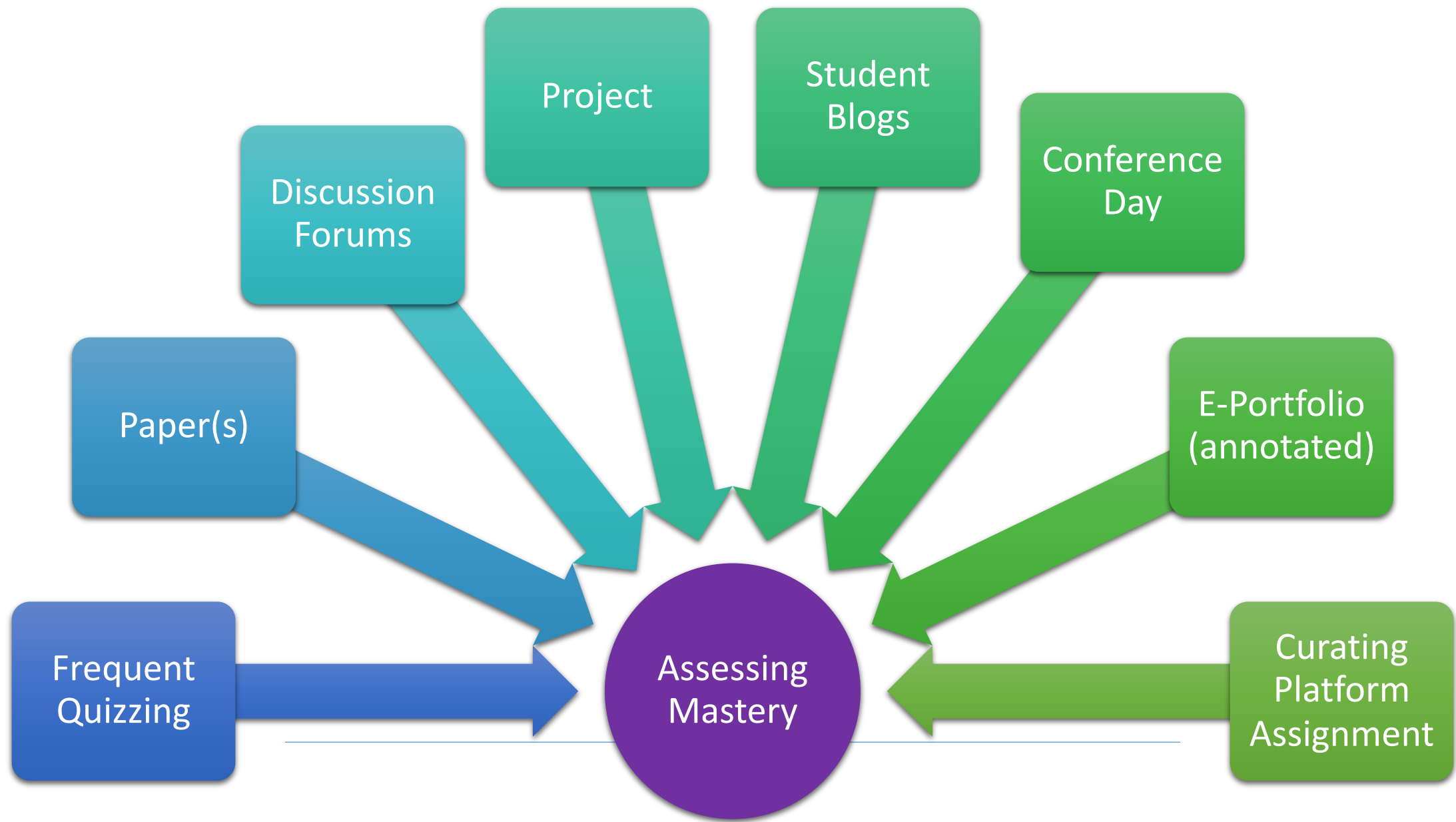
Summative

Formative

- Mid-term Assessment Process (MAP)
- Student Perception Surveys
- Classroom/Learning Assessment Techniques (CATs and LATs)

Summative Assessments





Formative Assessments

Mid-Course Assessment (MAP)





Mid-semester feedback

about how the course is going

what is working, what is not working

suggestions for improvement

in time to make adjustments to the course, if necessary.



Benefits

Students are given a strong message that professor is interested in knowing how they are doing in the course.





MAP Procedure

- MAPs can be conducted for all courses regardless of delivery
 - Face-face; online; blended, etc.
- Conducted online (outside on Canvas) via a Qualtrics link
- Anonymous responses are collected and categorized into a confidential report shared only with the MAP-requesting professor
 - A report is generated when one or more responses are received
- Each report comes with an opportunity, upon request, for a consultation



How to Request a MAP

- Professor completes and submits the online Schedule-a-MAP form
<https://www.unh.edu/cetl/schedule-map-summer-2020>
- Standard MAP Questions:
 1. What has been the most helpful to your learning in this course so far?
 2. What has been the least helpful to your learning in this course so far?
 3. What suggestions do you have to improve this course?
- Questions can be added, modified and/or removed
- MAP request is confirmed by CEITL, followed by instructions on how to proceed

Student Perception Surveys



Measuring Students' Online Experience

Online Student Engagement Scale (Dixon, M. D., 2015):

- 19 items

Online Teaching Presence Scale (Shea, P., Li, C. S., & Pickett, A., 2006):

- 17 items
 - Instructional design and organization
 - Facilitating discourse
 - Direct instruction

Learning Assessment Techniques

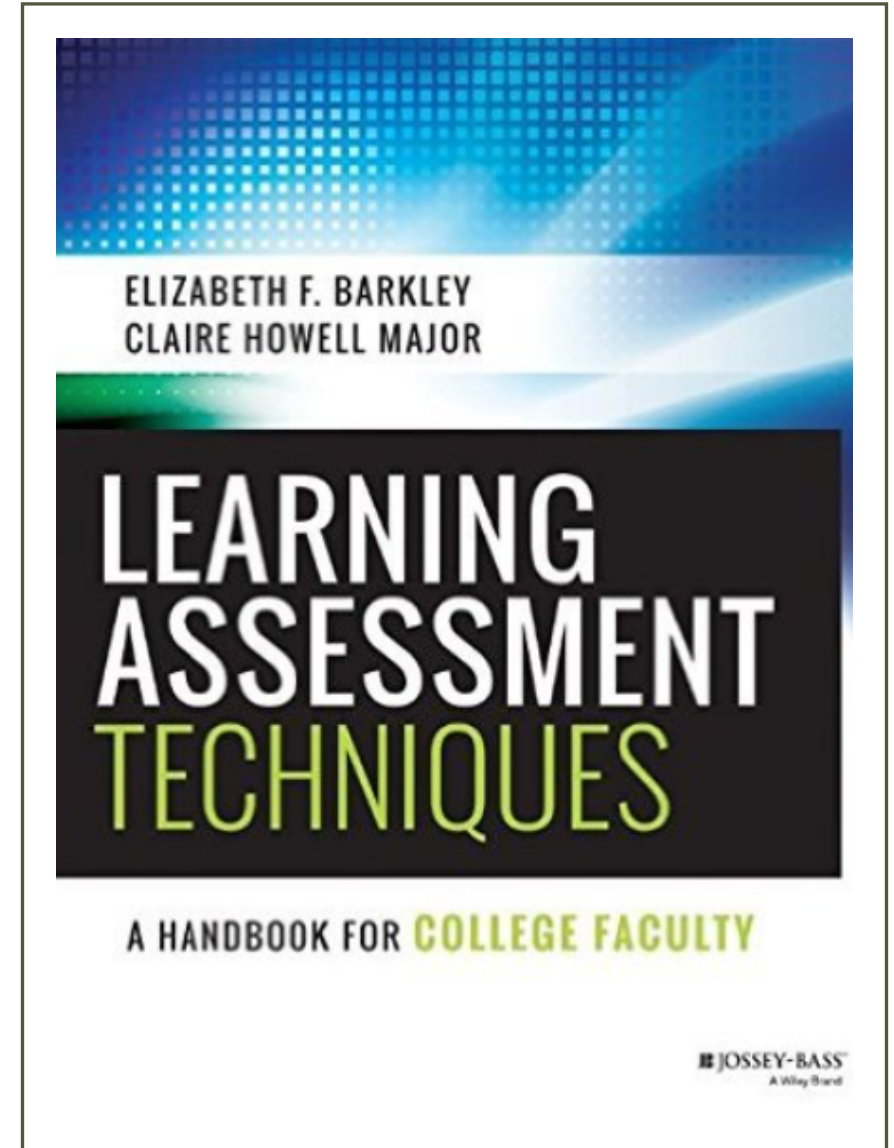


Resource

- Barkley, Elizabeth F; Major, Claire H
Hoboken: John Wiley & Sons, Incorporated,
Jan 19, 2016.

- ProQuest:

<https://search-proquest-com.unh.idm.oclc.org/docview/2132090539/201B12ECAC864259PQ/6/thumbnail?accountid=14612>



Identifying Course Goals

[The Teaching Goals Inventory](#) Thomas A. Angelo and K. Patricia Cross

The Learning Goals Inventory Elizabeth Barkley and Claire Howell Major

Classroom Assessment



Classroom Assessment

Learner-centered:

- Metacognitive skills

Teacher-directed:

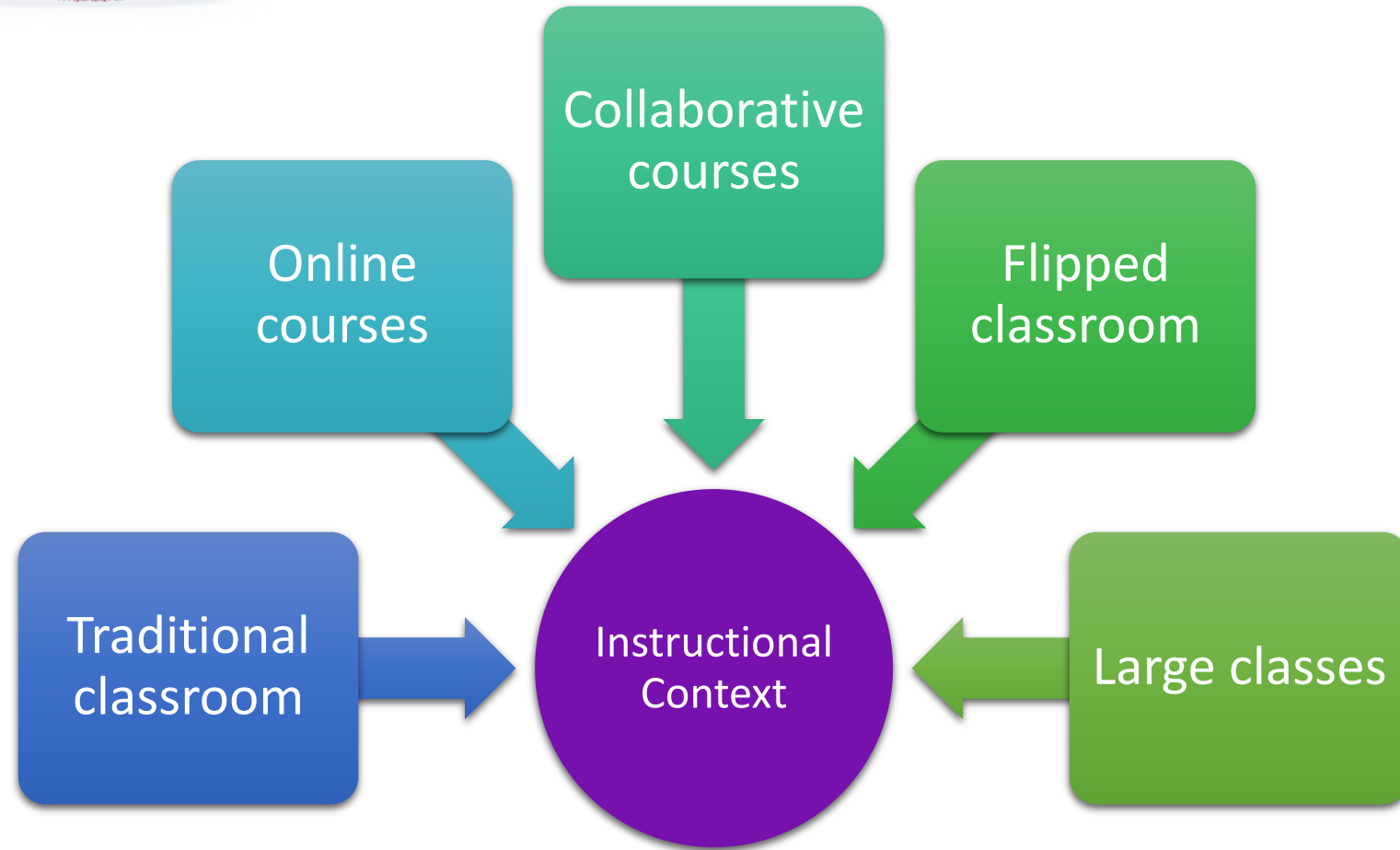
- What to assess
- How to assess
- How to respond

Formative

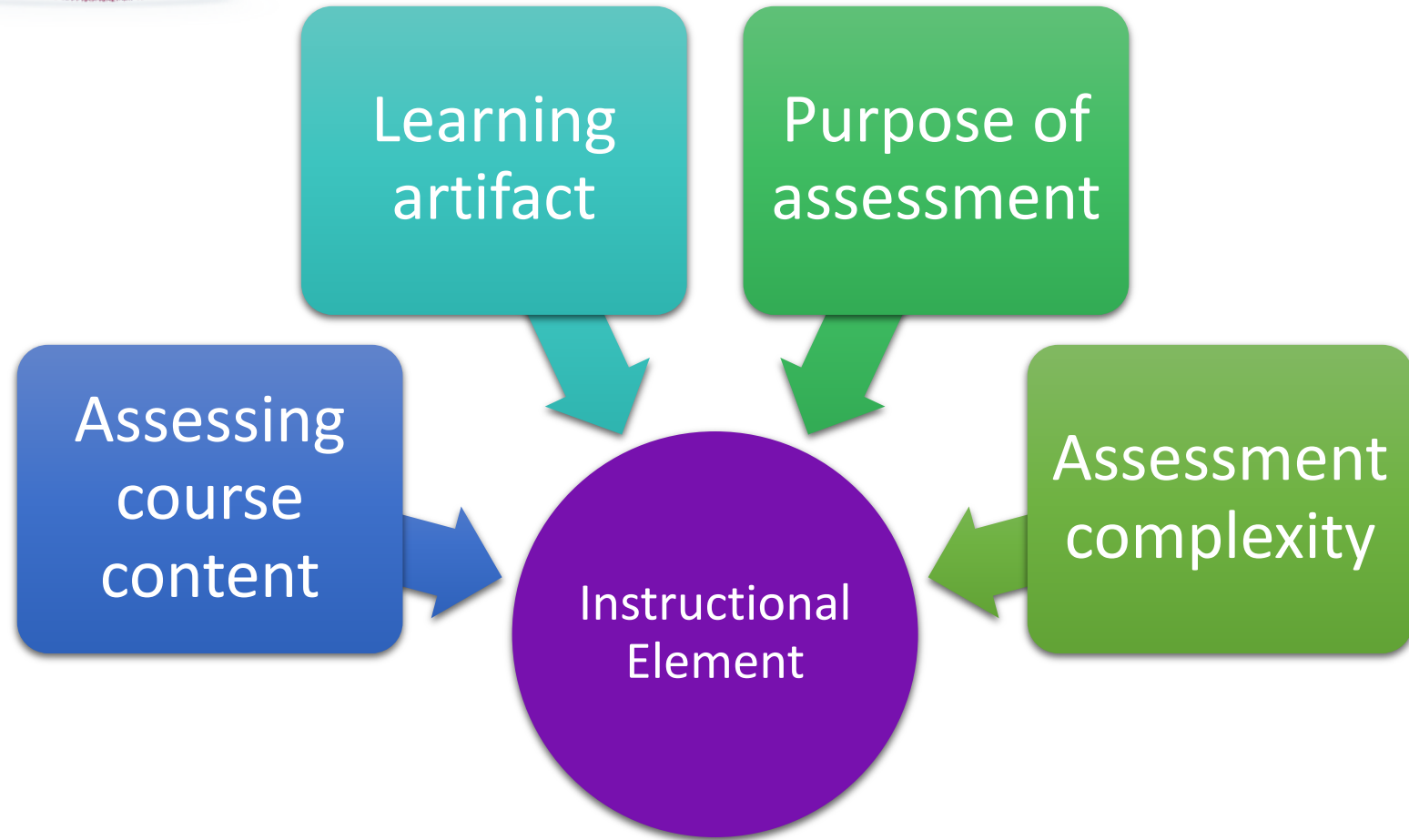
Context-specific

Ongoing

Selecting a LAT



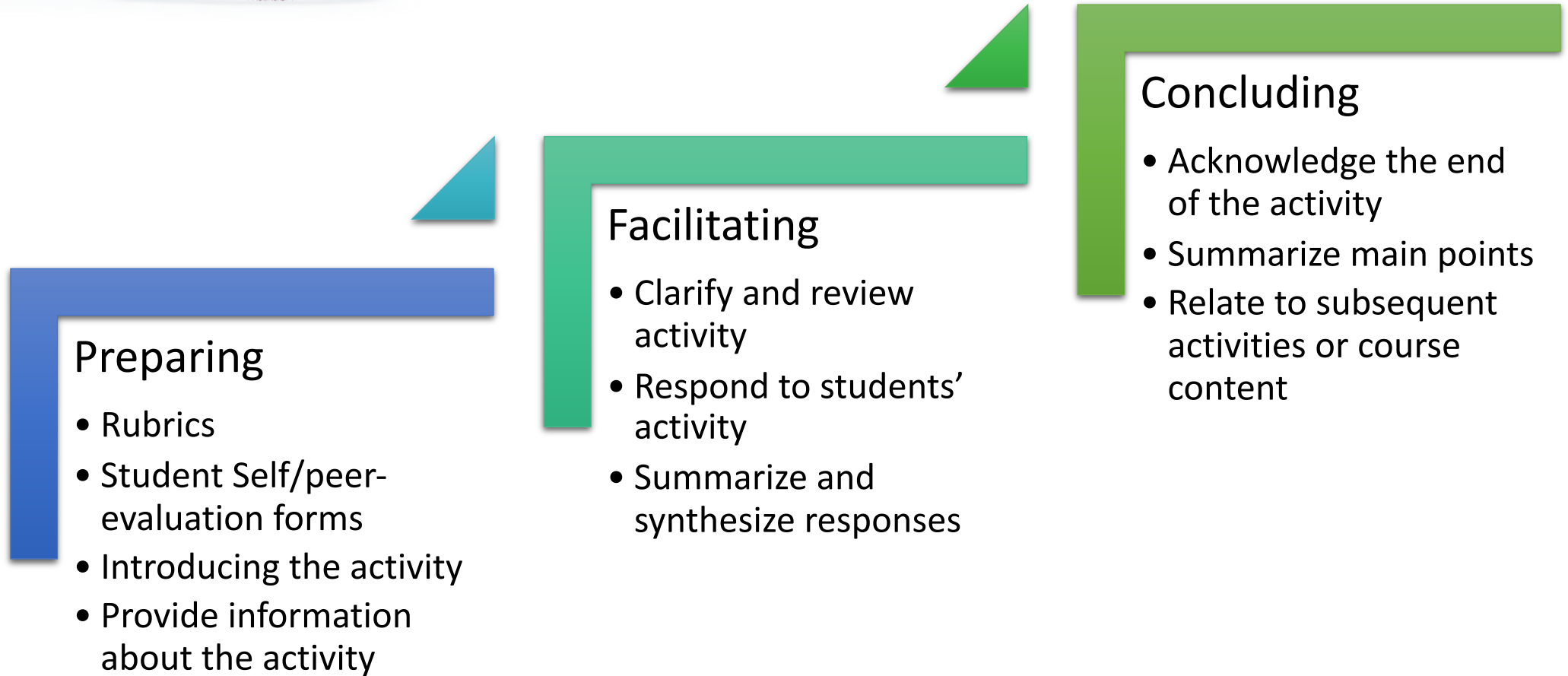
Selecting a LAT



What You Might Assess

- Course-related knowledge and skills
 - Prior knowledge
 - Minute paper
 - Muddiest point
 - Concept maps
- Learner attitudes
 - Self-confidence
 - Goal ranking and matching
- Integration skills
 - Case study
 - Contemporary issues journal
- Application skills
 - What's the problem?
 - Prediction guide

Implementing a LAT



The LAT Cycle

