

**Faculty Development Brown Bag
Week 3: Summative Assessment**

Prompts for discussion in your small groups:

1. What are your learning objectives? What verbs do you use to describe student learning aims?
2. How have you assessed student learning in the F2F classroom? What verbs are associated with your assessments? How do they align with objectives?
3. What challenges do you foresee in assessment of student learning moving to remote learning? Why?
4. Based on your objectives, what ways *could you consider* assessing student learning in a modified F2F format?

Please record a list of the challenges your group discusses, as well as a list of the possible assessment ideas your team generates. Feel free to share any tools or highlight any remaining questions faculty development and/or academic development could support you in as you make assessment decisions.

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Group 1:

List of challenges to summative assessment in a remote setting:

- Time grading in order to include a high enough level assessment

List of possible alternative assessment approaches specific aligned to your learning objectives:

- Video responses on flip grid: Embrace assessment collaboration- realize that they WILL work together and look things up, that doesn't have to be a negative.

List of questions or supports needed:

- FYI--you can speed up Flipgrid when you watch it (3x)
- How do you integrate Flipgrid into a quiz?
 - You can embed the link in a question; and a new tool academic development is looking into (Poodll) will have this option too.

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Group 2:

List of challenges to summative assessment in a remote setting:

- 65% exams f2f . . . maybe reduce the weighting or switch to 25% exams
- Focus on integration and application of the same material and adjust format of assessment.
- Apprenticeship-style feedback very natural in F2F environment,

List of possible alternative assessment approaches specific aligned to your learning objectives:

- Video submissions of speaking components and assessments.
- Recorded audio submissions of student speaking and/or performing.

Providing formative feedback:

- Faculty generates a list of suggested improvements to discuss at the next synchronous zoom/google office hour verbally.
 - Gives faculty some time to reflect on the feedback before offering it.
 - Added bonus, is that quality of student performance is better with a recording (multiple takes).
 - With recording, possible to separate public performance anxiety as a separate skill to develop from the performance itself.

Other cool ways of offering formative feedback:

- VideoAnt - a video annotation tool. <https://ant.umn.edu/>
- Screencast of yourself live commenting on a video or audio submission.

List of questions or supports needed:

- How to evaluate the submissions (artifacts) that students create?
 - Would a discussion on/resources on rubrics be helpful here?
- How to move from a checklist of completion to more of an evaluation of quality?
 - Would a discussion on rubrics be helpful here?
- What are some good ways of delivering feedback verbally in a virtual format?

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Group 3:

Verbs: demonstrate, show, explain, apply, solve, determine, generate, conduct, explore, evaluating, synthesize, creating, model (Bloom's levels 3-4, 5-6?)

Pre-Covid - MC conceptual questions, problem solving, practical (given a novel dataset and apply what was learned to a new situation), lab (group project -- design experiment & conduct; paper and write a report)

Design: M - asynchronous, W - ½ class, F - ½ class

List of challenges to summative assessment in a remote setting:

- Split design for large classes
- Honesty
- Asking questions to faculty member during an exam situation when doing this virtual

List of possible alternative assessment approaches specific aligned to your learning objectives:

- Show this ____ (rather than entirely MC)
- Reverse pyramid exam → take exam as a group, then as an individual
- Open the pdf of the exam in Zoom, have 15 minutes to talk → students share ideas/ask questions about the exam before taking it

List of questions or supports needed: