Reliable Green –
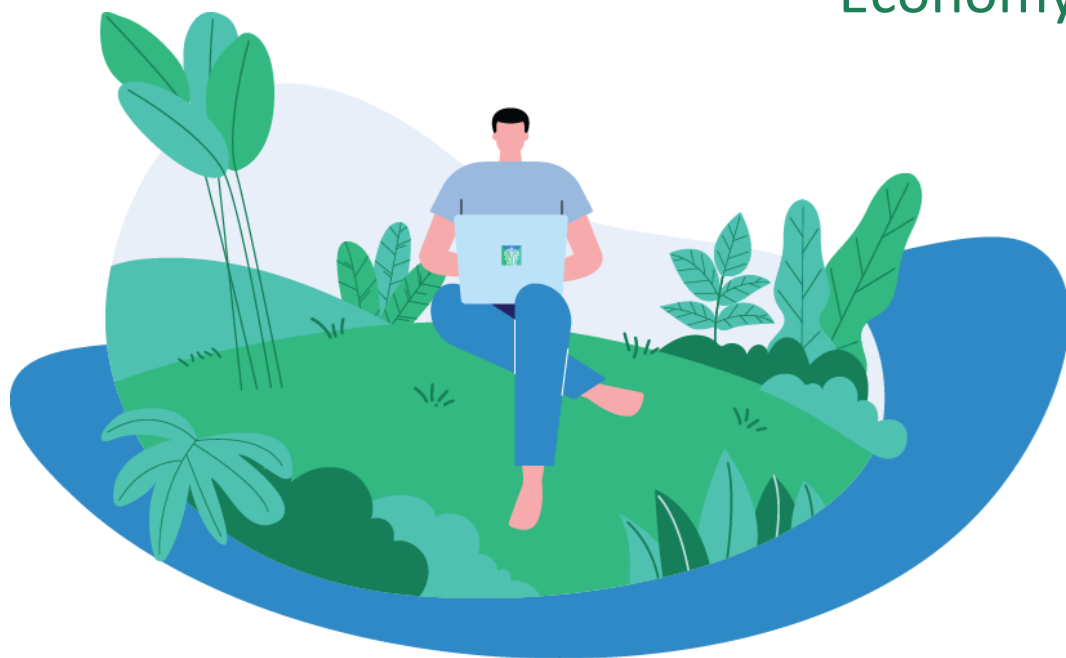Remote work, telework and learning with innovative and accessible educational resources
for businesses and labour markets in Europeans Green Economy

Using technology to assess learning and teaching effectively in online environments

Table of contents

Introduction

The six modules of Reliable Green

The learning course consists of 6 modules

- Putting tech to teach
- Using technology to prepare and sharing content
- Using technology to facilitate virtual trainings
- Applying Universal Design for Learning principles with technology
- Using technology to assess learning
- Using technology to assess learning and teaching effectively in online environments.

Reliable Green Topic-related modules
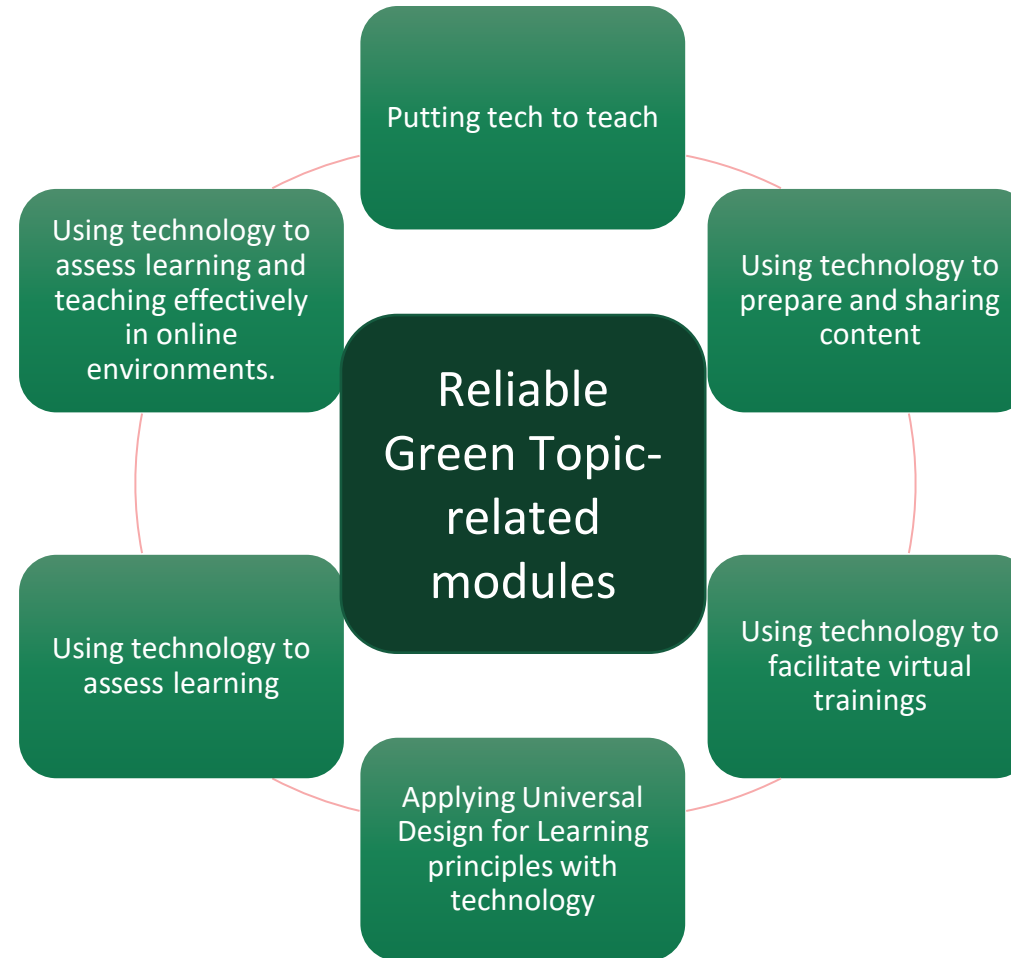
The six modules of Reliable Green

Today, we focus on "Using technology to assess learning and teaching effectively in online environments"

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Putting tech to teach

Using technology to assess learning and teaching effectively in online environments.

Using technology to prepare and sharing content

Reliable Green Topic-related modules

Using technology to facilitate virtual trainings

Using technology to assess learning

Applying Universal Design for Learning principles with technology
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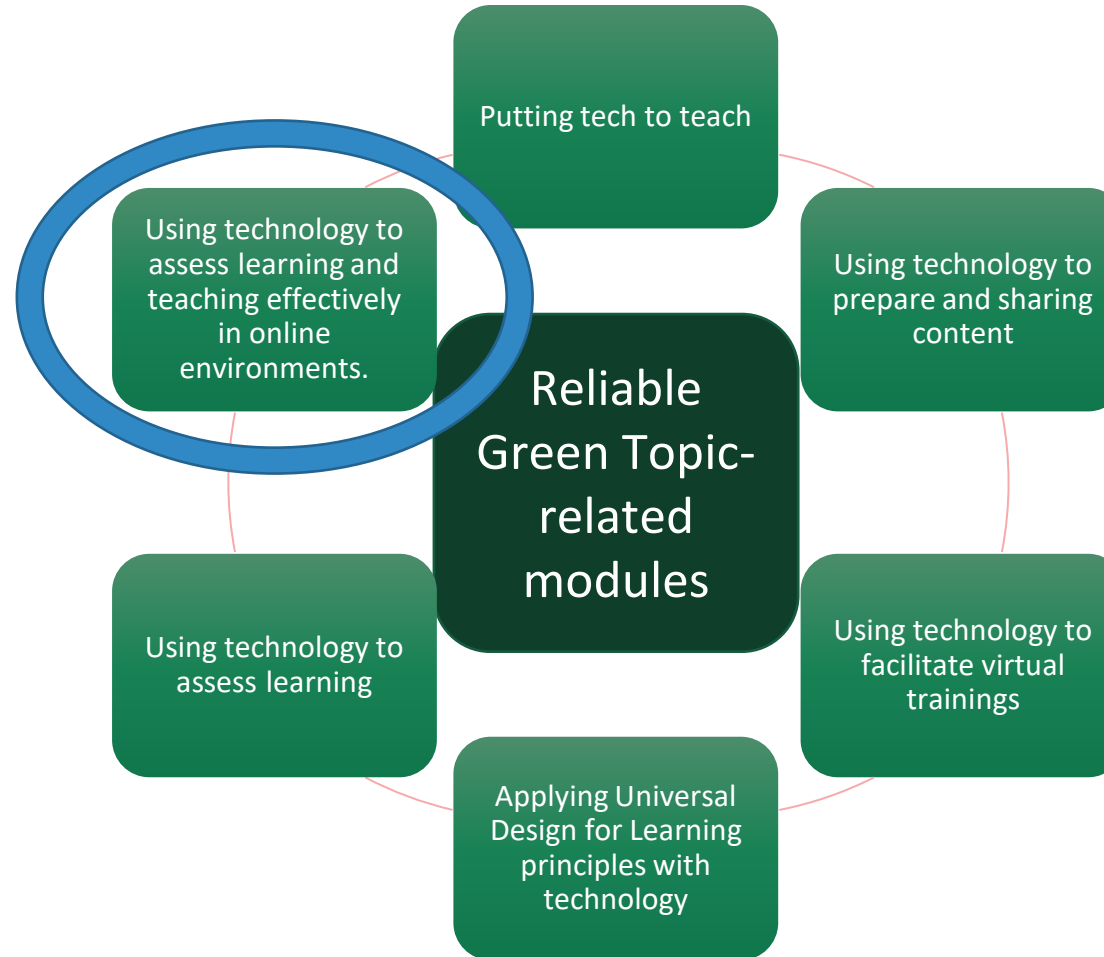
Introduction

In this module of the Reliable Green course we will explore what assessment is, its types and aims, both for learning and teaching; how to implement effective learning and teaching assessment in online environments; identify possible methodologies for effective online assessment of learning and teaching; and reflect on the challenges of online assessment and identify possible strategies to overcome them.

Using technology to assess learning and teaching effectively in online environments

2.1. Assessment: definition, types and aims
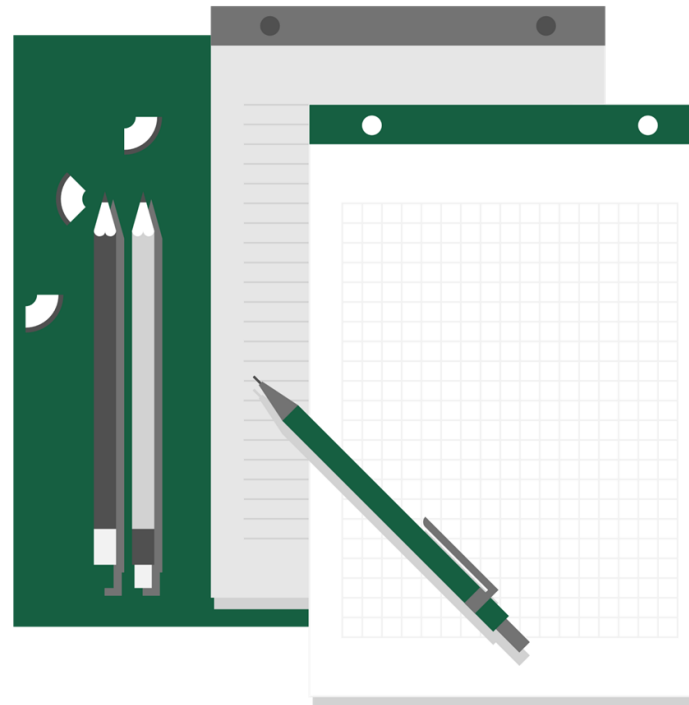
What experiences have you had with **assessment**

- As a **trainer**? What challenges did you face? What worked?

- As a **trainee**? What did you enjoyed the most? What worked?

Summarise these experiences.
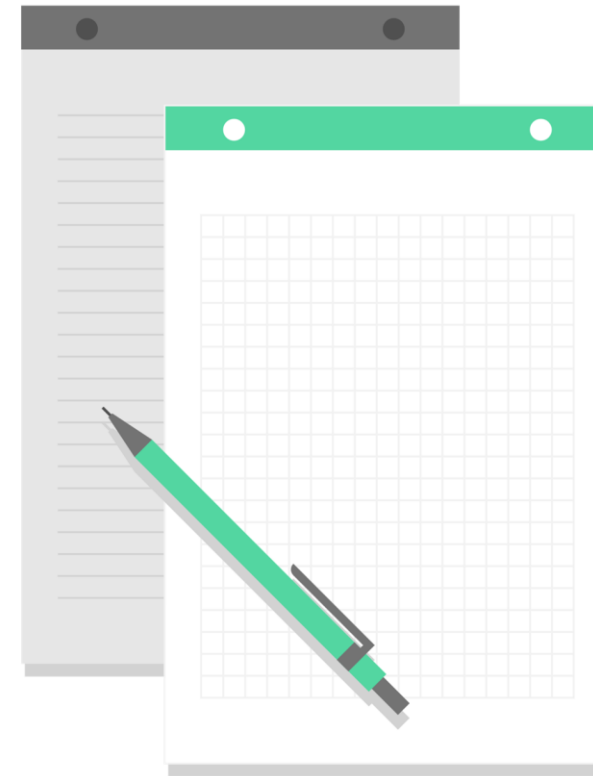
Activity – Face to face group work

If you are working in a group, all trainees will share their experiences with the group and debate them to reflect on challenges faced and effective strategies used.

Assessment - definitions

"...the act of determining the extent to which the desired results are on the way to being achieved and to what extent they have been achieved." (Tighe & Wiggins, 1998)

"... the ongoing process of gathering, analysing and refecting on evidence to make informed and consistent judgements to plan for and improve future learning and development" (DEEC, 2008)

Assessment *versus* Evaluation

Assessment

Process of appraising knowledge, know-how, skills and/or competences of an individual against predefined criteria (learning expectations, measurement of learning outcomes).

Evaluation

More frequently used to describe appraisal of education and training methods or providers.

Source: Cedefop, 2004

Types of Assessment

Diagnostic

Informs on the trainees' prior knowledge and identify misconceptions.

Precedes instruction and it is not graded

Summative

Collected at the end of a course to determine if trainees' have achieved expected learning outcomes.

Results in a score or grade. It can be a final project, task or test/exam.

Formative

Ongoing collection of information throughout the course.

Guides teaching and promote learning. It entails quality feedback so that it can be effective.

It can be formal (e.g., quiz) or informal (e.g., feedback on the trainee's participation).

Source: Orlando, 2011

Aims of Assessment
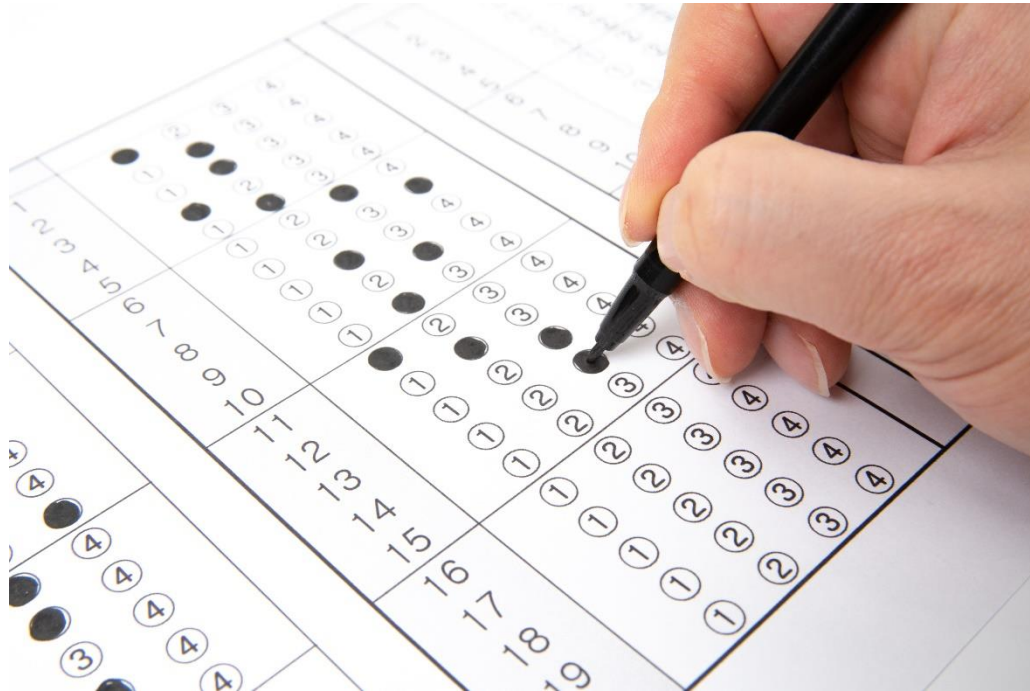
Monitor student learning

Improve academic programs

Enhance teaching and learning experience

Aim: Promote a deeper understanding – Educative assessment

So, it:

- Encompasses knowledge on facts + understanding on their meaning and implications

- It allows for knowledge transfer: demonstrate knowledge and understanding by solving new problems or completing tasks - actively use and apply learned knowledge through authentic, open-ended, meaningful and complex tasks

Source: Orlando, 2011

Assessment to Enhance teaching and learning
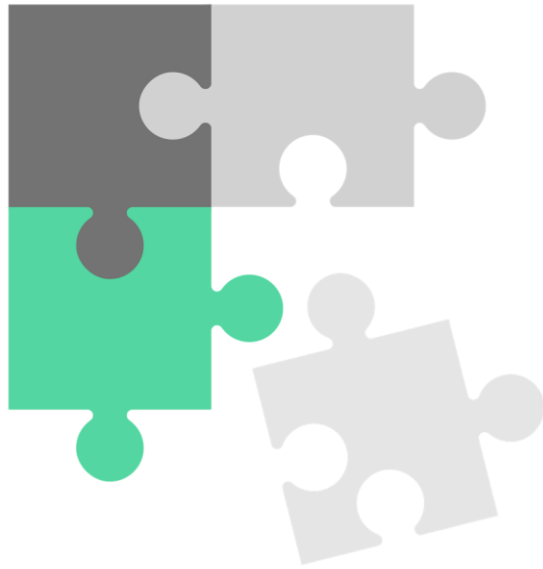
Quizzes and tests: assess *knowledge*

Individual or Group work based on a case study, problem, etc: assess *understanding* which allows to gauge the development of skills and attitudes

Source: Orlando, 2011

Individually analyse one of your subjects/topics/theme of choice and identify adequate assessment **types and aims**

- to assess (learning)

- and evaluate (teaching)

Prepare a short essay on this.

If you are working in a group, each trainee should present their reflection, and all can debate them.

The trainer will then summarise adequate assessment types and aims

- to assess (learning)
- and evaluate (teaching)

2.2. How to implement effective learning and teaching assessment in online environments

Online Assessment - Activity

1. See the following video on assessment in general: https://www.youtube.com/watch?v=kB5G9IsPruo

1. Now reflect on what kinds of strategies have you used for online assessment?

Debate

If you are working in a group, all trainees will share their reflections and debate them.

The trainer will summarise important issues on assessment and introduce the topic of online assessment.

Online Assessment
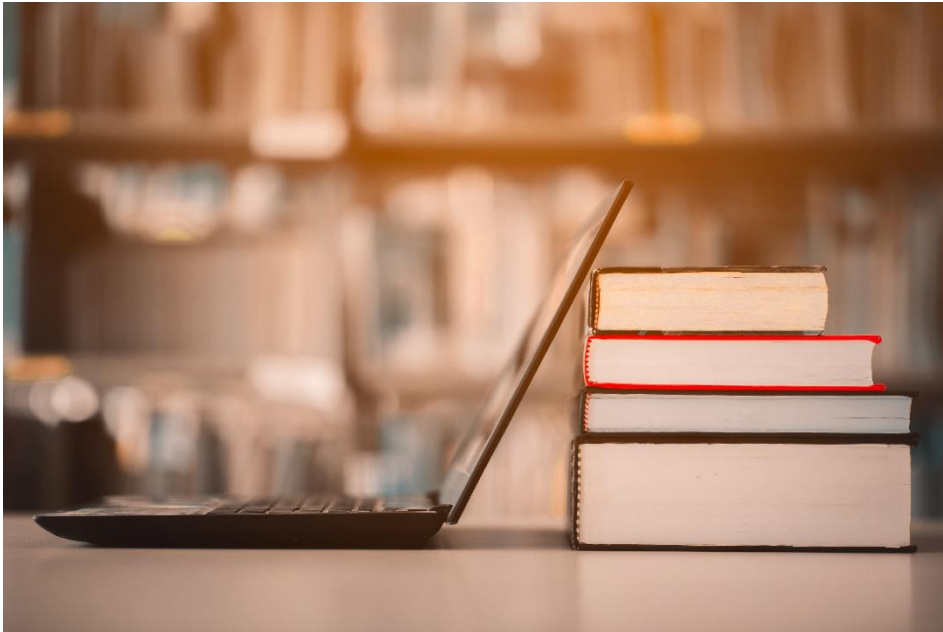
- Development of realistic scenarios for learning
- Alignment of learning objectives with realistic scenarios
- Use of software
- Availability of online mentors
- Delivery of on-site, instructor-based training responsive to individual student learning differences

(Boyle et al. cit in Gaytan & McEwan, 2007)

Assessment entails (Gaytan, 2002)

- Defining the purpose of assessment

- Presenting intended outcomes of learning

- Identifying the criteria to be measured

- Using meaningful assessment methods

Assessment

Preparing an assessment Plan (Orlando, 2011)

1. **Identify Desired Results:** learning goals

2. **Determine Evidence of Learning:** what assessment methods will be used

3. **The Learning Plan:** must consider the specific situation, case, learning aims. May include diagnostic, formative and summative assessment and must consider how to provide feedback. Entails developing criteria for students to monitor learning – rubric.

Assessment

Preparing an assessment Plan (Orlando, 2011)

- What do I want students to understand?

- What do I want them to be curious about?

- How will I know they have truly understood?

Learning outcomes

Set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal.

Statements of what a trainee knows, understands and is able to do on completion of learning process, which are defined in terms of knowledge, skills and competence.

Source: Cedefop, 2008.

Competences

Competences
Combination of knowledge, skills and attitudes

Knowledge
Concepts, facts, figures, ideas, theory

Skills
Ability to carry out processes to apply knowledge and use know-how to compete tasks and solve problems.

Attitudes
The disposition and mindset to act or react to ideas, persons or situations.
It can include ethical values
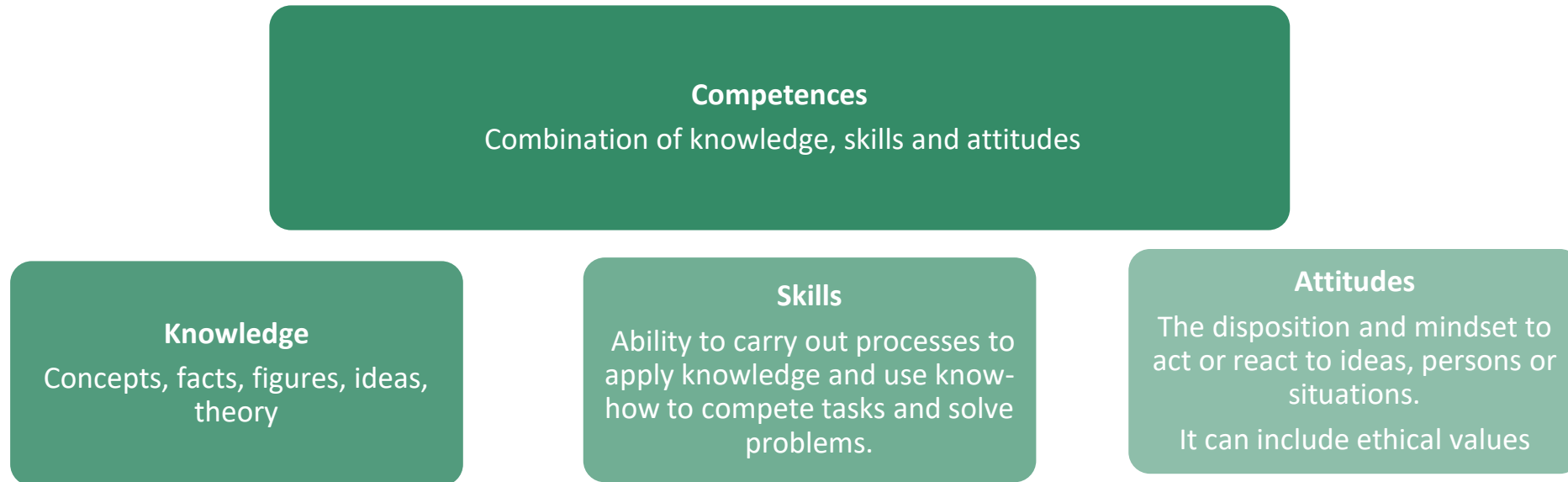
Defining learning outcomes to plan learning & assessment

| Defining learning outcomes will facilitate the process of defining assessment criteria | Identify desired outcomes (knowledge, skills and attitudes) | Determine how to find evidence for the development of learning (assessment criteria) | Plan learning instruction and activities | Prepare assessment |

Assessment
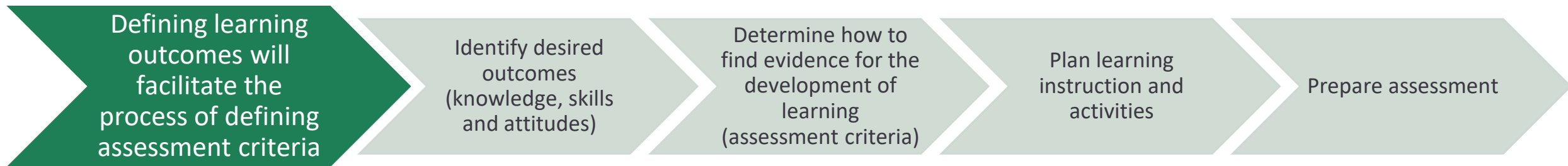
Stage 1: Identify Desired Results (Orlando, 2011)

- Prioritise what is important to learn: try to identify learning outcomes based on knowledge, skills and attitudes

- Understanding entails different facets: explain, interpret, apply, develop perspective, empathise, develop self-knowledge

- Foster understanding through questions

- Promote transferable knowledge
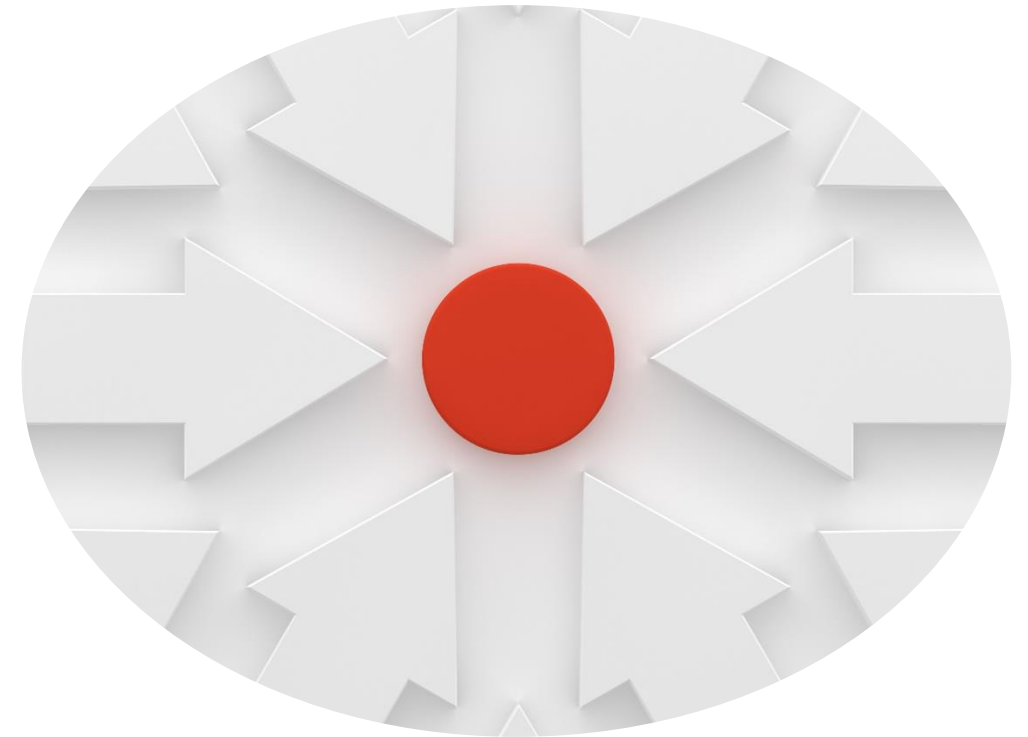
Assessment

Stage 2: Determine Evidence of Learning (Orlando, 2011)

- Ongoing formative assessment
- Match assessment methods to the type of learning outcome and to the type of evidence necessary
- Formative assessment to promote continuous learning
- Performance assessment, considering their subjective nature, it is crucial to define criteria for assessment.
- Self-assessments
- Seek reliability and validity in assessments

Creating criteria for assessment

Criterion based performance list or a Rubric both entail (Orlando, 2011)

- Analyse the desired results
- Define criteria as concrete as possible – to identify levels of knowledge, quality, proficiency or understanding
- Divide criteria into: quality of understanding; and quality of performance/product and if necessary detail
- Create a scale for assessing each criteria
- Review the criteria after implementation to improve them for the future

Example of a criterion based performance list

PERFORMANCE GOAL: Writing a Friendly Letter (in Orlando, 2011)

	Quality of the Understanding	Quality of the Performance			
	Understanding	Content	Process	Quality	Results
TRAITS	Letter reflects warm conversational tone with intent to share and receive information.	Letter contains a greeting, news of mutual interest, and questions to addressee.	Letter is written in correct letter format.	Letter is written with a friendly "voice," with ample detail and clear interest in communicating with addressee.	Letter is pleasing to read and evokes a desire on the part of addressee to write in return.

Example of an assessment rubric

Sample Assessment Rubric (in Orlando, 2011)

Factor	Weight	90% - 100%	80% - 89%	70% - 79%	0 – 69%
Application of Material	25%	**Excellent** application of seminar material to the topic	**Above average** application of seminar material to the topic	**Adequate** application of seminar material to the topic	**Missed most important** points on the topic
Analysis	25%	**Exceptional** level of critical thinking; mature and/or creative analysis	**Above average** analysis/insight into issues and questions	**Adequate** analysis/insight into issues and questions	**Shallow, little or no analysis**
Effective Use of Grammar and Language	25%	**Highly readable.** Professional, jargon-free language; very few to no spelling and grammar errors. Well-crafted, on-topic paragraphs.	**Professional language meets audience needs.** Some wordiness or jargon. Some but not many spelling and grammar errors. Most paragraphs well-structured and on topic.	**Several awkward or wordy sentences**; over reliance on jargon. Numerous grammar or spelling errors. Long and sometimes rambling paragraphs.	**Obvious need for review** of spelling and grammar rules. Many wordy or awkward or unfocused sentences. Paragraphs are a collection of sentences and do not centre on a single topic.
Composition	25%	**Clear, logical structure** that is easy to follow.	**Generally clear and easy to follow**, with some areas in need of clarification.	Progression of ideas is **difficult to follow**.	**Very difficult to follow** the writers thoughts.

Sample Assessment Rubric (in Orlando, 2011) – description of categories:

Application of Material

- Articulates principles and essential facts in clear, jargon-free language.
- Applies principles and essential facts to issues, questions, and theories that arise in expected situations/activities.
- Applies principles and essential facts to issues, questions, and theories that arise in novel or unexpected situations/activities.

Analysis

- Clearly identifies issues and makes clear and persuasive statements about them.
- Demonstrates why an issue, a fact, or information is relevant.
- Examines arguments and counterarguments (pro and con positions).
- Explores alternatives and their consequences.

Example of how to assess a group work

Sample Assessment Rubric (in Orlando, 2011) – description of categories:

Effective Use of Grammar and Language

- Active voice, to-the-point sentences, and "professional" language (as opposed to casual, oratorical, or "preaching") keep the reader's attention on the paper's major points.
- Vocabulary is audience- and issue-specific.
- Each paragraph focuses on a single idea or point; paragraphs should be in a logical, sensible sequence that advances the paper's theme.

Composition

- Clearly stated topic keeps facts, information, and analysis focused.
- Clearly identified points and logical, progressive presentation gives the reader a clear vision into the paper's substance and does not make the reader dig for meaning.
- Prioritized issues, facts, and materials make the paper relevant to the reading audience.
- Section headings lead the reader from topic to topic

Assessment

Stage 3: The Learning Plan (Orlando, 2011)

- Adapt the learning plan to the specific situation, case, learning aims.

- May include a diagnostic assessment

- Invest in formative assessment by placing different assessment steps throughout the course – consider on the learning necessary to have been achieved before that specific assessment step

- Summative assessment should include qualitative feedback besides a grade to promote learning

Based on the topic you chose for Task 1 (analysis of one of your subjects/topics/theme of choice to identify adequate assessment types and aims), develop an **assessment plan** for that topic.

The class will be divided into small groups.

Each group will debate the individual work previously developed (Task 1 - analysis of one of your subjects/topics/theme of choice to identify adequate assessment types and aims).

Then, they will select one of the topics and develop an **assessment plan** for that topic as a group.

Then, each group will present their assessment plans to the whole group and analyse them.

2.3. Methodologies for efective online assessment of learning and teaching

Task 3: Web Quest

In small groups explore the following websites:

https://www.hp.com/id-en/shop/tech-takes/post/best-online-assessment-tools-for-teachers

https://www.youtube.com/watch?v=4yCz7jBf3pI

https://blog.tcea.org/exploring-assessment-two-tools-for-educators/

https://www.youtube.com/watch?v=8DMNKVgG5ko

https://www.youtube.com/watch?v=wwmknGl3u9k

https://www.youtube.com/watch?v=ma1orRWKbWE

https://www.youtube.com/watch?v=Z0af5FBNjps

https://feedbackfruits.com/blog/5-strategies-create-authentic-assessment

https://feedbackfruits.com/blog/4-strategies-for-effective-assessment-in-online-hybrid-learning

https://feedbackfruits.com/blog/online-summative-and-formative-assessment-myths-and-strategies

Based on what you have explored, please summarise what you have learned and the methodologies you have encountered for effective online assessment of learning and teaching.

The class will be divided into small groups.

Each group will work on the web quest and answer the previous question.

Then, each group will present their work to the class and debate the effectiveness of the methodologies they found.

Presentations and debate

Effective Online Assessment

Main principles (Orlando, 2011)

- Directly aligned with clear learning goals
- Using a variety of methods of assessment (informal and formal)
- Includes diagnostic, formative and summative assessment strategies to measure progress throughout the course
- Learning aims, outcomes and performance criteria are clear and presented to students
- The trainer provides consistent and ongoing feedback
- Trainees can self-assess and reflect on the learning process

The importance of continuous, systematic assessment through various techniques

A wide variety of clearly explained assignments are required on a regular basis

Student work is evaluated to determine if learning outcomes are being met

Continual, immediate, and detailed feedback is required regarding student perceptions of the course

A rubric is used to determine if learning outcomes are being met

Self-assessments are being used to determine if learning outcomes are being met

Threaded discussions are used appropriately to ensure understanding of assignments

The importance of continuous, systematic assessment through various techniques

A variety of assessment techniques are used (e.g., electronic portfolios)

Self-tests are reviewed to ensure student understanding of course content

Students obtain immediate feedback through required peer assessment

Assignments are made out of student chat room discussions

Self-tests to provide students with immediate and honest feedback on learning and achievement

A rubric is used to assess the quality of interaction (e.g., analyse depth of postings)

Self-assessment / Peer-assessment

Written assignments - individual or in group

Fieldwork (collect data experimental assignments) - individual or in group

Simulations, Role-plays…

Multimedia projects - individual or in group

Presentations adapted to online environments (followed by questions and debate) - individual or in group

Debates

Types of Written assignments (Gaytan & McEwan, 2007; Kearns, 2012; Orlando, 2011)

- Online discussion (threaded discussions, online chats, mini-essays, wiki... after a given stimulus – e.g. readings, videos...) – assessment can focus on completeness, depth and originality
- Quizzes, practice tests/exams (multiple choice or short answer questions)
- Projects, Portfolios, Research papers, case study responses, short essays...
- Weekly assignments / weekly review questions
- Fieldwork (collect data and report it, experimental assignments)
- Digital Storytelling activities

Example of how to assess a group work

Group work focused on preparing and delivering a teaching module - the teaching module itself can be assessed along a number of axes (in Orlando, 2011):

Organisation

- Is the module easy to navigate?
- Does the content flow in a logical manner so that the learner can follow it?
- Presentation
- Are the learning tools appropriate to the content?
- Is the content clear to the learner?

Content

- Is the choice of topics appropriate?
- Is the content at the proper level so that a novice can understand it?
- Is the content comprehensive enough to adequately inform the learner about the topic? (Note that this measure assesses the group's level of understanding itself.)

Example of how to assess a group work

Group work focused on preparing and delivering a teaching module - the teaching module itself can be assessed along a number of axes (in Orlando, 2011):

Assessment

- Does the assessment module adequately measure learning?
- Is the assessment clear and unambiguous?

Group collaboration

- Did everyone contribute sufficiently to the project?
- Did the group do adequate planning?
- Did the group maintain the established development timeline?

2.4. Challenges of online assessment and how to overcome them

Task 4: Case Studies

Read each Case study and answer the questions that are posed in them.

We will present two case studies.

Two small groups will be formed.

Each group will analyse one of the case studies, discuss it and prepare a short presentation on how they respond to that challenge.

Sam is doing an online course in the scope of his work. It is mandatory for him to complete it but he has to use his free time off work to complete the course activities. The course seems interesting but he feels tired when he gets home so he has been investing little in the course's activities and he feels demotivated.

You are the trainer and facilitator of this course and you have noticed that Sam is missing activities or does the bare minimum for each of them.

What would you do to provide feedback to Sam and motivate him to participate?

You are the trainer of an online course targeting workers of an SME that aims to facilitate the process of adaptation to remote work.

One of the modules aims to promote self-regulation skills regarding learning, work and remote working. You have briefly introduced the concept and now you would like to develop a formative assessment of what the trainees have understood about it and how it connects to remote working and to their own experiences.

Develop a short and simple activity to assess learning on this issue. Take into account it must be meaningful, adapted to the audience, foster involvement in the topic and encourage participants to interact.

Task 4: Case Studies - Face to face group work

The groups will present their solutions to the class and discuss the solutions found based on:

- How they interpreted the challenge
- How they responded to the problem
- What other possibilities were possible
- Other challenges related to the ones present in the case studies

Online Assessment - benefits

Gaytan & McEwan, 2007:

- Automatic entering of rates
- Faster access to results
- Student-centred
- Facilitates measuring learning more accurately

Online Assessment - Challenges

Gaytan & McEwan, 2007:

- Challenging students to engage with learning and reflection
- Providing extra encouragement and support
- Meaningful assignments
- Ongoing, systematic approaches
- Innovative methods
- Adapt to the level of learning and desired outcomes

Online Assessment - Challenges

Kearns, 2012:

- The impact of physical distance (student isolation)
- Adapt to the use of technology for communicating with trainees
- Managing workload and time management issues
- Ongoing need to collect assessment data through various methods
- The need to provide timely and adequate feedback

Online Assessment - Challenges

5 key assessment-related challenges (Doucet et al.; 2022; LaPointe-McEwan; Yan Lam & DeLuca, 2021)

- Face-to-face assessment do not necessarily translate to online/blended learning contexts
- More difficult to track student observations and results to evaluate learning, threatening the validity of assessment
- Students do not always have the adequate technical infrastructure
- Assessments are more challenging in an online context which can lead educators to rely on traditional summative assessments, undermining formative assessment and continuous learning
- Educators need targeted, explicit professional learning in online pedagogy and assessment strategies

Online Assessment - Challenges

Rahman et al., 2022

- The impact of physical distance between lecturer and students
- Adaptations resulting from the use of technology for learning
- Workload and time management

Effective Online Assessment

Effective practices and what students value (Gaytan & McEwan, 2007; Kearns, 2012)

- Clear guidelines for learning and for assessment, presenting assessment criteria
- Meaningful activities
- Meaningful and timely feedback
- Use of a variety of assessment techniques
- Deconstructing complex assignments into smaller deliverables offering feedback in each step
- Leveraging synchronous activities to promote interaction (or recording activities for the ones who may not be able to attend)
- Use discussion prompts for deeper engagement

Effective Online Assessment

What are meaningful assignments / activities?

- Have relevance for trainees everyday life
- Are based on potentially real situations and are connected to trainees experiences
- Encourage enquiry, reflection and critical thinking
- Allow trainees to practice and/or check their learning process and to reflect on their learning

(Department of Education and Early Childhood Development 2008)
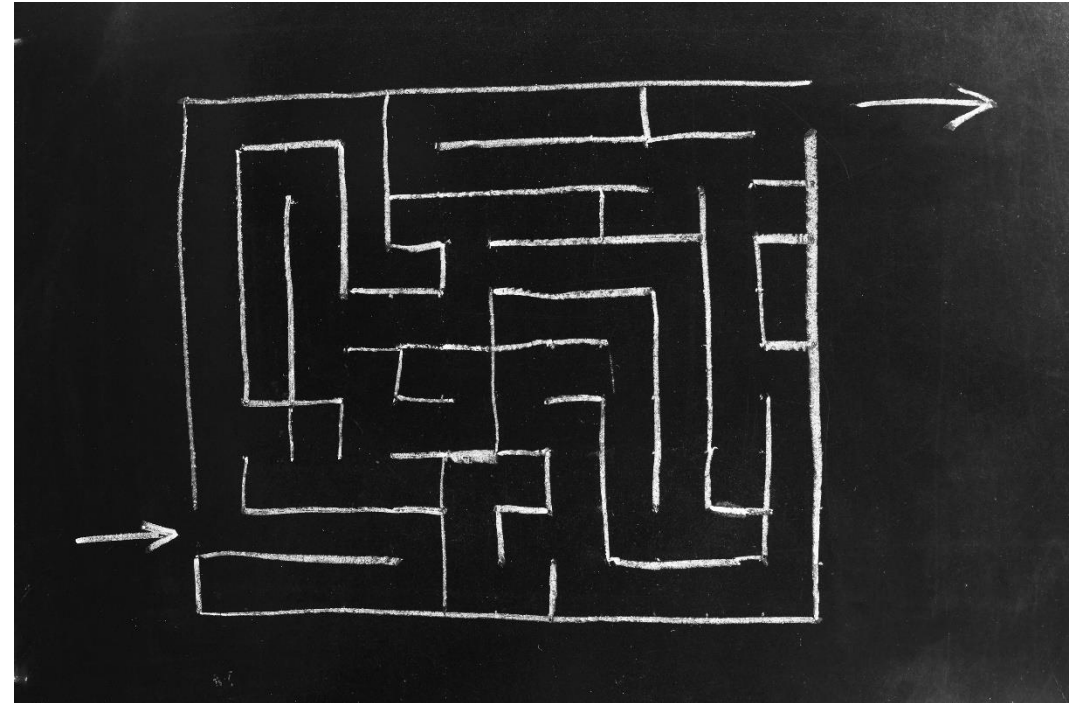
Effective Online Assessment: Principles to optimise the quality of the educational assessment (McMillan, 2018):

Validity	Trustworthiness of objectives and achievement measures
Reliability	Avoiding biases during the assessment process
Fairness	Assuring equity for trainees and equal treatment
Variability	Using different measurement instruments to adapt to learning outcomes and delivery strategies
Efficiency	In terms of infrastructures, costs and time used

Online Evaluation of teaching

Elements of quality instruction in online courses (Gaytan & McEwan, 2007)

- Continual, immediate, and detailed
- Online courses are at least as rigorous as the conventional courses
- E-mail is used appropriately to aid in the instructional process
- A variety of instructional strategies are being used to address various learning styles
- A good rapport and collaboration with students is established
- Thought-provoking questions are used in threaded discussions

Online Evaluation of teaching

Elements of quality instruction in online courses (Gaytan & McEwan, 2007)

- All members of a group must participate in chat room discussions
- Various technologies are used to foster a high-quality interaction
- Chat room interaction is analyzed to determine issues that require attention and group cohesiveness
- The online learning environment is filled with dynamic interaction

The importance of group work dynamics and interaction for engaging trainees in (a)synchronous communication

2.5.Integration: the importance of feedback

Participants will form small groups of 2/3 members

Each group will prepare a situation to role-play and present to the whole group.

These situations can represent different learning/teaching experiences but must be adapted to online teaching and focus on the interaction between the trainer and the trainees:

- Fostering trainees' self-assessment and critical reflection
- Providing feedback to one student
- Providing feedback to the whole class
- Asking for teaching evaluation (in a formal or informal manner)

Task 5: Role-plays - Face to face group work

Each group will enact their role-play and the complete group will discuss them based on:

- Strategies used to foster the development of trainees capacity for critical reflection and self-assessment – advantages and disadvantages
- Strategies used to provide feedback to an individual and to a group – differences between these two situations and the main principles of feedback
- What is meaningful feedback
- What is important for teaching/training evaluation

If you are working alone, try to think of one situation and reflect on:

- Strategies used to foster the development of trainees capacity for critical reflection and self-assessment – advantages and disadvantages
- Strategies used to provide feedback to an individual and to a group – differences between these two situations and the main principles of feedback
- What is meaningful feedback
- What is important for teaching/training evaluation

Assessment feedback good practices

Quality feedback is crucial for effective formative assessment and thus to improve student learning

(Wiggins & McTighe, 2006; Orlando, 2011)

- Provides very specific and targeted user-friendly feedback.
- Provides helpful advice, based on feedback.
- Reflects long-term, not just immediate, learning goals.
- Is low stakes: emphasis is on helpful, honest feedback and self-assessment.
- Informs adjustments to subsequent instruction.

Quality feedback (Orlando, 2011)

- Ongoing throughout the learning experience.
- Timely and frequent.
- Inclusive of modeling or mentoring.
- Valued by the recipient.
- User-friendly.
- Clear and specific.
- Given with an eye on long-term priority goals, not just the short-term skills and tasks.
- Often broken down into manageable bits of information, then built back up over time.
- Balanced.

Assessment feedback good practices

Quality feedback (Orlando, 2011)

- Can be done by using edited versions, commentary boxes (avoid using "track changes" to promote the integration of feedback by the student)

- Voice feedback is more personal, facilitates nuance, promotes involvement, engagement, may contribute to retention and the feeling that the instructor is involved and cares about the student's development (and saves the instructor's time)

Analyse the following situations:

1. Jack is very enthusiastic about the online course he is involved in. He is constantly participating and asking questions to the trainer through the online forum. However, he recently felt uncomfortable because the trainer seemed to imply that he was trying to "butter him up" in front of the whole class.

2. Maria submitted a report for the midterm assessment of the online course she is doing three months ago and never received feedback nor a grade. She is now very frustrated and feels the trainer does not care about the work. Moreover, the whole class is completely lost because they feel they do not know what is expected of them since they have not had access to the courses' aims and assessment criteria.

For each situation, please prepare a short essay that answers the following questions:

- What happened?
- What is missing?
- What could the trainer do differently?
- How should the trainer provide feedback in each situation?

The group will analyse and debate the following situations:

1. Jack is very enthusiastic about the online course he is involved in. He is constantly participating and asking questions to the trainer through the online forum. However, he recently felt uncomfortable because the trainer seemed to imply that he was trying to "butter him up" in front of the whole class.
2. Maria submitted a report for the midterm assessment of the online course she is doing three months ago and never received feedback nor a grade. She is now very frustrated and feels the trainer does not care about the work. Moreover, the whole class is completely lost because they feel they do not know what is expected of them since they have not had access to the courses' aims and assessment criteria.

For each situation, please analyse and debate on the following questions:
- What happened?
- What is missing?
- What could the trainer do differently?
- How should the trainer provide feedback in each situation?

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Other Useful links

https://www.hp.com/id-en/shop/tech-takes/post/best-online-assessment-tools-for-teachers

https://www.youtube.com/watch?v=4yCz7jBf3pI

https://blog.tcea.org/exploring-assessment-two-tools-for-educators/

https://www.youtube.com/watch?v=8DMNKVgG5ko

https://www.youtube.com/watch?v=wwmknGl3u9k

https://www.youtube.com/watch?v=ma1orRWKbWE

https://www.youtube.com/watch?v=Z0af5FBNjps

https://feedbackfruits.com/blog/5-strategies-create-authentic-assessment

https://feedbackfruits.com/blog/4-strategies-for-effective-assessment-in-online-hybrid-learning

https://feedbackfruits.com/blog/online-summative-and-formative-assessment-myths-and-strategies

https://www.educationworld.com/a_tech/tech/tech011.shtml

https://www.experientiallearningdepot.com/experiential-learning-blog/four-favorite-problem-based-learning-example-activities-to-prioritize-in-your-classroom

Thank you for participating!

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