

Assessing Student Performance in the Online Environment

James Moore, DePaul University

<http://condor.depaul.edu/jmoore/FSB-Online/>

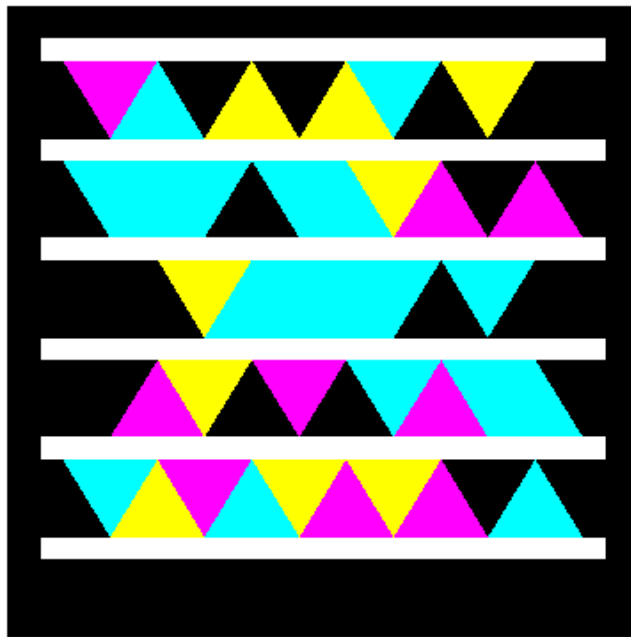
James Moore

Director of Online Learning - College of Business

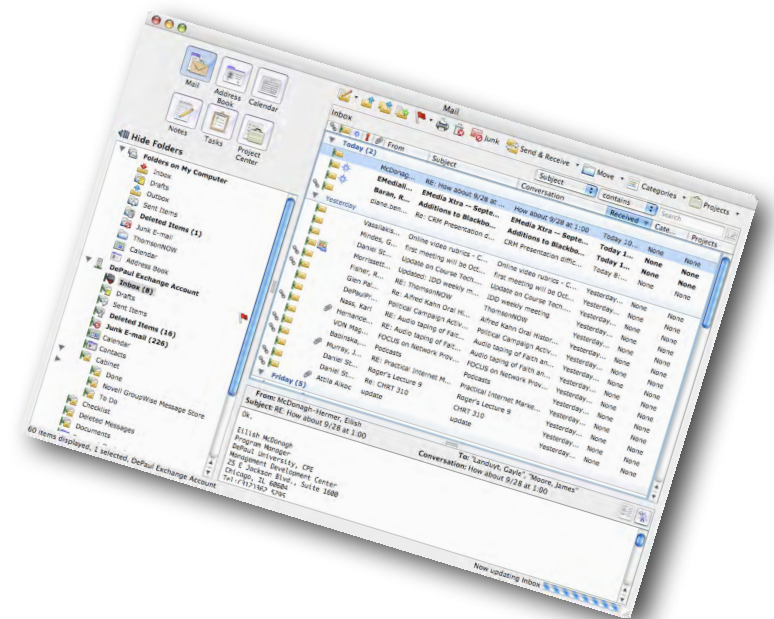
- 1999: Office of Distance Learning
Webmaster / Course designer
- 2002: Lifelong Learning & Suburban Campuses
Web development manager
- 2005: ITD / IDD
Instructional technology / instructional design
consultant
- 2007: College of Business
Director of Online Learning



Contact Information



- Telephone: +1 (312) 362-5870
- Email: jmoore@depaul.edu
- URL: condor.depaul.edu/jmoore/



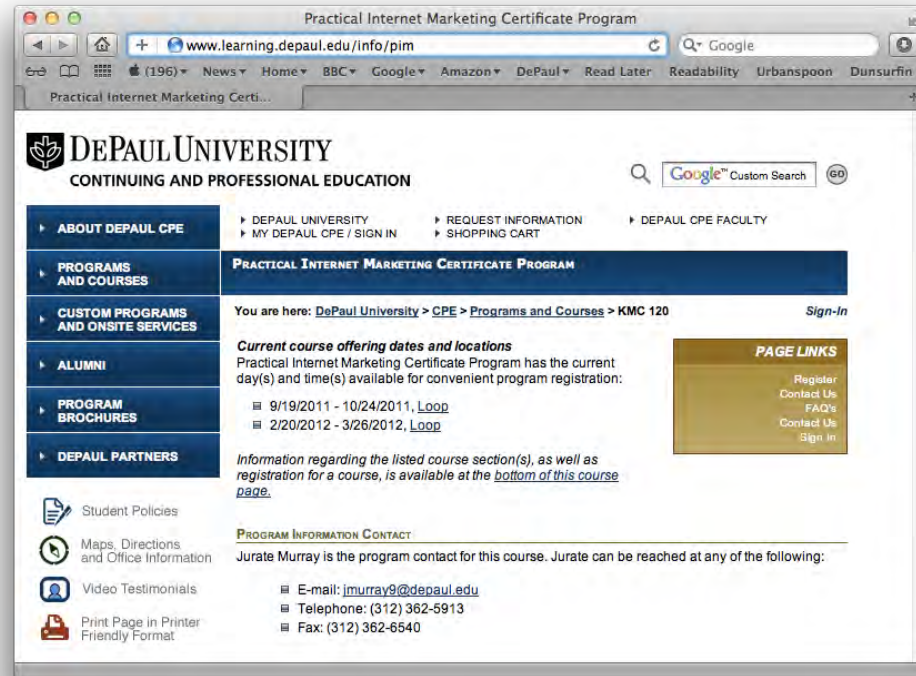
In case you were wondering...



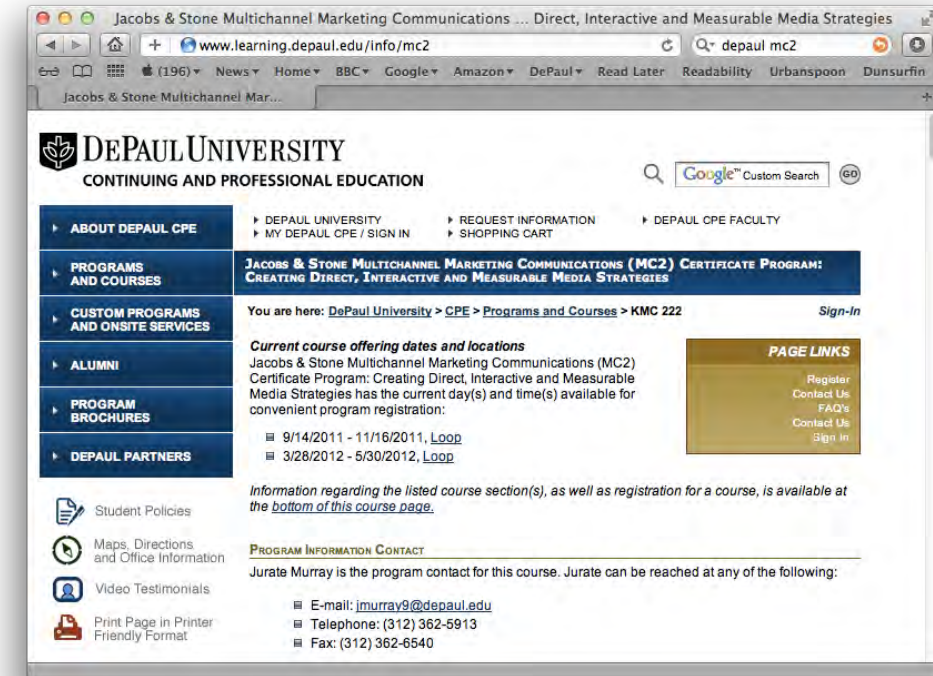
But I live in Chicago



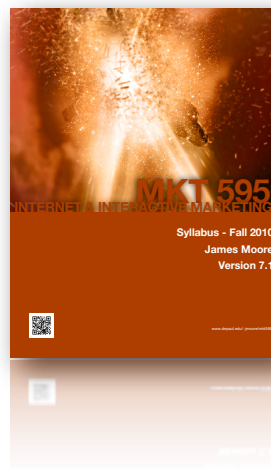
Courses Taught



Practical Internet Marketing
Certificate Program
www.learning.depaul.edu/info/pim



Multichannel Marketing
Communications Certificate Program
www.learning.depaul.edu/info/pim
(Guest Presenter)



MKT 595: Internet & Interactive Marketing
condor.depaul.edu/jmoore/mkt595/

Lessons From Games & Movies

What Do Students Want?

Convenience

Consistency

Course Completion

Expert

1. Lots of factual knowledge
2. Mental organization (retrieval and application)
3. Meta-cognition (“do I really understand?”)

Source: Carl Wieman (2007, September). WHY NOT TRY: A SCIENTIFIC APPROACH TO SCIENCE EDUCATION? Change, 39(5), 9-15.
Retrieved January 20, 2009, from ProQuest Education Journals database. (Document ID: 1364879141).

University Core Value

Certification
(Assessing Learning)

Environment
(a place in which learning
takes place)

Delivery

Synchronous

Asynchronous

Hybrid

Self-paced



STORY



Teach Your Course Like a Movie

Three-Act Structure



Focus/Setup
(Protagonist)



Apprehension
(Unexpected)



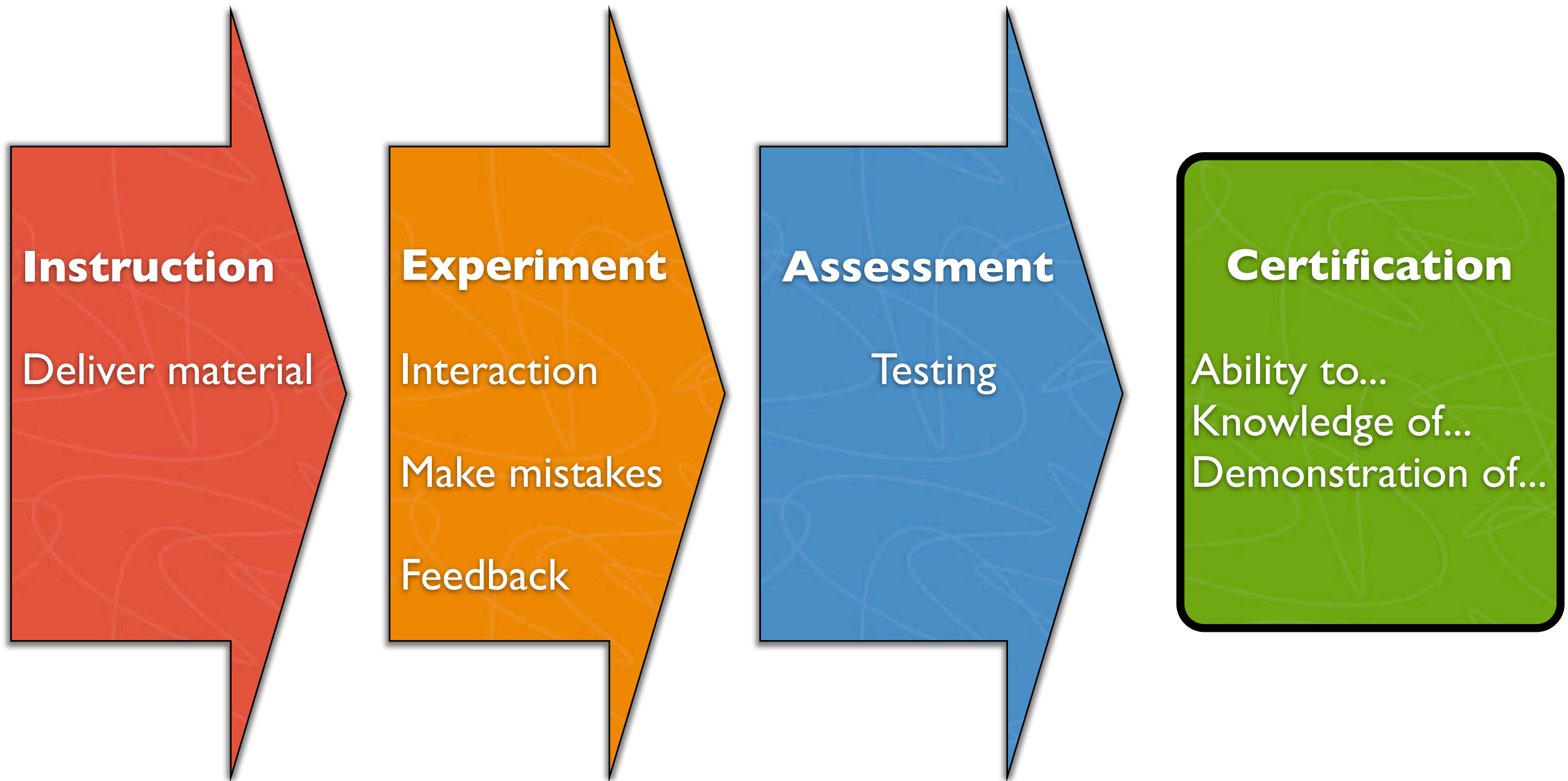
Resolution
(Understanding)

Actions - Reactions - Consequences

Plan Your Course Like a Movie



Start At The End



Syllabus



Suggestions

- Use simple active language
- Use bulleted lists and tables to structure content (particularly deliverables, grading structure and requirements)
- If you require or recommend a book, provide an image of the front cover
- Avoid long paragraphs and dense type
- Add a photo to go with your contact information
- Provide information on technical help

Lessons From Games



Project

Project Defined

Materials / Lectures

Exercises / Assignments

Project Due

I: A Quiet Place to Explore



Week 0

Profile

Discussion Introduction

Introductory Video

Sample Dropbox

2: Constraints



Weekly Structure

Week 0

Week 1

Week 2

...

Week 11

3: Mini-Bosses and End-of-Level Bosses




Sub-Tasks

Form Groups

Create Script

Create Test Video

Upload Test Video



Final
Project

4: Coins



Points

- Create groups: 20 points
- Create script: 100 points
- Create test video: 100 points
- Upload test video: 50 points

GAME OVER

Quizzes

- Points for taking a quiz, not the score
- Retake quiz until happy with score
- Take 6 highest score from 8 exercises

Best Practices: Rubric

Points	
3	Precise, well-reasoned response. Citation of source material (link). Supports position with factual information.
2	Offers relevant information. Makes note of outside source material.
1	Participates.

Five Points Per Discussion

Feedback & Review



“Jane made an excellent point...”

5: Narrative Structure



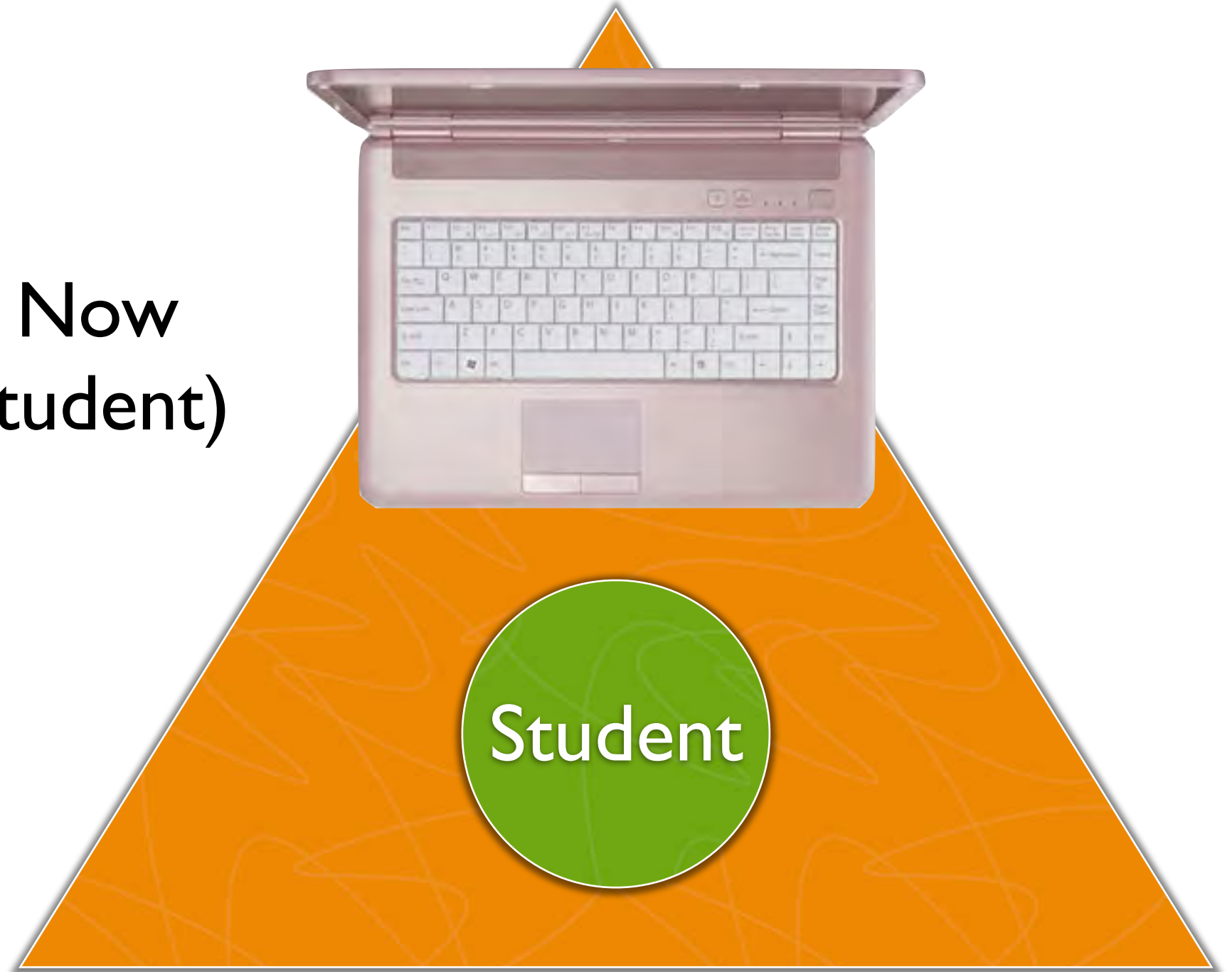


Secure Testing

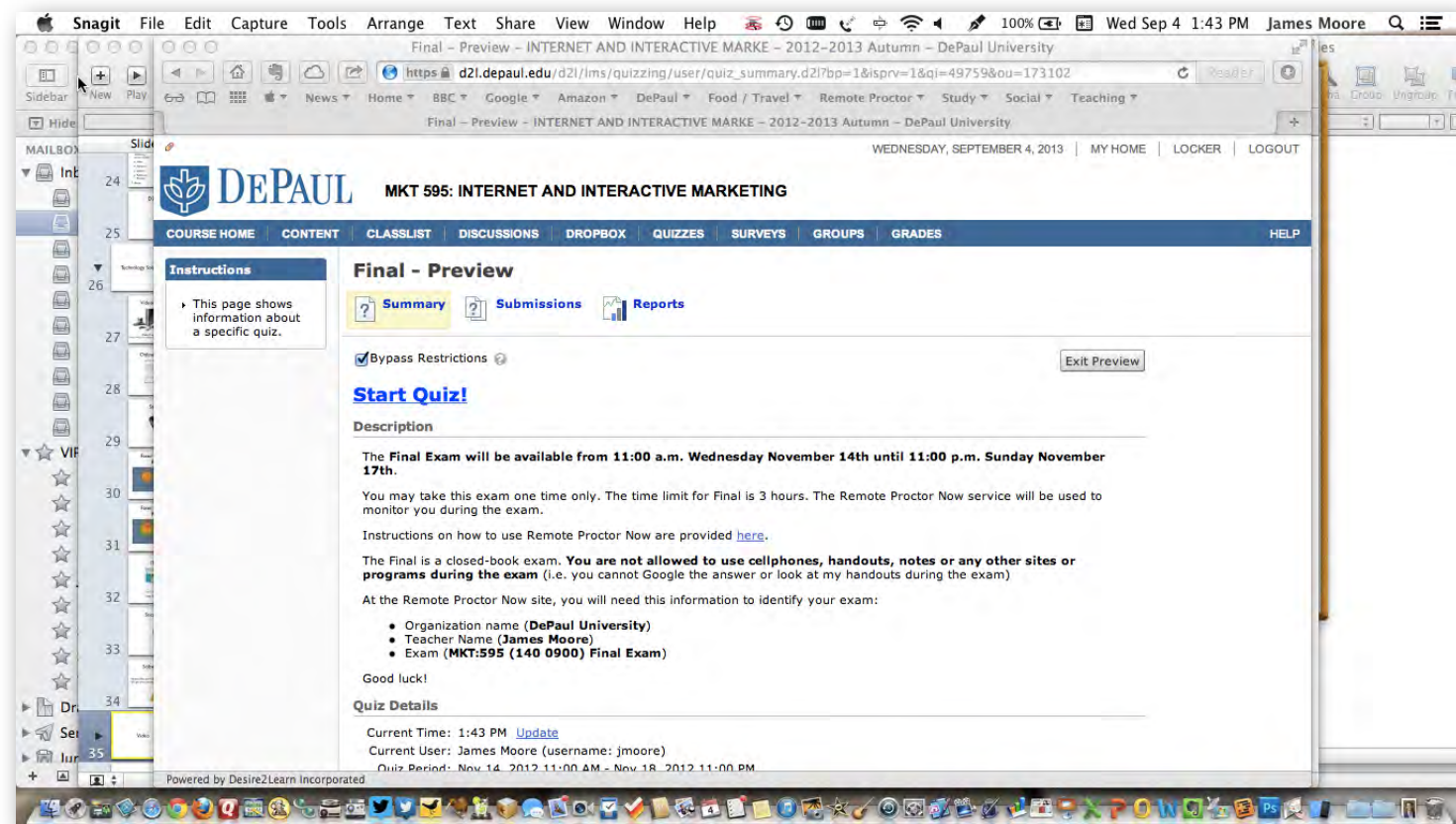


Software Secure

Remote Proctor Now
\$15 per exam (student)



Proctored Recording



Clean

Rules Violations

Suspicious

Remote Proctor Now Timeline

Week	Action Item
Before Course	Information posted in syllabus
Week 1	Exam reminder
Week 3	Practice exam (required)
Week 5	Midterm exam
Week 11	Final exam

Thanks!

Appendix

What Do Students Want?

Convenience

Consistency

Course Completion



What Does This Mean?

Convenience

Asynchronous

Online Exams / Proctor

Published Syllabus

Available Courses

Synchronous

Ohio Exam

No Syllabus

Limited Courses

Consistency

- Similar structure across courses
- Weekly / Modules vs. Study at own pace
- No surprises
- Intuitive

Start Here

Faculty Information

Syllabus

Schedule

Week I

⋮

Consistency

- Similar technology across courses
 - Video
 - Handouts
 - Quizzes
 - Publisher's Material
- Exams



Course Completion

Autumn

Course 1

Course 2

Winter

Course 3

Course 4

Spring

Course 5

Course 6

Autumn

Course 7

Course 8

Winter

Course 9

Course 10

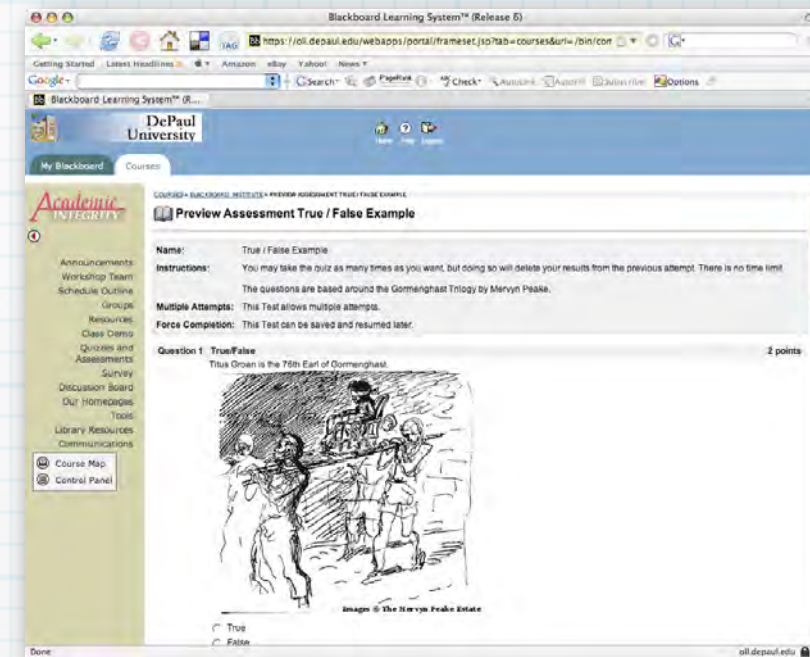
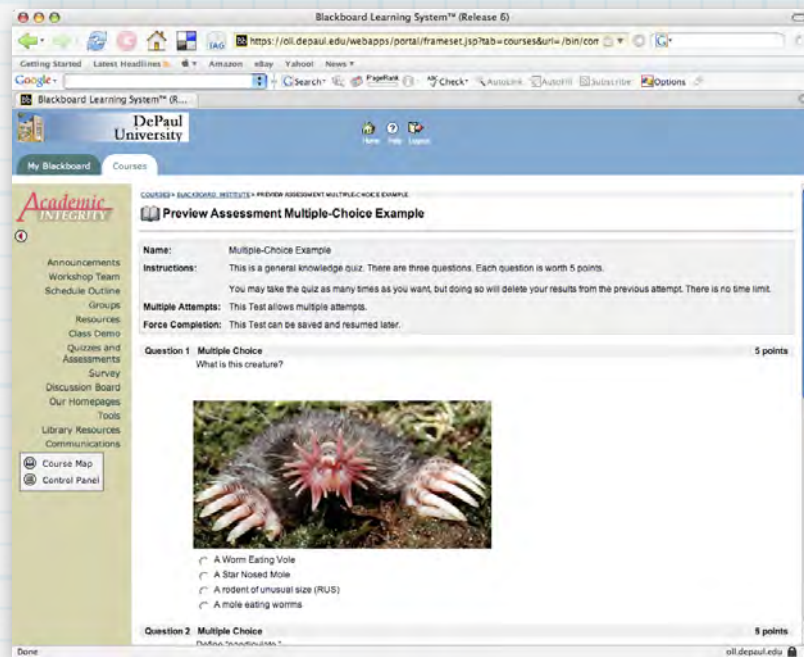
Spring

Course 11

Course 12

Assessment

Assessment Strategy



- ☒ Provide full feedback and links to resources
- ☒ Ungraded
 - ☒ Grade for participation
- ☒ Promote active learning (pre/post test)
- ☒ Allow for failure
- ☒ Mini surveys at every module

Mini Survey

- ☒ What did you enjoy?
- ☒ What didn't you enjoy?
- ☒ What didn't you understand?
- ☒ Is there anything you want to tell us?

Testing Options

- ☒ Multiple choice
 - ☒ True/false
 - ☒ Essay/short answer
 - ☒ Matching
 - ☒ Ordering
 - ☒ Fill in the blank
 - ☒ Multiple answers
-
- ☒ Assignments
 - ☒ Discussion Board (quality of contribution)
 - ☒ Survey

What To Use / What Not To Use



Multiple Choice

- ☒ Offer the most flexibility in terms of content.
- ☒ Construct questions with a single correct answer.
- ☒ Refrain from using the choices “all of the above” or “none of the above” (lazy).
- ☒ Avoid negative wording (especially double negatives).
- ☒ When item is controversial, indicate whose opinion is sought.
- ☒ Avoid irrelevant cues to correct answer (length, grammar).
- ☒ Items should test one central idea or concept.
- ☒ Present options in alphabetical or logical order.

Use It?

Yes!

True False

- ✓ Usually limited to fact recall (low level of cognitive ability) or logic.
- ✓ Students more likely answer "true" if they do not know the answer (60/40 rule).
- ✓ Large number of questions needed to provide reliable feedback.
- ✓ Keep statements short and simple.
- ✓ Use exact language.
- ✓ Avoid use of absolutes (easy to prove false).
- ✓ Avoid use of negatives (or double negatives).
- ✓ One strategy is to create a series of true statements and then convert some to false statements.

Use It?

Maybe

(limited use)

Essay / Short Answer

- ☒ Essays measure the student's ability to communicate effectively, not just their understanding of content.
- ☒ Easier (quicker) for instructor to create but harder and (more subjective) to grade.
- ☒ Requires model answer to grade effectively.
- ☒ Clearly define task, scope, and directions for a "good" answer:
 - ☒ How long or short an answer is sought?
 - ☒ Should they show their work?
 - ☒ Whose opinion do you want (book, lecture, their own)?

Use It?

Yes!

Matching

- ☒ Best used for testing knowledge level:
 - ☒ Term – Definition.
 - ☒ Cause – Effect.
 - ☒ Problem – Solution.
 - ☒ Symbol – Meaning.
- ☒ Keep each matching set short.
- ☒ Arrange responses in alphabetical or logical order.
- ☒ Reusing matching set will reduce guesses.
- ☒ Provide more answers than questions.
- ☒ Indicate basis for matching.
- ☒ Ensure only one correct answer.

Use It?

Maybe

Ordering

- ☒ Tests fact recall.
- ☒ Test knowledge of hierarchy / topology / sequencing.
- ☒ Keep options short.
- ☒ Arrange responses in alphabetical or logical order.

Use It?

Maybe

Fill In The Blank

- ☒ Best used for testing fact recall or application of knowledge.
- ☒ Anticipate alternative spelling and capitalization.
- ☒ May require manual review.

Use It?

Yes!

Multiple Answers

- ☒ A different (harder) form of multiple choice.
- ☒ Items should test one central idea or concept.
- ☒ Multiple answers must be clearly correct.

Use It?

Yes!

(if you have time....)