Assessing Student Performance in the Online Environment

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http://condor.depaul.edu/jmoore/FSB-Online/
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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
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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?")

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

SOME MEMORIES ARE BEST FORGOTTEN.
Start At The End

Instruction
Deliver material

Experiment
Interaction
Make mistakes
Feedback

Assessment
Testing

Certification
Ability to...
Knowledge of...
Demonstration of...
Syllabus

Syllabus - Fall 2010
James Moore
Version 7.1

www.depaul.edu/~jmoore/mkt595/
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
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

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Precise, well-reasoned response. Citation of source material (link). Supports position with factual information.</td>
</tr>
<tr>
<td>2</td>
<td>Offers relevant information. Makes note of outside source material.</td>
</tr>
<tr>
<td>1</td>
<td>Participates.</td>
</tr>
</tbody>
</table>

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
### Remote Proctor Now Timeline

<table>
<thead>
<tr>
<th>Week</th>
<th>Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Course</td>
<td>Information posted in syllabus</td>
</tr>
<tr>
<td>Week 1</td>
<td>Exam reminder</td>
</tr>
<tr>
<td>Week 3</td>
<td>Practice exam (required)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Midterm exam</td>
</tr>
<tr>
<td>Week 11</td>
<td>Final exam</td>
</tr>
</tbody>
</table>
Thanks!
Appendix
What Do Students Want?

Convenience

Consistency

Course Completion
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
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

![Image of a wrench]
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....)