# Assessment in a Blended Learning Environment

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# Session aims

- Examine principles of assessment design in a blended learning environment

- Examine two case studies (i) Oral Irish exams (ii) Alternative School Placement

- Reflect and rethink our own assessment approaches
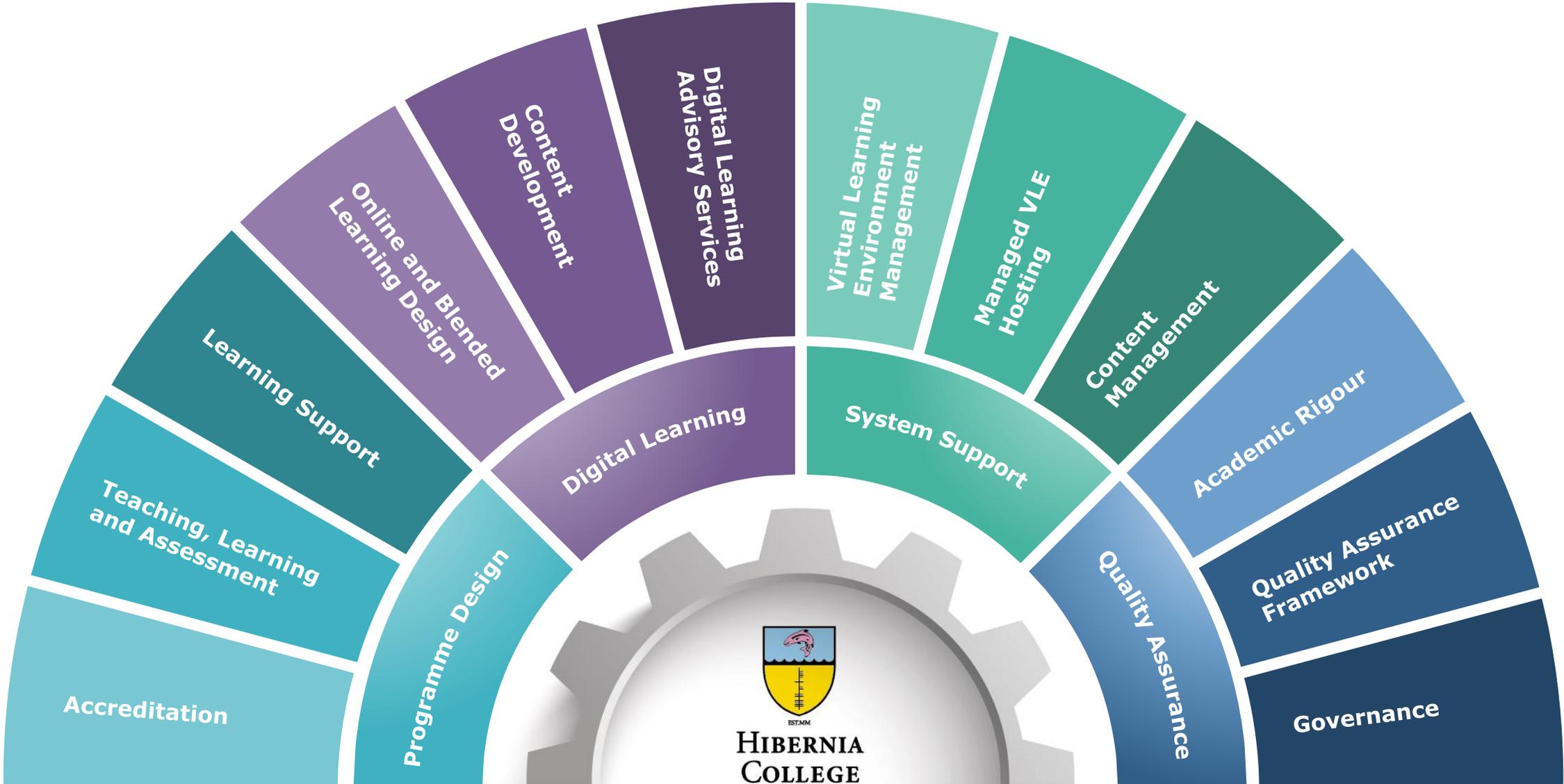
# Blended Learning

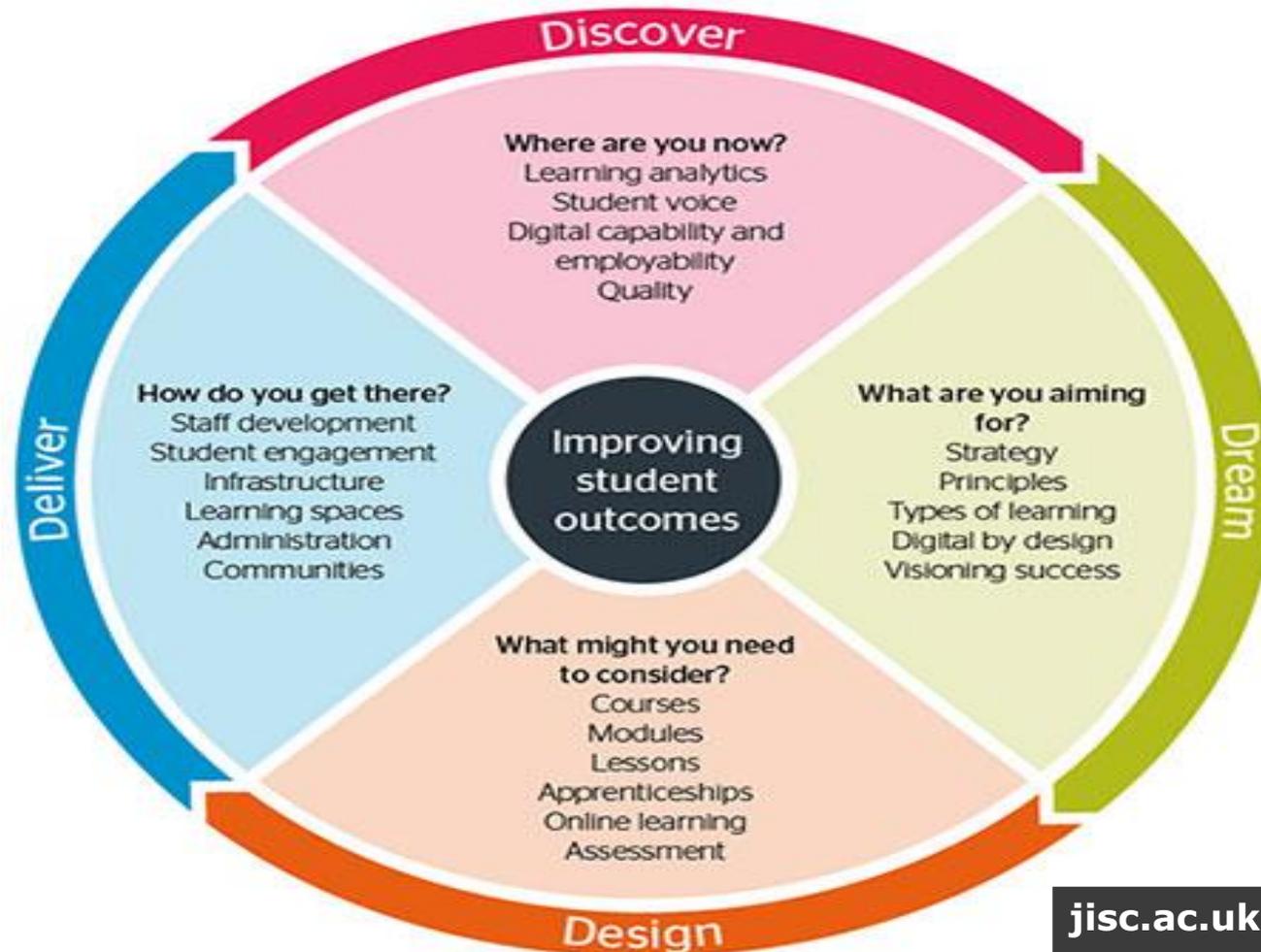**Face to Face Learning**

**Online Learning**

**Blended Learning**

Blended learning is often understood as the integration of traditional classroom forms and techniques with methods and models based on the implementation of digital technologies.

# Blended Learning Environment – a strategic approach

# Towards Improving student outcomes in the blended learning environment

ICT for Educational Assessment

Techniques:
- Multiple Choice
- Cross Word
- True Falls
- Dropdown
- Multi Select
- Drag n Drop
- Numerical
- Short Answer
- Cloze
- Matching
- Jigsaw
- Drag n Drop on Image
- Ordering
- Quiz

Authoring Tools (like): eXeLearning, Xerte, LAMS, Captivate

LMS has many: Blog, Wiki, Chat, Forum

Web 2.0 Tools can be: Blog, Wiki, Chat, Forum

Peer and Self Assessment:
- Teammates, Peerwise, SparkPlus (eg.)
- WebPA (eg)
- Rogo, Many
- Assessment Systems — dedicated — FOSS (eg Tao), Proprietary (are)

Accessibility features are: Font Size, Text to Speech, Equation, Graphics, Hot Text, Performance, Animated, Colour

Enhanced Question Types measure: Complex Competencies

Alternate Assessment — use of — Digital assistive Devices — Children with special needs

Advantages:
- Accessibility (increase)
- Ongoing Learning (increased)
- Enhanced Question Types (has / assess)
- Realtime Feedback (measure)
- Learner Ability and Knowledge (provides)
- Computer Adaptive Testing (Uses algorithm to) — adapt to — Learning Analytics — Data Mining
- Automated Interpretation (uses)
- Personalised Feedback (provide)

Embedded Assessment — assessment woven in learning — Future

Survey using: Survey Monkey, Polldaddy, Google Form, Lime Survey (eg.)

Graphic Organizer, Concept Map using: Padlet, Freeplane, Popplet, Goggle, Bubbl.Us, Mindmeister, Wisemap, Freemind, Answer Garden, GroupMap, Xmind, VUE

KoBo Toolbox (GIS based)

Flow Chart, Timelines, Polling Tools using

Online Assessment Tools using: Concept Map, Worksheet, Rubrics Generators, Quiz Tools, Brainstorm

Rubrics Generators eg.: Rubistar, HotPotato, Stormboard, ForAllRubrics

Interactive Board (Assess using)

Digital Devices: Mobile Apps, Response Systems, Clickers (performance)

Office Applications: Word Processor, Spreadsheet, Presentation
- Rubrics
- Worksheets
- Rating Scales
- Question Paper
- Analysis
- Quiz

Mobile Devices eg.: IOS, Android
- Socrative, Plickers, Kahoot (game based)
- Digital Recorder: Video, Audio (observe / analyse, interview / analyse)

Immersive Environment can be: Simulation, Virtual World, Augmented Reality, Immersive Games

Alternative Assessment: Performance Assessment, E-Portfolio (eg Mahara)
- Quiz, Grade Sheet, Reports, Portfolio

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# Key questions to consider

- What are your institution's strategic aims for learning, teaching and assessment?

- What points for improvement have been identified in programme/module reviews or external inspection reports?

- What learning outcomes are you trying to achieve?

- In what context will the learning take place?

- What technologies are available to enhance learning?

- What support do you need?

- What do you already do well?

# Key principles of assessment

## What is Assessment?

**Assessment is more than grades**

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**Assessment is feedback for both instructors and students**

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**Assessment drives student learning.**

Assessment is a mechanism for providing instructors with data for improving their teaching methods and for guiding and motivating students to be actively involved in their own learning.

Assessment gives feedback to both teachers and students not only at the end of the course, but also *throughout the course.*

It should also assist our students in diagnosing their own learning.

Such feedback can positively influence what our students learn because assessment drives student learning.

The assessment method that we use on our students will give them the idea of what is important to learn in the subject. If we use assessment methods that are only factual and knowledge-based, we might be promoting 'superficial learning'. In order to avoid this, we need to set our course goals. These goals are the primary reason why we do asssessments.

Principles and Methods of Assessment. (2015). *Principles and Methods of Assessment*. [online] Available at: https://abdao.wordpress.com/ [Accessed 20 Apr. 2018].

# Designing Assessments

- Make assessment more engaging by incorporating activities based on peer assessment

- Make assessment more varied and inclusive by allowing students to draw on their personal experience and provide choice over topics, format and timing of assignments

- Provide opportunities for self-assessment

- Build in reflective tasks to help students evaluate their progress towards learning goals

## Delivering

- Professional Development for Faculty

- Responding to students feedback

- IT Infrastructure

- Quality Assurance Frameworks

- Student Feedback

# Some final thoughts……………

- A quality student experience occurs when there is coherence and alignment between the technology, learning objectives, teaching and learning activities, and assessment demands of a course.

  Effective practice in blended learning requires selecting the most appropriate tools for the purpose

  The adoption of blended learning should exploit the capacity of technology to promote active and participative learning

  Ongoing review and evaluation is vital to uphold quality and standards