

Authentic Assessments: Online delivery

This resource provides ideas for moving assessments from the face to face classroom to the online environment.

Reminders:

- These are general guidelines. Please check with your colleagues, and consider your context and learners, in addition to considering the digital alternatives recommended below.
 - Keep it simple
 - Try to create something similar or equivalent to authentic assessments used in the face to face setting
 - Stick to measuring course learning outcomes
- Additional D2L resources and instructions are available at: <https://bowvalleycollege.ca/teaching-and-research/research-and-innovation/teaching-at-bow-valley-college/training-and-development/brightspace-by-d2l-resources>.

Face-to-Face Assessment	Online Equivalent
Paper Exam – M/C, T/F, Matching, Short Answer	<ul style="list-style-type: none"> • M/C or T/F or Short Answer used within D2L quiz feature: randomized, drawing from a pool of questions, time-sensitive (so learners are required to derive answers from previous learning), written synchronously as a class <ul style="list-style-type: none"> ○ Use existing textbook resources for question banks, where possible (Examview, Testgen, Word Questions imported to D2L with Respondus) • Alternatives: <ul style="list-style-type: none"> ○ Open-book ○ Learners create “cheat-sheet” or one page of resources compiled as a group (using D2L Discussion Groups), which can be used during the exam ○ Learner designed questions: instead of completing a M/C exam, learners create exam questions based on criteria
Paper Exam - Long Answer	<ul style="list-style-type: none"> • Use D2L quiz feature: random selection, drawn from a pool of questions, timed, synchronous/scheduled • Alternatives: <ul style="list-style-type: none"> ○ Dropbox project, (case studies, scenarios) ○ Learning Journals, biography of learning, guided reflection
Presentations	<ul style="list-style-type: none"> • Video Response in MS Teams/Adobe Connect • Learners create Voiceover PPT or a video (using their mobile phones) and upload to YouTube or use Bongo (D2L) • Create presentation groups in D2L discussion forums • Develop a document live – group presentation (Google Docs, MS Teams, Wiki)

Demonstrations	<ul style="list-style-type: none"> • Video record of demonstration and submit to D2L • Live demonstration in MS Teams/Adobe Connect • Alternatives: <ul style="list-style-type: none"> ◦ Have learners write a scenario or respond to a scenario provided by instructor
Classroom Discussion	<ul style="list-style-type: none"> • Online discussions are often used to increase learner engagement and collaboration; as well, they can also be used as assessments. • Consider the learning outcomes to be assessed and the context of your learner; create discussions that prompt learners to show what they know in order that you can fairly assess what they post. • Ensure your instructions and criteria are very clear; student should know what you are expecting them to contribute (provide a rubric with grading criteria)
Lab Exams – hands-on/face to face	<ul style="list-style-type: none"> • Recorded demonstrations/role-play (take a picture, use mobile phone to record, use MS Teams), uploaded to Dropbox • Simulated labs (publisher's software) • Real-time instructor-led interviews (MS Teams)

For further discussion please contact the Teaching & Learning Enhancement department at t1e@bowvalleycollege.ca.