

Webinar Series on Remote Learning

TITLE

Best Practices for Online Grading and Assessment

BRIEF SYNOPSIS

Online learning doesn't just change how we approach content delivery and how students engage in learning. To be effective, we also have to adapt our approach to assessment. In this webinar we will consider a variety of best practices for online grading and assessment, including:

- Online activities and assessment techniques
- Individual assignments and team projects
- Formative assessments and summative assessments

SPEAKER

Michael Soltys

SPEAKER BIO:

Dave Braunschweig has more than twenty-five years of experience as an independent certified technical trainer and professor of Computer Information Systems at Harper College. His credentials include a master's degree in Information Systems Management, a graduate-level Master Online Teacher certificate, CompTIA Certified Technical Trainer (CTT+), and more than sixty computer industry certifications. Dave has a passion for open education and has published fourteen open educational resource learning guides, several open guides on best practices for online learning, and has co-authored an open textbook on programming fundamentals. He teaches an open course on open educational practices and is a frequent contributor on Wikiversity. Dave focuses his presentations on combining technical skills with real-world applications, so that participants are able to directly relate to and apply what they are learning.

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DURATION

52 min 10 sec

TIMESTAMPS

[0:00](#) – Speaker Introduction

[1:56](#) – Section 1: Assessment Overview

[2:26](#) – What is assessment?

[3:11](#) – Assessment planning

[4:15](#) – Outcomes

[5:25](#) – Assessment Types

[6:29](#) – Section 1: Takeaways

[7:04](#) – Section 2: Online Activities and
Assessment

[7:09](#) – How is online learning different?

[9:08](#) – Online Activities

[21:58](#) – Quizzes and Exams

[28:56](#) – Section 2: Takeaways

[29:31](#) – Section 3: Team Project Benefits

[30:50](#) – Team Project Best Practices

[35:23](#) – Team Project Rubric

[37:32](#) – Section 3: Takeaways

To access a downloadable version of this content, click [here](#).

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Q&A with Dave Braunschweig:

Q: What is Bloom's Taxonomy?

A: Bloom's taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. The three lists cover the learning objectives in cognitive, affective and sensory domains.

Q: Can you post the example for the ABCD outcome?

A: C) After completing this lesson A) students will be able to B) create a web page D) with no W3C validation errors.

Q: What is meant by Col?

A: Col? Community of Inquiry

Q: When you say "require participation in discussion boards", how do you actually "require" it? How do you assess it?

A: Discussion participation is 20% of their overall grade. I review all discussion board posts weekly, and sort by author. I then count the posts and look for questions, responses, recommendations, and a learning summary. If they have all that and participated at least three days each week, they earn full credit.

Q: What platform would you recommend for creating a social environment?

A: First, I'd say social can be both synchronous and asynchronous. I'm more focused on the asynchronous aspect and getting students to interact with each other through the discussion board. Second, you can do small groups or similar activities. We're fortunate to have an LMS that will do this (Blackboard), but when students do groups on their own, I let them pick the technology they are comfortable with.

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Q: When you talk about drafts and quick response, how can you apply this method if you have around 200 students or more, and 4 different subjects?

A: I have about 100 students in six different courses. I grade daily first thing Monday through Friday, and I check the grade book and grade anything late on the weekends. It is work, but it's also effective. If the grading becomes excessive, think about ways that students could grade or at least review each other's' work. If that's not possible, consider adjusting the assignments so that it is possible. Formative assessments need to be formative, so they shouldn't significantly impact grade. If they don't impact grade, you don't need to worry about cheating.

Q: What is the typical number of students in a course? I have no assistants so have to do all my own marking.

A: In my experience, discussion is better when you don't exceed 20 students. If you go much beyond 25 or 30, create groups and split up the communication so you have smaller groupings, perhaps 10 to no more than 20. I personally use custom software I wrote to do the actual grading of discussions. I can share that software, but it only works in Blackboard LMS.

Q: What is the actual benefit of using proctoring software?

A: Proctoring software helps keep students honest. It keeps them from looking up answers while they complete the exam, or having a friend help them complete the exam.

Q: What about students who won't participate in discussion board activities?

A: Students are graded based on their effort to make it possible for everyone else to participate. They won't earn a good grade if they don't at least support the other student. It's very likely the other student won't do their share, and won't earn a good grade themselves, but as long as each student is supported for their individual efforts, they deal with it.

Q: What LMS works best for rural students?

A: There are many Learning Management Systems available, you should select one based on your own school's needs.

Q: How do you structure the learning summary? Is it a separate discussion board and do they need to respond to each other?

A: Yes, learning summaries are a separate discussion thread. I do weekly forums, and then just have separate threads in that forum.

RESOURCES

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[ABCD Method](#) - Learning Outcome Statements can be written using the ABCD (audience, behavior, condition, and degree) method.

[Assessment Strategies for Online Learning](#) – Assessment Strategies for Online learning explores assessment that engages learners and authentically evaluates education.

[AWS Educate](#) - Through AWS Educate, students and educators have access to content and programs developed to skill up for cloud careers in growing fields.

[AWS Educate Office Hours for Educators and Students](#) – Webinars, office hours, and training sessions for educators and students

[Bloom's Taxonomy](#) - Bloom's taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity.

[Community of Inquiry](#) - Community of Inquiry - An educational community of inquiry is a group of individuals who collaboratively engage in purposeful critical discourse and reflection to construct personal meaning and confirm mutual understanding.