Magna2 MinuteMentor

How Can I Adapt 5 Popular Classroom Assessment Techniques (CATs) to the Online Classroom?

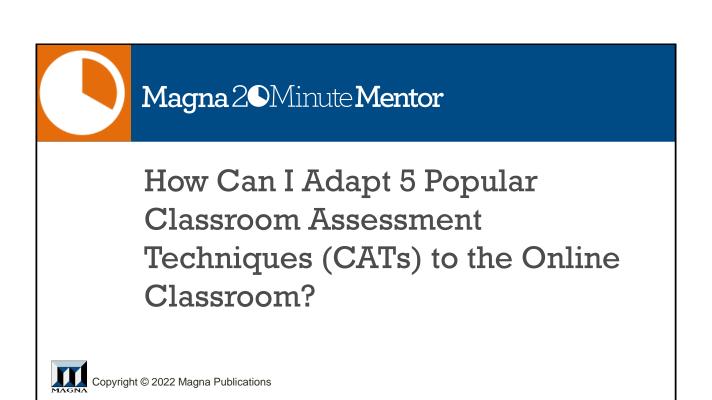
Presented by: Stephanie Delaney, JD, PhD Vice President, Renton Technical College

Stephanie Delaney is the vice president of instruction at Renton Technical College and is a certified executive coach focused on facilitating institutional equity change. Delaney has a strong background in eLearning and has spoken nationally on issues related to leadership, technology, and effective online teaching and learning.



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Presenter

Stephanie Delaney, JD, PhD Vice President of Instruction

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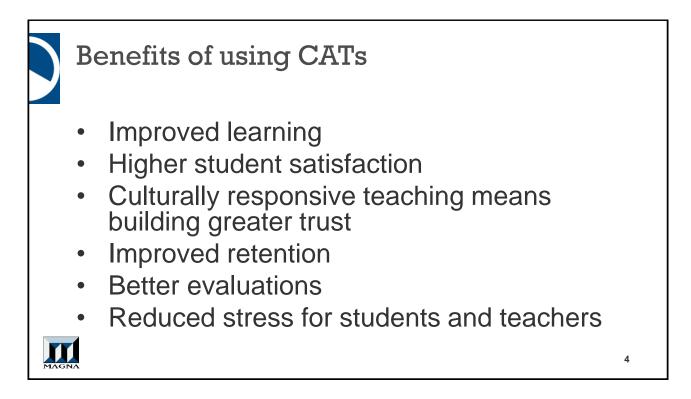


CATs defined



- Learner-centered approach to determining what students have learned
- Ongoing
- Formative





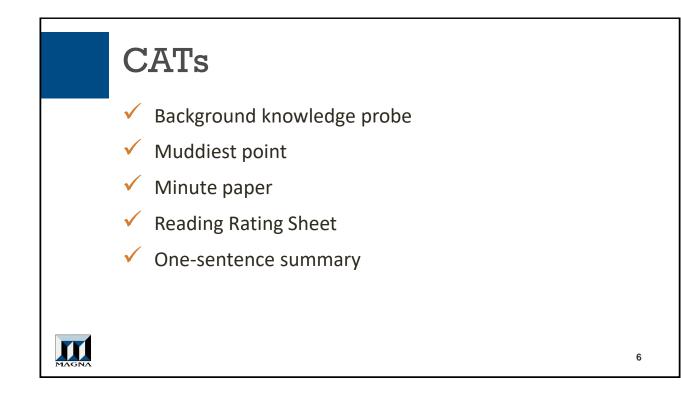


Challenges of using CATs

- Takes some class time
- Class may not be flexible enough to make changes
- Instructor may not know how to address student concerns

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Background knowledge probe

- Good for assessing prior knowledge, recall, or understanding
- Short, simple questionnaire
- Use survey feature, learning journal, or private discussion boards
- Outside LMS try Google Forms or similar





Muddiest point

- Ask: What was the muddlest point?
- Have a strategy for responding to confusing points and communicate the plan to students
 - Offer supplemental materials to clarify
- In LMS use survey or discussion board; outside LMS try Google Forms or Survey Monkey



Minute paper

Ask students to respond to two questions in one minute:

- What was the most important thing you learned today in class?
- What question remains unanswered?





Minute paper (continued)

- Use LMS anonymous survey tool, Google Forms, Poll Anywhere
- Clarify confusion with quick video tutorial, posting optional materials to read/watch or featuring student model work





Reading Response sheet

- Provides faculty with feedback on effectiveness of assigned readings
- Good in classes with multiple assigned readings which faculty have some choice in selecting
- Post first discussion board, survey



One-sentence summary

- Student writes an answer to "Who does What to Whom, When, Where, How and Why?
- Good for assessing critical and creative thinking
- Anonymous survey tool or learning journal
- Respond first discussion board with no or limited responses



