

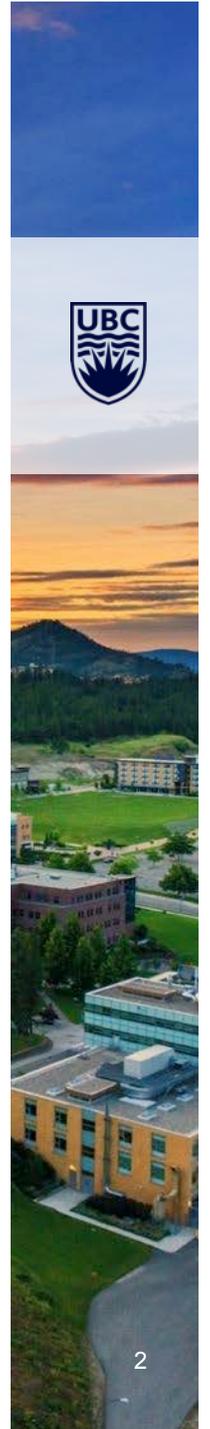
# **KEEPING THE INTEGRITY: LANGUAGE ASSESSMENTS FOR ONLINE LEARNING ENVIRONMENTS**

A Webinar with Brianne Orr-Álvarez and Qian Wang

**THURSDAY, 10:30-11:30 AM JUNE 11TH, 2020**

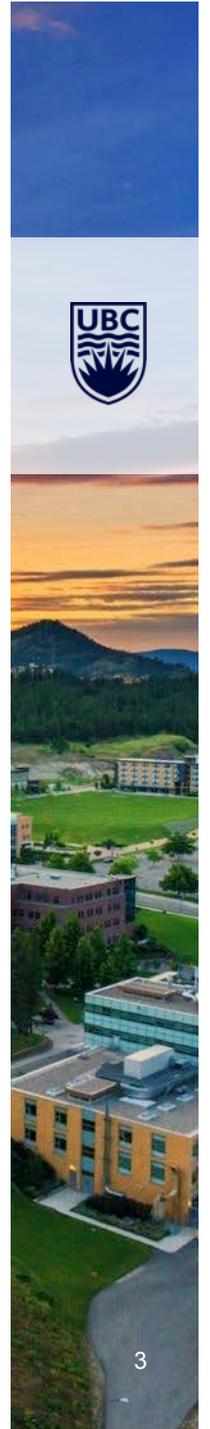
# WELCOME

- Introduction
- Speaker presentation
- Q&A discussion



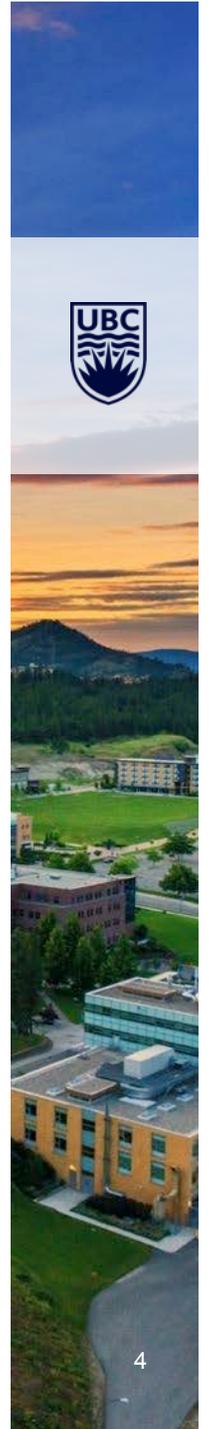
# INTRODUCTION

- This is part of the June series on online language teaching panels and webinars. Additional details posted on <https://isitworkshops.arts.ubc.ca>.
- This session will be **recorded** and uploaded to the ISIT website.
- Please share any questions on <https://app.sli.do/event/gvm3ayfy> and vote on the ones you want answered during the Q&A. Use “**@All**” or “**@Name**” to indicate who your question is for.
- During the **Q&A discussion**, please be mindful of any private information and anonymize personal details about specific students.
- Your **video streams** and **audio** have been disabled to help with bandwidth.



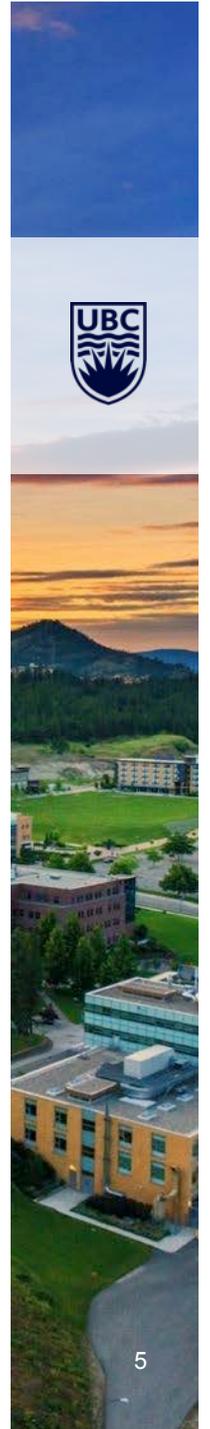
# PRESENTERS

- Brianne Orr-Álvarez (FHIS) and Qian Wang (ASIA)



# OUTLINE OF SESSION

- I. *Warm-up*: What are we working with? Where do we stand?
- II. *Transitioning online*: Experiences and Considerations
- III. *Keeping the Integrity*: Frameworks, Best practices and examples for assessing language learning in the online classroom
- IV. Putting Integrity into Practice: Examples of Language Assessments Adapted to an Online Environment
- V. *Q&A* and discussion



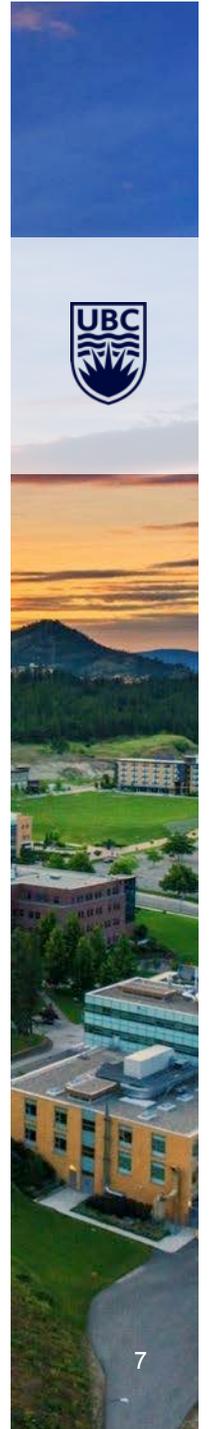
# WARM-UP



## WARM-UP: WHAT DO YOU THINK?

- 1. What are some ways in which you typically assess student learning in face-to-face language learning environments? (Poll results)
  - a. quiz/high-stake exam; (8/13)
  - b. group project; (2/13)
  - c. writing/reading assignment; (1/13)
  - d. weekly homework; (1/13)
  - e. oral exams (1/13)

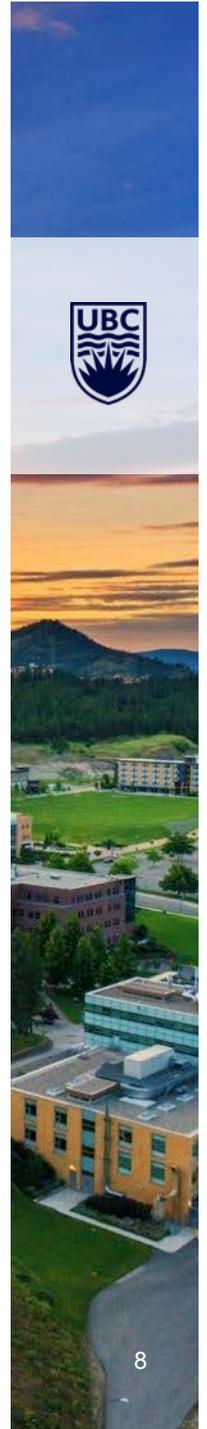
*Other: leave comments in chat*



## WARM-UP: WHAT DO YOU THINK?

- 2. What changes did you make to assessments after we transitioned to online teaching? (Poll results)
  - a. Moved quiz/exam/submission to online (4/11)
  - b. Redistributed percentage of different assessments (5/11)
  - c. Increased the frequencies of assessment tasks (0/11)
  - d. Changed some summative assessments to formative (1/11)
  - e. Designed new assessment tasks (1/11)

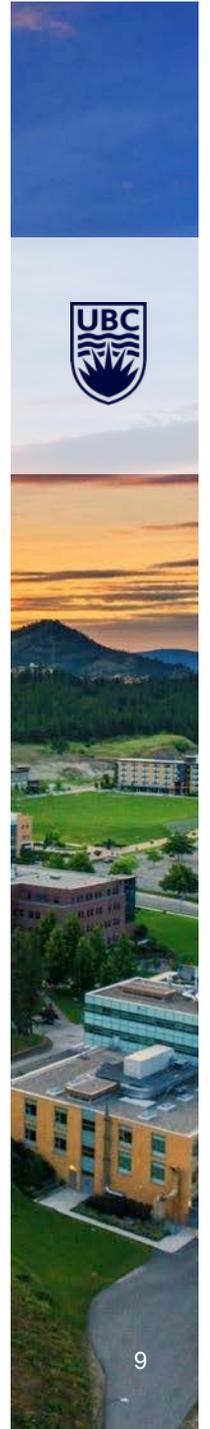
*Other: reduced # of assessment tasks*



## WARM-UP: WHAT DO YOU THINK?

- 3. What is/are your biggest concern(s) in language assessment after transitioning to online language learning?
  - a. to prevent cheating in quiz/exam (7/12)
  - b. to prevent plagiarism in writing (0/12)
  - c. to ensure that learning objectives are achieved (2/12)
  - d. to collect/show evidence of student learning (3/12)
  - e. technology (0/12)

*Other: leave comments in chat*



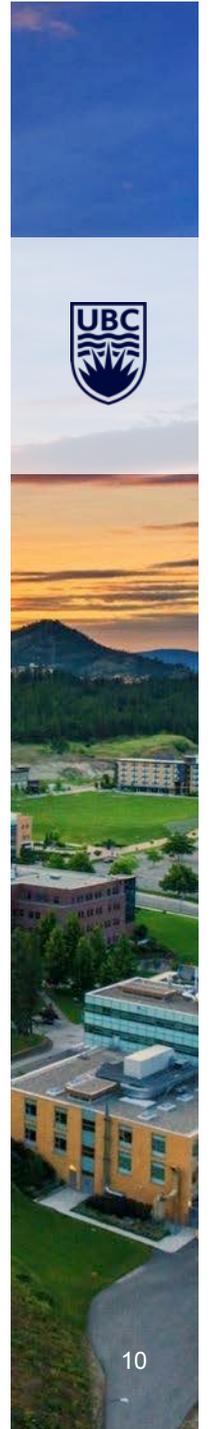
## What have we learnt from each other in warm-up questions?

- 1. WHAT? We share some common traditional assessment tasks in a traditional face-to-face classroom. Some can still be used for online teaching and some can be changed.
- 2. HOW? There are different ways to change assessments in online teaching. Format, Percentage, Frequency, Formative/Summative.
- 3. WHY? Preventive and Instructive

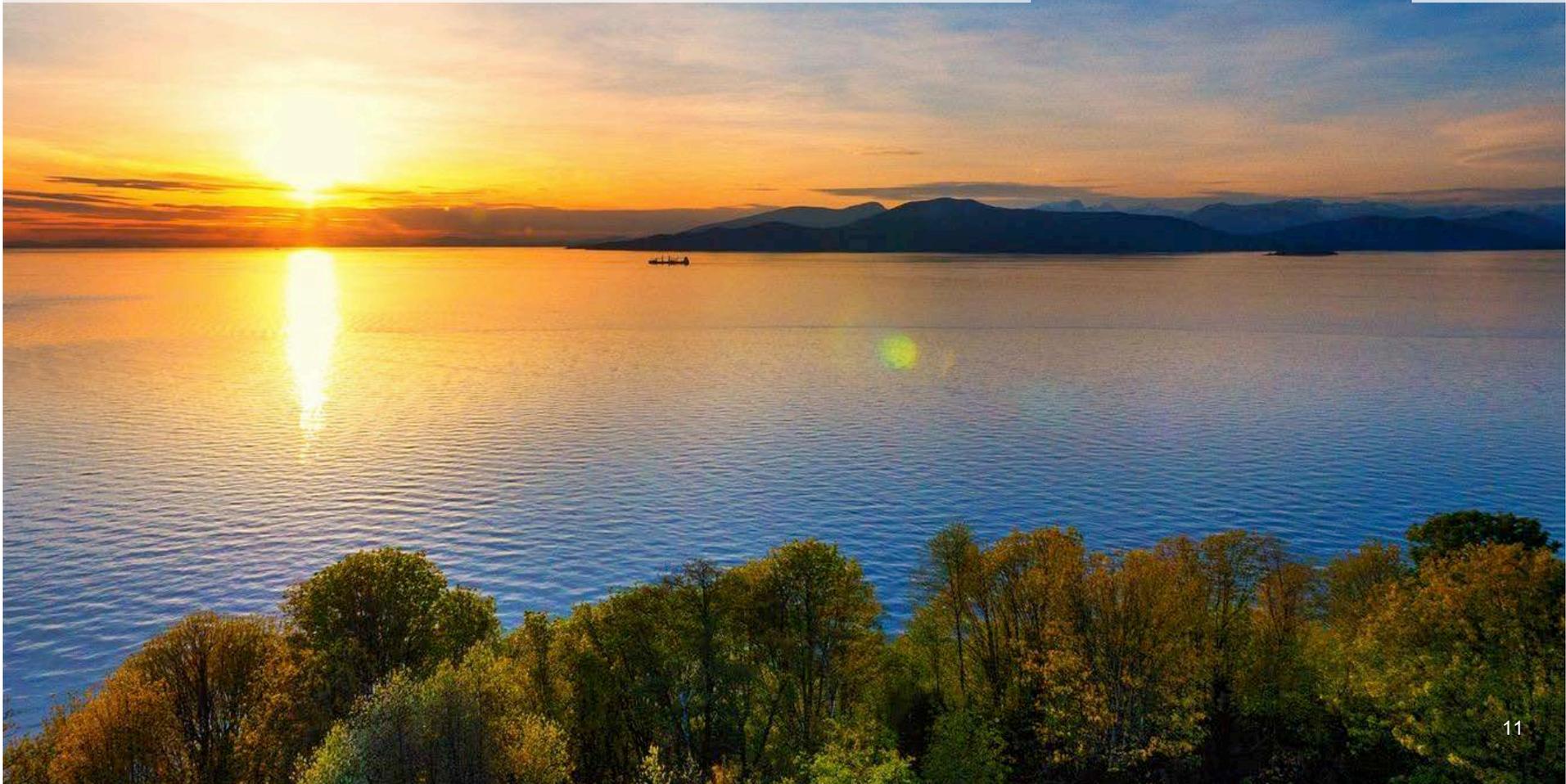
*Should your approach to assessment design shift for the online environment?*

*If so, how?*

*What is the definition of integrity in your assessment?*



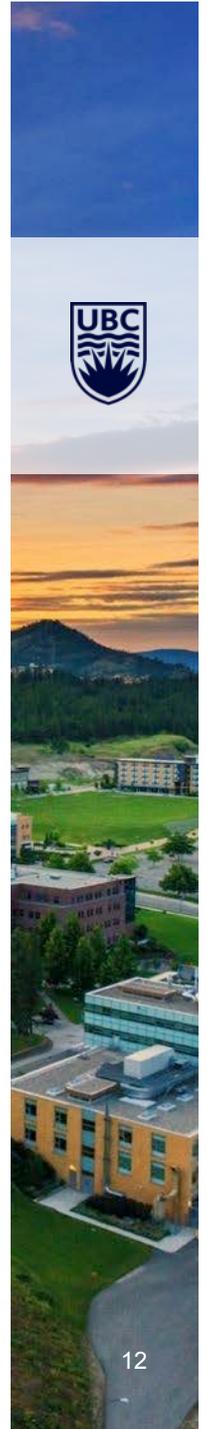
***TRANSITIONING ONLINE:* KEY EXPERIENCES AND  
CONSIDERATIONS FOR INSTRUCTIONAL AND  
ASSESSMENT DESIGN**



# DESIGNING ASSESSMENTS FOR THE ONLINE ENVIRONMENT

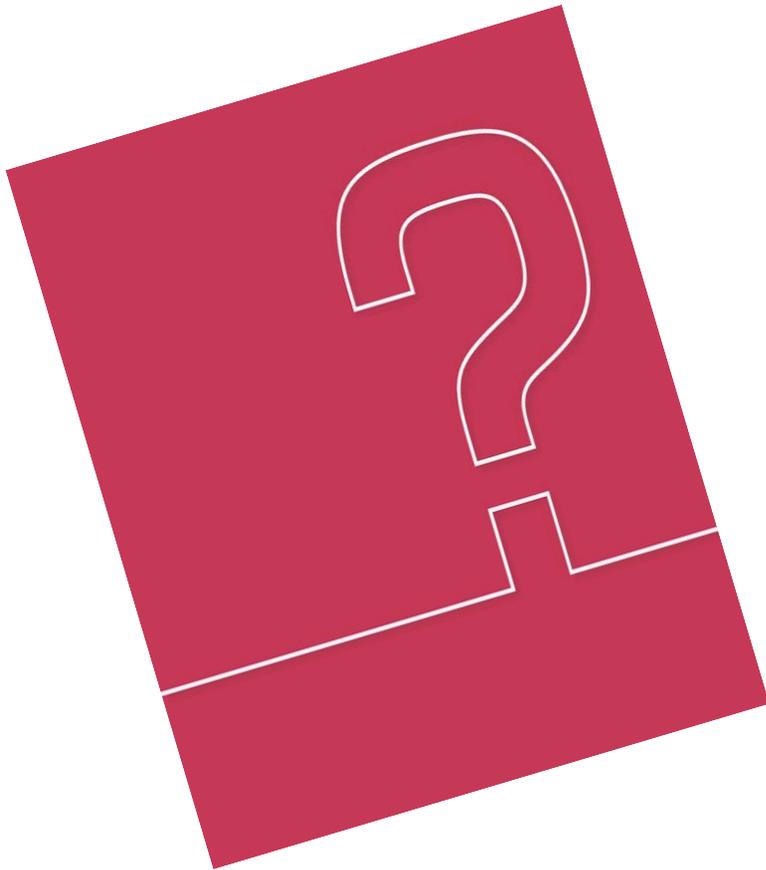
“Assessment is [...] often the “tack-on” in the course design. Once we move into the online context, what we often see is a holus-bolus import of the face-to-face version of the course to the online medium. This, as a basic premise, is a bad idea for many reasons, but the assessment piece will also suffer because (*regardless of its initial quality*) it has not taken advantage of the opportunity to become something better.”

Interview with Dianne Conrad and Jason Openo, authors of [Assessment Strategies for Online Learning: Engagement and Authenticity](#). (2018).



# *Keeping the Integrity*

## Questions to Consider



- What are we assessing? Why? Do students have a say in what/how we evaluate their performance?
- What student work will provide the best possible evidence that learning has taken place?
- Will prior and experiential learning be considered? How?
- What is the role of “traditional” integrated assessments in the online environment? How can they be adapted (or should they?) to fit the new dynamic?
- What tools (*pedagogical and technological*) are available that offer new alternatives for assessment/evaluation?
- What is the role of “community” in course goals and assessments?
- What does the post-assessment process look like (feedback/peer and self reflection)?

***PUTTING INTEGRITY INTO PRACTICE:  
EXAMPLES OF ASSESSMENTS FOR  
ONLINE ENVIRONMENTS***



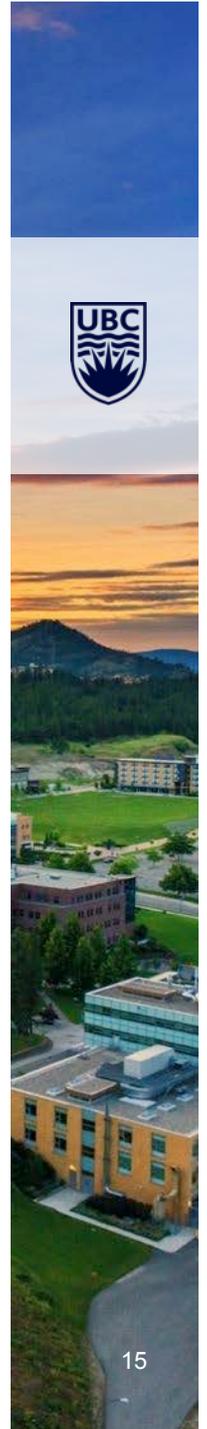
# What is the role of “traditional” integrated assessments in the online environment? How can they be adapted (or should they?) to fit the new dynamic?

## Quizzes and Exams

- *What we typically do:* quizzes and exams percentage-wise, the most significant assessments

## Realities to consider for online environment:

- **Technological considerations:**
  - Lockdown Browsers/Proctorio: do not reflect values of trust or community and are typically not framed properly (what do these demonstrate about student-learning?)
- **Pedagogical considerations:**
  - Instructors using exams to avoid “cheating” instead of addressing core learning outcomes.
  - Can we collect evidence of learning in other ways? E.g. Using quizzes/exams for lower-stakes “check-ins” and asynchronous work



# What tools (pedagogical/technological) are available that offer new ways of assessing learning?

## The ePortfolio

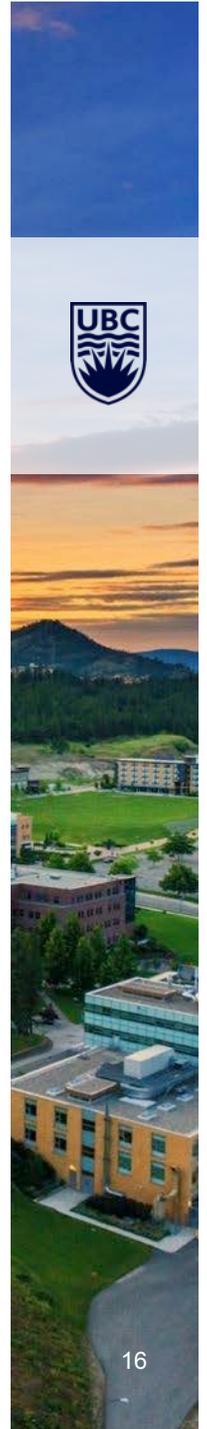
An **ePortfolio** is a personalized, integrated assessment that represents how students showcase, approach, and think through their language and intercultural learning **process** and how they make **progress** over time and even across programs.

## Benefits

- Scaffolded, purposeful, flexible, personalizable
- Promotes through practice and reflection academic integrity guidelines and practices
- Encourages authenticity, agency, and autonomy in learning
- High expectations, centered on tasks and skills relevant for any professional pathway (rather than on grades)

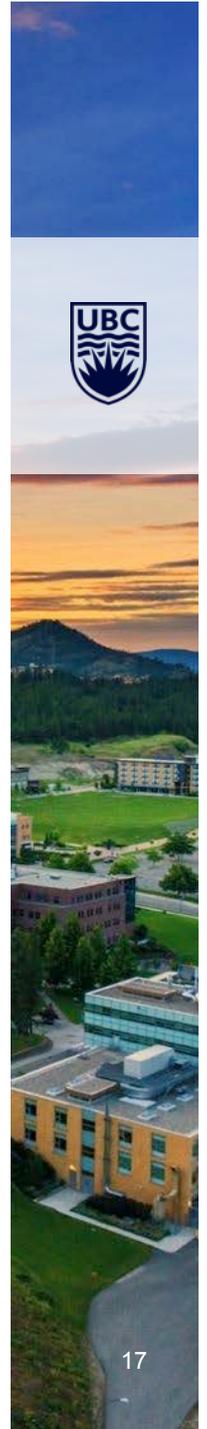
Suggested platform: <https://ubcarts.ca>

[UBC Arts ePortfolio](#): “Make it. Discuss it. Write it. Explore it. Show it.”



# Q&A DISCUSSION

- **To participate:**
  - Go to <https://app.sli.do/event/gvm3ayfy> and submit your questions or vote on existing ones.
  - Use the built-in chat if you would like to share comments or resources.
- **Reminder: This session is being recorded.**
  - Please anonymize any student information in your discussion.
  - If you have any questions that cannot be anonymized, please email us at [arts.helpdesk@ubc.ca](mailto:arts.helpdesk@ubc.ca) and we will follow-up with you.



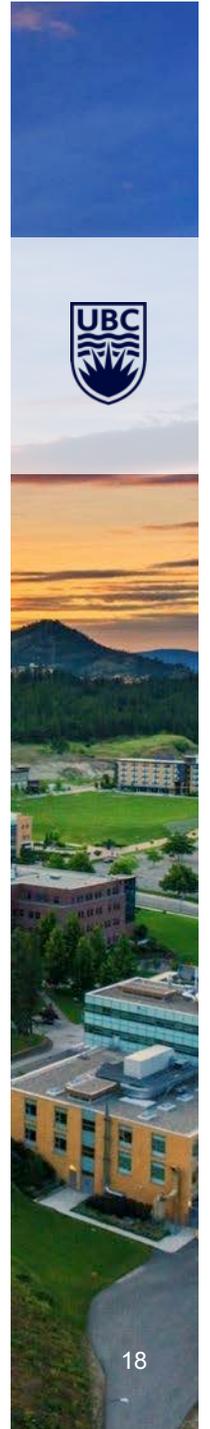
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