A hybrid course on assessment: Using Canvas and data analytics to respond to the needs of a diverse student population

Dr. Shawna Faber, Dr. Louai Rahal

Overview of Outcomes

- 18 asynchronous (reusable) online modules on assessment in the classroom.
- A repository of more than 1000 assessment resources.
- A module on copyrights for students to understand how to legally use (copy, distribute) the resources in the repository.
- Five personas that represent five categories of teacher candidates.

Asynchronous Online Modules on Assessment

The modules are structured based on best practices in instructional design. Most of the modules included the following:

- Learning outcomes page
- Diagnostic assessment
- A formative assessment activity with instant feedback
- A discussion activity with a specific prompt
- A resources/examples page

The course also included:

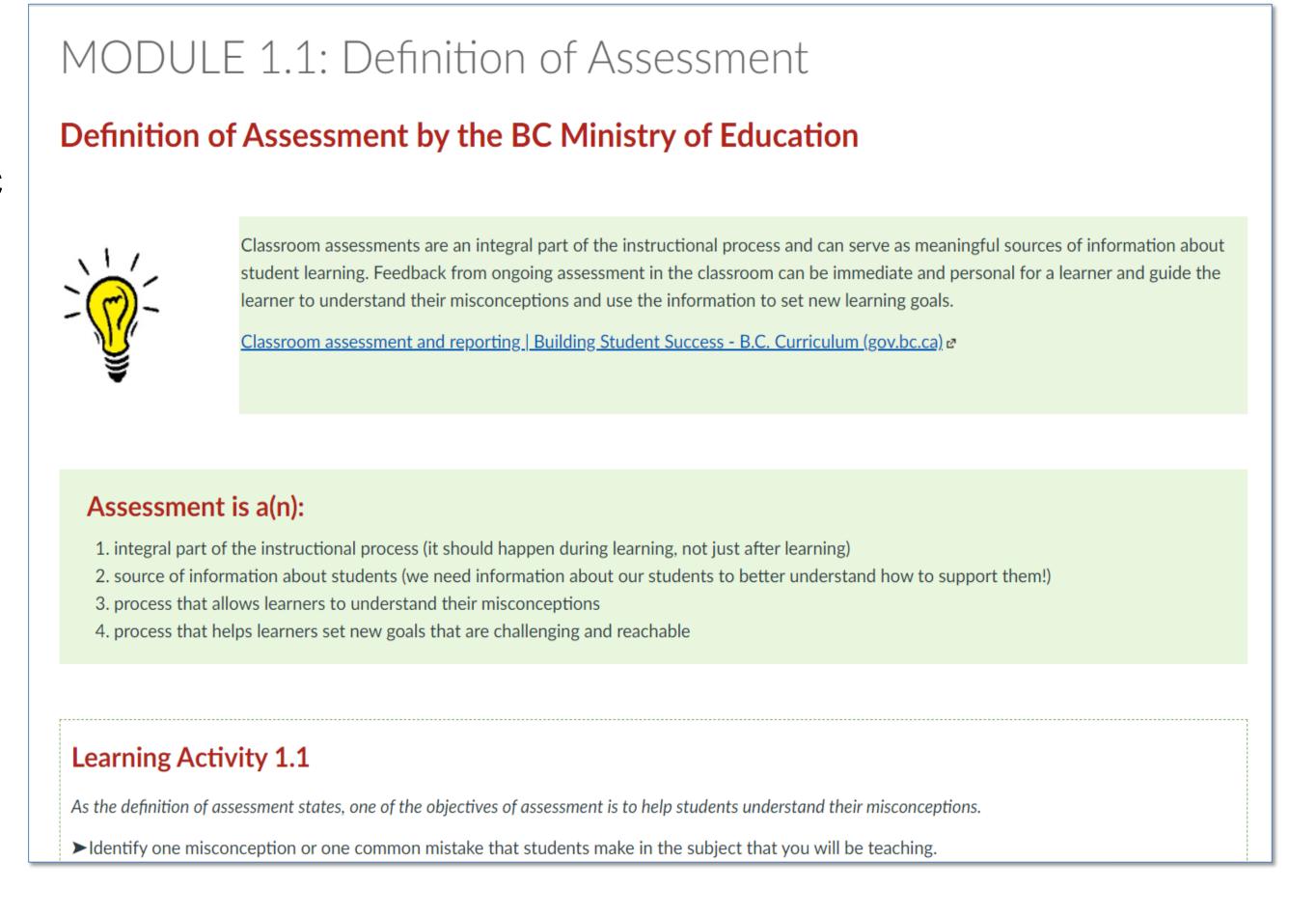- Three scaffolded assignments that integrate peer assessment.

Online Repository of Assessment Tools

To support teacher candidates in preparing for their practicum and their careers, a repository of assessment tools was developed. The repository included: exams, quizzes, authentic assessments, and lesson plans that integrate assessment.

Sources of the items in our repository:

-Assessment tools from the Public Domain
-Assessment tools licensed under Creative Commons -Copyrighted assessment tools for which we received permission to copy and re-distribute

Screenshot from Module 1

MODULE 1.1: Definition of Assessment

Definition of Assessment by the BC Ministry of Education

Classroom assessments are an integral part of the instructional process and can serve as meaningful sources of information about student learning. Feedback from ongoing assessment in the classroom can be immediate and personal for a learner and guide the learner to understand their misconceptions and use the information to set new learning goals.

Classroom assessment and reporting | Building Student Success - B.C. Curriculum (gov.bc.ca)

Assessment is a(n):

1. integral part of the instructional process (it should happen during learning, not just after learning)
2. source of information about students (we need information about our students to better understand how to support them!)
3. process that allows learners to understand their misconceptions
4. process that helps learners set new goals that are challenging and reachable

Learning Activity 1.1

As the definition of assessment states, one of the objectives of assessment is to help students understand their misconceptions.

►Identify one misconception or one common mistake that students make in the subject that you will be teaching.

Personas

After delivering the course in Winter 2020, the course lecturer, the course coordinator, and two teaching assistants created five personas based on the feedback they received from students throughout the term.

The purpose of developing five different personas was to highlight the differences in needs, expectations, and attributes of different groups of teacher candidates.

The five ad-hoc personas can be further refined and validated based on data from future years.

Persona Example

Persona Name: Kaj Richardson

Background: Kaj has decided to go back to university to get their teaching degree after taking a few years off after their undergrad to work and travel. They completed their undergrad at UBC, in English Literature but they are interested in supporting student with special needs and have some volunteer experience at a local high school in their special needs classroom. As part of this volunteer experience, they shadowed a teacher who had 15 years of experience with students with special needs. Kaj wants to learn about creating high quality assessments that can be differentiated to meet the need of students with multiple types of learning difficulties.

Motivation: To learn about creating high quality assessments that can be differentiated to meet the need of students with multiple types of learning difficulties

Attributes:
- Has a degree in English Literature
- Has previous volunteer experience in a high school special needs classroom
- Has experience with students with different types of learning difficulties
- Has shadowed an experienced special needs teacher
- Has other work and travel experience that can be drawn from

Attitudes:
- Understands the importance high quality assessment
- Understands that assessments need to be differentiated for different students' needs
- Is committed to going to back to school, and starting a career as a teacher
- Expects to see examples of differentiated instruction in the course content and assignments
- Expects to get support with finding differentiated resources online
- Expects to get support with creating their own differentiated resources and differentiating existing resources

Quote:
"I want to create a classroom where all of my students feel welcome, supported and encouraged to do their best, and I want to create high quality, differentiated assessments that supports that goal."

Quotes from our Discussion Forums

"This course has allowed me to feel more confident in making assessment fair, reliable and valid. From writing rubrics that line up with learning objectives, to ensuring that test questions or formats are actually assessing what I want them to assess"

"this course has given me so many different ideas that I can use to see if my students are understanding the concepts that I am presenting or not"

"I've learned a lot of FUN ways that assessment can be done so that it doesn't feel like assessment to the students but still provides us (the teacher) with important and useful information"

"I developed this term is my understanding of formative assessment and how to collect responses quickly and efficiently. By practicing with project ideas, tests, games, and other formats I have also strengthened my creativity in developing ways to engage students in summative assessments that still provide valid evidence of students' learning"

Acknowledgement

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