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.

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 redistribute

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.

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.

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”

“[Personas Example]
Person Name: Gia Richardson
Background: Gia has decided to go back to university to get her teaching degree after taking a year off after her wedding to work and travel. She completed her undergrad at UBC in English Literature but she is interested in supporting students with special needs and has some volunteer experience as a learning support aide in her special needs classroom. As part of her volunteer experience, she shadowed a teacher who had 15 years of experience with students with special needs. Gia 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

Quota: "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
We gratefully acknowledge the financial support for this project provided by UBC Vancouver students via the Teaching and Learning Enhancement Fund.