

FYMSiC Online Conference: Teaching Math and Stats Courses in Interesting Times (to say the least)

Saturday, May 23rd, 2020

## **Session 2: Online Assessments NOTES**

### Session 2: Remotely Delivered Assessments

#### **Breakout Rooms 1, 5, and 9: Expectation for Students**

- What is reasonable to expect of students during these times? (Access to a computer, high-speed internet, a webcam, a printer and a scanner? Availability at a set time for live sessions? Consent to ProctorU looking around their room? Time and space to focus on their studies? ...)
- How do we avoid grading privilege instead of mastery of content (to the extent we can)?
- What kind of support do students need? And how much of that is our responsibility?

**Deliverable:** Either

A) A list of three items that you feel are important and reasonable to expect of every student during these times.

or

B) A list of three items that are relatively widely expected of students that you feel are unreasonable.

- 1) Students should also be reasonable in their expectations, and have full commitment to the course.
- 2) For fall, reasonable to assume students will have strong enough internet connection that will allow upload/dl video.
- 3) Minimum tech package is reasonable to expect, and should be clearly defined from the start.
- 4) Unreasonable to expect high speed internet, that they can work in our time zone, top-line equipment.
- 5) We can't expect students to read our minds: we have to be very clear and detailed about what our expectations of them are, and what they can expect from us.
- 6) Internet an issue especially for rural students.

#### **Breakout Rooms 2, 6, and 10: Formative Assessments**

- How do we design and deliver remote formative assessments that help students learn the course material?
- How can we better gauge students' learning throughout the term via remote assessments?
- What do we do in place of in-person formative assessments such as in-class quizzes and lab assignments?

**Deliverable:**

A list of three ideas and/or practices for conducting remote formative assessments. (Your list can be generic, or focus on either large or small classes.)

- 1) Weekly quizzes where students have multiple attempts, designed to help students build skills, using things like WebWork integrated with a LMS; Mobius in Canvas;
- 2) Use formative assessments to prepare students for the method of the formative assessment. Especially in high-tech environment, they need
- 3) Low stakes engagement work vs. middle-stakes weekly assignment work
- 4) Making use of peer-assessment, using something like PeerScholar(sp?), UBC Compar
- 5) Short reflective essays. Francis Su has some great reflection questions:  
<https://www.francissu.com/post/7-exam-questions-for-a-pandemic-or-any-other-time>
- 6) Demonstration of test grading in-class.
- 7) Multiple attempts for formative assessment
- 8)

## Breakout Rooms 3, 7, and 11: **Summative Assessments**

- How do we design and deliver remote summative assessments that measure students' mastery of the course material?
- Should the composition of questions change (e.g. conceptual versus procedure-oriented) for remote assessments? If so in what ways?
- Should summative assessments make up a larger or smaller component of the course grade in remotely delivered courses? If so, why?

**Deliverable:**

A list of three ideas and/or practices for conducting remote summative assessments. (Your list can be generic, or focus on either large or small classes.)

1. Sean Fitzpatrick, Peter Taylor: Allow longer time frames for tests, eg. 72 hour take home exam.
2. Miroslav Lovric: Write problems that are difficult to search or look up, for example, ask for a counterexample to a weakened theorem or ask to find and fix an error in a proof.

3. Sean Fitzpatrick: Write questions with unique wording (kohlrabi, enchilada) to make them easy to find if students post them.
4. Lauren DeDieu: Changing to only more conceptual problems has large institutional barriers and workload issues.
5. Lauren DeDieu: Offer more frequent, lower stakes assessments.
6. Reduce the weight of the final exam to reduce the incentive to teach. If nothing is proctored, then no point of having highly weighted final exams.
7. Shift procedural to formative, and make summative all conceptual.
8. Make use of oral examinations
9. Maybe no way to solve this problem. Maybe no summative assessment? Maybe
10. Educating students about academic integrity
11. Maybe institutions can have the final assessment in-person, at least for small classes, but this is problematic because some students are not local,
12. This problem is forcing changes in policy: weight of exams, necessity of final exams,
13. Plan assessment thinking about the good student, not the bad student. How do you best evaluate the honest student?

## Breakout Rooms 4, 8, and 12: **Academic Integrity**

- How can we detect and deter cheating in remote assessments?
- How hard should we try to catch cheaters and litigate academic integrity cases?
- How do we strike the balance between invigilating a remote exam and inconveniencing our students and invading their privacy? Should there be department/institute-wide policy on this or should instructors have the right and responsibility to handle this on a case-by-case basis?
- Given that websites like Chegg and Coursehero aren't going anywhere, how do we adapt?

### **Deliverable:**

A list of three ideas and/or practices for upholding the integrity of remote assessments. (Your list can be generic, or focus on either large or small classes.)

- 1) Ideal: remote proctoring tool, which starts with an academic integrity pledge
- 2) How do we identify cheating?: Gradescope allows grouping of student submissions to easily compare.
- 3) Can submit take-down requests to Chegg(sp?)

- 4) Randomize final exam questions.
- 5) Must communicate with students about academic integrity
- 6) Tools for exams: lockdown browsers, etc. are limited in what they can achieve and too invasive.
- 7) Randomized oral questions
- 8) Open book timed exams
- 9) Small classes can perhaps hold on-campus exams with students distanced.
- 10) Frequent regular assessments to make external hires more expensive, and make it less convenient for a friend to sit-in.
- 11) Use higher level questions that focus more on understanding than calculation.