**Program Details**

***Panel Series Title:*** **Teaching Remotely: Shared Experiences - SESSION #6: Alternatives to Traditional Evaluation and Testing**
**Time: Aug 20, 2020 03:00 PM Eastern Time (US and Canada)**

**Session Chat:**

00:36:07 Liliana Coman: thank you!

00:36:19 Katrina Espanol-Miller: Past Sessions: <https://mi.mcmaster.ca/teaching-remotely-shared-experiences/#tab-content-past-sessions>

00:38:05 Yusuf Yilmaz: Are we supposed to see Kim's screen or presentation?

00:38:51 Felicia Vulcu: Yes, do you not see Kim? The share screen has just been turned off

00:39:23 Felicia Vulcu: If you see nothing you might want to leave, then re-join. This has worked for me in the past.

00:39:56 Justine Hamilton: I see all the participants but screen share was stopped a few minutes ago

00:40:23 Ramy Abdallah: Same for me, I don't see a presentation.

00:40:25 Yusuf Yilmaz: It did not work for me. I do not see screen share

00:40:41 Walter Cristofoli: I have no audio using safari.

00:40:42 Kunal Tandan: There are no screen shares right now; it’s just Kim talking

00:41:36 Walter Cristofoli: No I only use safari.

00:42:03 Walter Cristofoli: I'll have to try them. Thanks.

00:42:58 Walter Cristofoli: Thank you for the info.

00:44:08 Felicia Vulcu: Thank you for the introduction Kim!

00:44:37 Lori Goff: Questions for Panelists:

* Why do we need to rethink evaluation and testing in an online space?
* What unique challenges do we face in an online space that we may not face in the classroom? How do these challenges differ between large and small classes?
* Are there ways to deter cheating that don’t take away from student privacy?
* Is there a way to move beyond online proctoring? If so, how? What are the alternatives?

00:45:30 Felicia Vulcu: Thank you Lori!

00:49:50 Christina Vani: I taught Italian when we transitioned online so I can guess what the results were ;-)

00:57:53 Kim Dej: Great ideas Elzbieta!

00:58:24 Kim Dej: Engineering has a great document that they used in April.

01:00:24 Gordana Cingara: Engineering has such a link about the academic integrity. I have posted it on the first page of my April Exam and left the space for students to SIGN it. Gordana Cingara

01:01:15 Alastair: I feel like there were mixed messages about implementing such things in April.

01:01:58 barbarascarfo: Can you share the link about academic integrity? Many thanks!

01:06:54 Gordana Cingara: By submitting this work, I certify that the work represents solely my own independent efforts. I confirm that I am expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. I confirm that it is my responsibility to understand what constitutes academic dishonesty under the (Academic Integrity Policy) LINK

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

01:07:21 barbarascarfo: Thank you, Gordana!

01:10:56 Katrina Espanol-Miller: Pedagogical Considerations for

Online Tests and Exams (statement is on p.4) <https://www.mcmaster.ca/vpacademic/documents/covid19/Tests-and-Exams-in-Avenue-to-Learn.pdf>

01:12:20 barbarascarfo: Thank you, Katrina!

01:13:29 Joanna Wilson: I think the issue of whether grades matter is discipline specific. It would be impossible to tell a science student with aspirations for medical, dental, veterinary etc school that grades are not critical.

01:13:36 Katrina Espanol-Miller: Assessment Strategies for Online Learning

<https://www.aupress.ca/books/120279-assessment-strategies-for-online-learning/>

01:15:39 Katrina Espanol-Miller: I looks like .pdf is available for download

01:15:58 Katrina Espanol-Miller: \*it

01:20:01 Frances Tuer: Thanks Katrina for providing the book reference. Here’s a link to a recording of Dianne Conrad’s webinar plus links to some other webinars on Assessment. Contact North has very high quality webinars from very knowledge folks who are good communicators. <https://teachonline.ca/webinars>

01:23:42 Frances Tuer: Grades do matter in certain disciplines for sure - my own daughter missed on getting into OVC by 2 marks. The cutoff had gone up because they stopped using the MCAT. She went back did five more courses and got in the second time round - graduating this coming April! However, the problem is that every student I come into contact with is believing this is applicable to them and that is creating a great deal of angst. Many students I talk to cannot separate their grades from their personal identity and that creates major mental health issues. It’s unfortunate that some professional schools have multiple hurdle admission - the next set of selection processes are much more compensatory - MMI for instance. They need to take a look at that first hurdle of grades to avoid false positives and false negatives. This is where biodata and AI can help.

01:29:38 Frances Tuer: We have an issue in business because our accreditor, AACSB, will not allow TA or peer assessment to be included in Assurance of Learning reporting. Instructors have to assess student work directly although sampling is approved after you have established a baseline from sampling everyone. We started this last year and it is a real make work project! However, it has made us think about what we are assessing and how can we assess in ways that the outcomes can be used for student feedback, student records, and AACSB. Online rubrics are very helpful.

01:32:14 Joanna Wilson: For group work, we do group work contracts that are negotiated by the group and discussed with the TA or instructor, depending on size of class. We also do brief check ins on group progress and a final self/group member assessment from everyone in the group. Through this process, we know if groups aren’t working, can help intervene, and then I adjust grades if needed if a group member is really not performing and impacting the work product.

01:33:26 Christina Vani: Thank you so much for your compassion <3

01:33:56 Frances Tuer: Community of Inquiry framework https://coi.athabascau.ca/coi-model/. I’ve measured COI in my online course that’s been running for three years to test the impact of Flipgrid - an online video discussion forum. [www.flipgrid.com](http://www.flipgrid.com)

01:34:57 Patangi Rangachari: For several projects, I chose students at random to all questions-he or she sat in front of me and answered all questions with their backs too everybody else. The mark they got was given to the entire Group-simple, brutal, effective

01:34:59 Elzbieta Grodek: Thank you Gordana for « By submitting this work… »

01:35:35 Frances Tuer: Thank you Felicia!

01:35:42 Joanna Wilson: Thank you Felicia for this. This is one of my large concerns too. I had students last term in crisis and it will be very hard to figure out if they are OK online, especially when I don’t already have an established relationship with them. AT least last term, they really knew me before they went online.

01:37:16 Christina Vani: You all are very engaging speakers! No boredom :)

01:37:57 Ana Tomljenovic-Berube: I am very concerned about mental health and safety for my students as well. You are not alone! :(

01:38:14 Frances Tuer: Personal connections between students and students and student instructor can be captured by social presence. I constantly post very personal announcements and if data tells me students are disengaging I often get the TA to reach out and ask “how’s it going”.

01:38:20 Christina Vani: Thank you!

01:40:09 Ana Tomljenovic-Berube: Question to group: Avenue tests - how much time are you giving students for completion?

01:41:16 Kunal Tandan: Hi everyone! I’ll be collecting questions for the panelists here. Please feel free to ask away!

01:42:43 Joanna Wilson: My testing typically involves a lot of short answer, drawing of graphs for example, calculations. So I am wondering if anyone has found a great way to have students work off line on a test and do answers on paper but upload as a pdf in Avenue? Photos on the phone might work but I’m a bit concerned about whether the quality will be good.

01:42:50 Felicia Vulcu: Depends. I typically give about 50-60 minutes for short answer and MC questions, but provide a 3-hour window that students can take the test. I also make sure the number of questions can be completed in the time allowed. Also, A2L allows you a grace period so I give an extra 10-15 minutes of grace period and tell them about it in advance.

01:44:19 Frances Tuer: My comments don’t refer to students with disabilities - I accommodate for those separately, in line with their approved accommodation letter.

01:46:58 Antonio Paez: Have you used ungrading? If so, what has been your experience with it?

01:47:35 Felicia Vulcu: Hi Joanna,

01:47:41 Felicia Vulcu: Sorry, I pressed enter

01:48:13 Felicia Vulcu: I used A2L quite successfully with short answer and getting students to write equations

01:48:25 Gordana Cingara: The Quiz on the Avenue is able to randomize the questions, what is good. However, my test is long (~5 pages with problems, calculations, short answers) and Avenue is able to print only the first page.

01:50:13 Ana Tomljenovic-Berube: @Joanna Wilson - I know these types of strategies have been used. One suggestion I have seen is using Crowdmark. Adam Hitchcock in Chemistry used photo/PDF uploading for iSci exams in winter.

01:50:35 Joanna Wilson: I am trying to avoid tablets because not all students will have access

01:51:06 Nikol Piskuric: @Joanna: You can also use MS Whiteboard and students can export their notes as a PNG and upload to Avenue.

01:51:18 Antonio Paez: Ungrading is a technique used to evaluate students without the use of traditional grading

01:52:00 Felicia Vulcu: That's an awesome idea Nikol!!!!

01:52:13 Ana Tomljenovic-Berube: Many smartphones that have Google Drive app on their phone will allow you to snap a photo of a document and save as PDF. It can even do multi-page PDFs.

01:53:06 Joanna Wilson: Nikol and Felicia - are these not time consuming? Working in Power point or other digital platforms, unless they have a tablet and digital pen (which raises equity issues over who can afford it).

01:53:47 Christina Vani: Perhaps this helps? <https://www.insidehighered.com/news/2019/04/02/professors-reflections-their-experiences-ungrading-spark-renewed-interest-student>

01:53:54 Nina Cavey: It seems related to the “unschooling” movement for school-aged children

01:54:50 Felicia Vulcu: Joanna, depends on what they need to do, but yes. Time consuming. I have switched this part of my courses to a team-based worksheet that a team of 4-6 students need to complete on MS teams. Not individual, though.

01:55:38 Antonio Paez: Here's another link to "ungrading": <https://www.hsmitchellbuck.com/2019/08/14/adventures-in-ungrading/?fbclid=IwAR1LycQoBrk1ZynY9o8cX8MtIl2_Cv0oDYCqMnjSKvjknvxwrs2i4tQzf6Y>

01:55:55 Lori Goff: Thanks Christina and Antonio!

01:56:08 Nikol Piskuric: Joanna: As long as students know where/how to access Whiteboard, it might be easier/more intuitive for students to make a flowchart or draw a picture with their pointer or a stylus.

01:56:50 Christina Vani: :-) Thank you, Antonio!

01:59:49 Christina Vani: Thank you, everyone! I’m more excited and less anxious than I was before : ) Take care and good luck!

02:00:08 Kim Dej: Thank you Elzbieta, Frances, Felicia, and Colin!

02:00:12 Frances Tuer: If anyone wants to know about digital workbooks or online presentations and peer review in PebblePad feel free to get in touch tuerfl@mcmaster.ca

02:00:48 Felicia Vulcu: Thank you everyone for organizing these amazing events! They are SO helpful!