ALTERNATIVE ASSESSMENT IN TIMES OF CRISIS

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Training Outcomes

At the end of the session participants are able to:

IDENTIFY suitable alternative assessments for their students

PLAN lessons with alternative assessment in view of students in times of crisis

OUTLINE OF TRAINING

Alternative Assessment in times of crisis – live training

Introduction
To give an overview of the training/sharing session

Issues and Challenges
Unpacking barriers to designing alternative assessment

Designing Delivery for learning engagement
The need to focus on understanding learners and learners' engagement in learning

Planning for successful alternative assessment
Using constructive alignment as basis participants can attempt to plan for alternative assessment.

Designing lessons for Alternative Assessment
Understanding what alternative assessment is.

Q & A
This is a wrap-up session for participants to ask questions (if time & technology permits)

Flexible education demands educators to be able to adapt to the changes and challenges that they face when delivering and assessing for students' learning. In times of emergency, for example like the COVID-19 pandemic crisis, choosing alternative assessment in replace of traditional face-to-face examination becomes inevitable.

DESIGNING DELIVERY FOR LEARNING ENGAGEMENT

Make learning meaningful and fun

DELIVERY FOR LEARNING ENGAGEMENT

Student centered learning is still pertinent in whatever learning setting – conventional, Open distance learning, remote learning etc.

PRESAGE
Understanding learners' background, level of understanding, prior knowledge

PROCESS
Based on the learning outcomes - ensuring student centered activities – task that is meaningful to their contexts, challenging students' mind, providing support in diverse ways

PRODUCT
Measured by the outcome met – assessment aligned to learning outcomes that also stimulates and support student active engagement in learning

Who Are Our Students?

How are they?

Reality check-Redesigning lessons in times of crisis can be daunting for some?

How can I help my students to achieve the learning outcomes?

Psychological well being

Are our students *under control* (Feeling of ability to handle the situations)? Have we reassured them that we are here to guide them through until they complete the semester?

Are the instructors under control? Is there help available when you need them?

Phone access
Can they be contacted? If not, what other ways?
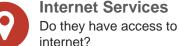
Global Access
Are our students at home in Malaysia or abroad? Are we able to reach them?

Calendar
Do we have sufficient time to deliver, for our diverse students to prepare assignment and for us to mark?

Prior knowledge
What prior knowledge have been covered? Do we need to go over them or continue?

Internet Services
Do they have access to internet?

Do we have a shared space
LMS or other alternatives

Seek help from the learning community that is available within and outside of your institution by attending training

Access to computer

Do the students have access to computers/laptops to complete their tasks and assignments given

Access to Mobile

Can the students at least gain access to smart phones for the use of social media if internet is a problem.

Do they have a phone that can be contacted immediately

Internet

Strength of the internet will determine the extent of online activities that can be used

Other ways

Can they be contacted via post or other means if online is not an option

DESIGNING LEARNING FOR VARIOUS LEARNERS

NO ONE SIZE FITS ALL

ACCESS TO COMPUTER

GOOD TO HAVE

Could do assignment

Spelling checkers

Can use features in software for better presentation

ACCESS TO MOBILE DATA

MOST COMMON

Cities/towns and rural

Module based

Can do asynchronous activities (given online; to do offline; submit online)

Synchronous – just in time teaching (not more than 30 minutes)

STRONG INTERNET

MOST ADVANTAGED

Mostly in cities/towns/ rural with landline

Can follow weekly schedule in SOW

Synchronous is possible (like this)

Can use online tools for delivery and online assessment

NO ACCESS

MOST DISADVANTAGED

Very remote

Back to basic

Module based

Printed materials with tasks/ pen-drive sent

Possible written

Postage delivery

Process & Product

The basic foundation is Constructive Alignment

Learning Outcomes

What are the learning outcomes involved?
What are the topics that are related to the learning outcomes?

How many hours are spent on the learning outcomes per week? How many weeks that need to be redesigned in view of crisis?

Learning Activities

Students engage in activities that require them to activate the learning outcomes
Given FORMATIVE assessment
Evidence to ensure assurance of learning (can be observed or collected)

01 **02** **03** **04**

Study the topics and learning outcomes

Create activities that activate the verbs in the learning outcomes

Summative Assessment

This is what counts - measures students' performance. The assignment/task will be added to the overall score (100%). It can be given/spread throughout the semester.

DESIGNING LESSONS FOR ALTERNATIVE ASSESSMENT

Ensuring assurance of learning and achieving learning outcomes

MY SUGGESTION:

Divide your lesson in modular form based on your remaining Course learning Outcomes

COURSE LEARNING OUTCOMES	TOPICS	TOOLS & CREATIVE ACTIVITIES (Example of online delivery - if students are from category 1,2 & 3)
CLO1 (explain C2) (communication)	1, 2	Kahoot, nearpod, Quizzes, mentimeter, Poll everywhere, Quiz via moodle – you ask or develop questions and students have a go at answering. Then from the statistics you would know which part needs attention – prepare for synchronous delivery if you need to (via Zoom, webex,) – JUST IN TIME
CLO2 (analyse) (critical thinking and problem solving)	3 4 5 6	Social science: Given a movie (search the ones in the youtube) ask students to analyse, Numeracy: Given a chart and details or case of world COVID-19 pandemic statistics, ask students to study the case and analyse
CLO3 (design) (leadership)	7 8 9 etc	Given a project they need to design. Show their ability to justify their action and show how they can plan and execute the project until its success completion.(E.g: education – interactive online lesson, design – ergonomic chairs at home; engineering – based on what they observe in news design prototype that will benefit mankind in times of crisis)

Elements of Alternative Assessment

Authentic
Real world, connect to community/industry

Writing samples
Newsletter, bulletin, journal, learning blogs, report, proposal.

Self/peer assessment
Educate learners to become independent, responsible, trustworthy.

Performance based
Simulation, Projects, exhibition, role play, drama, poetry, songs, demonstration, experiment.

Portfolio/E-portfolio
Collection of students sample work, reflection and related documents to exemplify learning

Open ended
No one fixed answer, Requires multiple solutions/ways to solve a problem

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KEY ELEMENTS TO CONSIDER

WHEN DOING ASSESSMENT ESPECIALLY ALTERNATIVE ASSESSMENT

FAIRNESS, RELIABLE AND VALID

Considering the least advantaged context, coverage of topics and learning outcomes, measuring what is intended

REAL WORLD

Relates to real world problem – the closer and authentic, the better.

Connect theory into practice.

Connect knowledge into context

CREATIVE SOLUTIONS

There are many ways to solve problems – very suitable for alternative assessment

if you just want ONE way solution conventional assessment is more suitable

FORMATIVE ASSESSMENT

By giving formative assessment you are helping students to see their own improvement

Immediate feedback is essential

RUBRIC

If using rubric, need to make sure all criteria related to learning outcomes and task are considered and included

COLLABORATIVE LEARNING

When soft skills other than knowledge like teamwork and leadership as well as ethics can be measured, students learn from each other - mirror workplace situation

Take Great Steps When doing Alternative Assessment

One Step at a Time

01
Identify the learning outcomes
Look at your syllabus and scheme of work. Take note of the learning outcomes including the soft skills l(earning domain/clusters).

02
Think of interesting alternative ways to assess
Be creative and never forget the learning outcomes.

03
Think of the most disadvantaged
Making sure in all fairness that the assessment consideration is done to cater to the most disadvantaged situation.

06
Reliability and Validity
Issues on inter rater reliability – norming sessions
During the development of the assessment and upon getting students' assignments.

05
Begin with the end in mind
Deciding on the appropriate measuring tool based on the nature of the assessment. {Marking scheme/answer key for tests; rubric (analytical/holistic), checklist – alternative assessment}
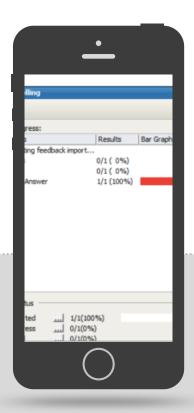
04
Think of the instruction
This is the important bit. Coming up with a clear stimulus and stem (instruction) that has the element of authenticity for students to think (knowledge) and also to relate to their contexts (soft skill).
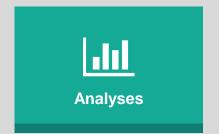
ISSUES AND CHALLENGES

The only thing that is constant is change

Let's POLL

WHAT WOULD BE THE MAIN BARRIER?

a. TIME
b. READINESS
c. INFRASTRUCTURE
d. LACK OF CREATIVITY AND CRITICAL THINKING
e. OTHERS: PLEASE SPECIFY

Analyses

What would be the barriers?

infrastructure

Initiatives to work with providers and institution IT centres are commendable

Students' readiness

Clear students' instruction and guidance is crucial

Power vs Misconception

Ability to justify the need to cater to individual needs and effort in ensuring no student left behind is crucial

Lecturer's readiness

Having a positive learning community within and outside the institution is productive in continuous self development

CRITICAL THINKING AND CREATIVITY

Having a positive mind and healthy body stimulates the critical and creative brain….of course read/listen/observe a lot…the more you know (knowledgeable and wise), the better it is for your students

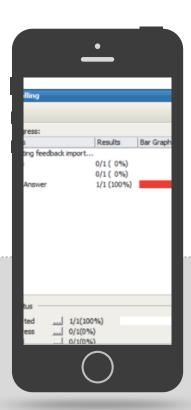**Time**

Understandably we're short of time since the crisis is unexpected – that's why time is of the essence, the earlier you get into it the more ready you become

PLANNING FOR SUCCESSFUL ALTERNATIVE ASSESSMENT

LET'S TRY TO PLAN

CLOs & SOFT SKILLS	LEARNING ACTIVATION	FORMATIVE ASSESSMENT (FA) (Not counted)	SUMMATIVE ASSESSMENT (SA) (Counted – 100%)	WEIGHTAGE (based on SLT – time spent on the CLO as planned in original SOW) No of hours spent on CLO _____ X100 Total hours spent for teaching	MEASURING TOOL (measures students' ability to achieve- the verb in CLO, soft skill related and criteria in task)
CLO1 (soft skills/cluster)			W% (W = 10%)	$\dfrac{5 \text{ hours}}{42 \text{ hours}}$ X100	Answer Key if Quiz
CLO 2 (soft skills/cluster)	Activating the verb with appropriate student activities	Providing feedback for improvement – peer/self (reflection)/instructor	X% (X = 20%)	$\dfrac{9 \text{ hours}}{42 \text{ hours}}$ X100	Checklist if observable and procedural skills are needed
CLO 3 (soft skills/cluster)			Y% (Y = 30%)	$\dfrac{12 \text{ hours}}{42 \text{ hours}}$ X100	Rubric (Based on level of CLO, softskills and criteria set in task)
CLO 4 (soft skills/cluster)			Z% (Z = 40%)	$\dfrac{16 \text{ hours}}{42 \text{ hours}}$ X100	Rubric (as above)
TOTAL			W +X + Y + Z = 100%		

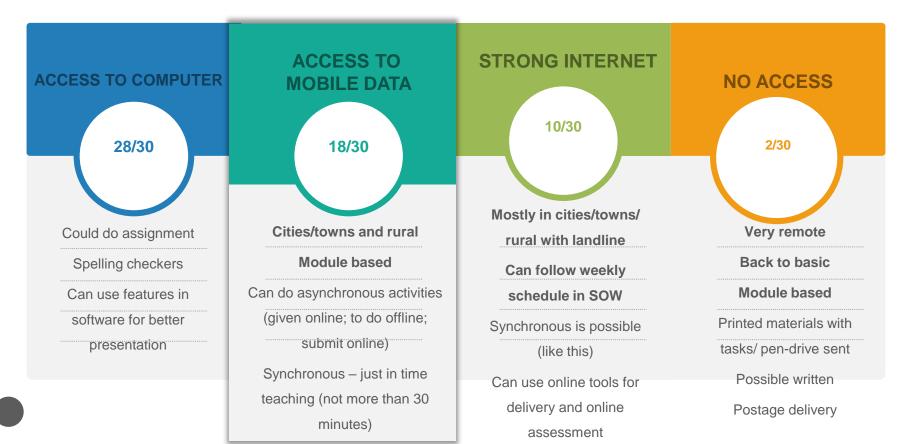|	Course learning Outcome	Topics covered	SLT covered for topic		Delivery (online)	Assessment
FA	solve problems using major concepts like mediation, the notion of expert and novice, the concept of internalisation and zone of proximal of development and connect them to learning within the perspective of SCT in various contexts. (C3, A5) (social responsibility, social communication)	• Intro to socio-cultural theory • Vygotsky's works Collaborative learning →	9 hours (of 42 hours)	Individual (mind map)	Provide reading materials. With guided questions for online discussion: Sample questions: 1. What are the distinct differences between the concept of 'scaffolding' and 'mediation' as gathered form your reading? 2. How would you illustrate the concept of novice vs expert based on your personal experience?	Lecturer's feedback Peer assessment Rubric (ability to solve problem) (Groups to exchange their analysis and report with other group)
				Group To use google doc To prepare analysis and report	Ask students to watch parts of movie entitled 'Dead Poet's Society' and ask them to identify the various concepts related to socio-cultural theory. Then solve the case given: *Why did the teacher decided to change his teaching method? What was the problem? How does his action help the students? Solve this in view of socio cultural theory. You can do this in group of three. Upon completing you can exchange with other groups to get feedback. Use the rubric given to provide your feedback.*	
SA			20 hours (watching, analysing, discussing, writing report)	Group To use google doc when analysing and	Given the whole movie 'Hitchki" students in groups of three analyse the movie by using concepts on socio-cultural theory. *Elect a leader, you are to divide the sections of the movie for each member to analyse on how the teacher helped transform her students. For each of the section you need to solve and explain using concepts for socio-cultural theory the methods that the teacher used to change her students and provide your view how effective the method is and whether it is applicable in the Malaysian setting.*	Rubric CLO1 20%

Let's POLL

Which is NOT an alternative assessment for measuring the ability to *explain*?

a. Essay – open ended questions
b. Mind Map/concept map
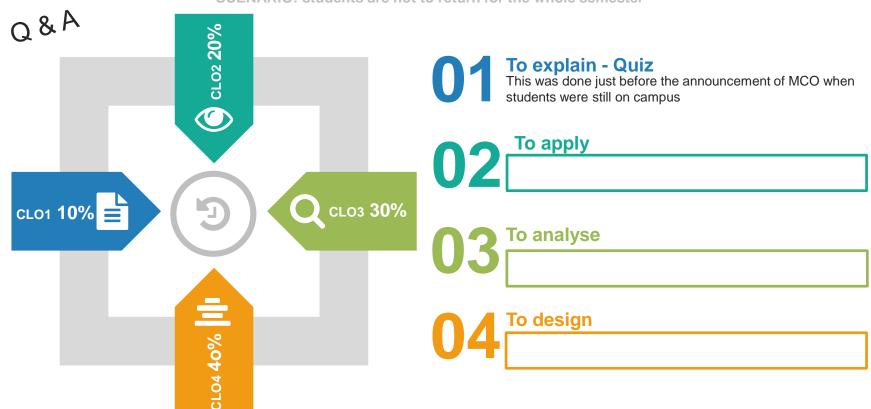c. Project/problem based
d. Case study
e. Portfolio

Analyses

ACTIVITY: CASE STUDY

IF THESE ARE YOUR STUDENTS IN A CLASS OF 30

ACCESS TO COMPUTER

28/30

Could do assignment

Spelling checkers

Can use features in software for better presentation

ACCESS TO MOBILE DATA

18/30

Cities/towns and rural

Module based

Can do asynchronous activities (given online; to do offline; submit online)

Synchronous – just in time teaching (not more than 30 minutes)

STRONG INTERNET

10/30

Mostly in cities/towns/ rural with landline

Can follow weekly schedule in SOW

Synchronous is possible (like this)

Can use online tools for delivery and online assessment

NO ACCESS

2/30

Very remote

Back to basic

Module based

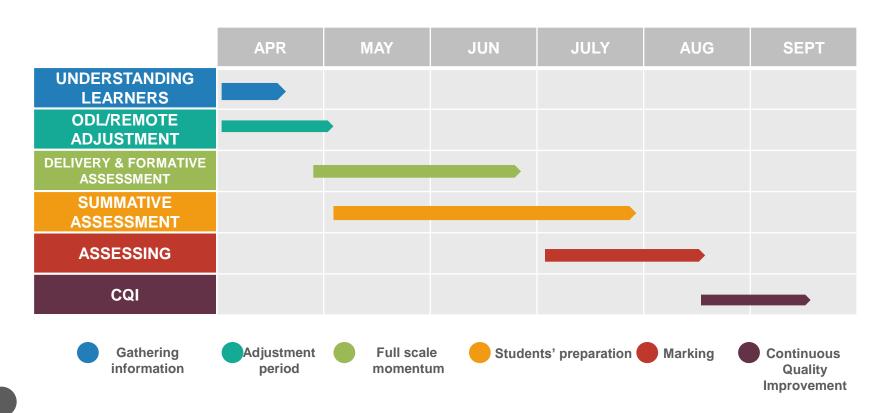Printed materials with tasks/ pen-drive sent

Possible written

Postage delivery

Suggest how you would plan for Alternative Assessment in X course

SCENARIO: students are not to return for the whole semester

Q & A

CLO2 20%

CLO1 10%

CLO3 30%

CLO4 40%

01 **To explain - Quiz**
This was done just before the announcement of MCO when students were still on campus

02 **To apply**

03 **To analyse**

04 **To design**

CAN THIS BE DONE?

If you fail to plan, you are planning to fail - Benjamin Franklin

We can do this

If we think we CAN

Keep Calm and Carry on Educating

#stay safe at home

Communication
Remain connected with your students

Global Access
It does not matter where they are – we can help them to learn

Calendar
We cannot rely on the previous scheme of work which was designed for F2F – more time is needed when designing and executing learning and assessment in times of crisis

Be creative
In life there are many solutions to one problem – flexible education craves for diverse solutions.

As long as students meet the course learning outcomes – you're bound to do it right.

THANK YOU !

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