

DESIGNING AND DEVELOPING ONLINE COURSE ASSESSMENTS

OCTOBER 26 & 28, 2010 :: 1:00 – 3:00 p.m. EDT



ACADEMIC • IMPRESSIONS

WEB CONFERENCE

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OVERVIEW

Online instruction continues to thrive, but instructors and designers often struggle to develop effective forms of online assessment that are relevant and accurately measure learning. How can we construct successful assessment strategies and frameworks that are specifically designed for online learning environments? How can instructors ensure that their assessments are aligned with course objectives, activities, and assignments? What technologies can be implemented to support the various assessment options?

Join us for this two-part webcast to learn how to design and develop assessment strategies in online instructional environments and assessment building blocks.

WHO SHOULD ATTEND

Instructional designers, faculty developers, and instructors who design and teach online or blend courses with online assessments will learn how to design assessments aligned with learner-centered instructional framework that considers both content and the skills used in learning.

**Design and
develop
assessment
strategies
in online
instructional
environments.**

SESSION 1: ONLINE STRATEGIES FOR ASSESSMENT DESIGN

TUESDAY, OCTOBER 26, 2010 :: 1:00-3:00 P.M. EDT

AGENDA

Online course assessment

- Assessment vs. evaluation
- Principles and examples of sound online assessment

What are the priorities of learner-centered designs?

- Classroom vs. online assessment
- The value of feedback
- Assessment of learning, for learning, and as learning
- Progressive online learner assessment

Process of developing assessments

- Assessment toolkit
- Determining what needs to be assessed
 - Formative vs. summative
- Function of the assessment and appropriate measures
 - Alignment of assessment with course activities and learning outcomes
 - Feedback: Graded vs. non-graded

SESSION 2: STRATEGIES AND RESOURCES

THURSDAY, OCTOBER 28, 2010 :: 1:00-3:00 P.M. EDT

AGENDA

Effective assessments strategies

- Objective assessments
 - Types: Quizzes, tests, exams, homework, peer assessment, and self-assessment
 - Considerations: Cheating and plagiarism
- Performance assessments
 - Effective uses of rubrics: Content, processes, attitudes
 - Peer assessment
 - Student self-assessment
 - Cases and projects
 - Student portfolio



SESSION 2: STRATEGIES AND RESOURCES (CONTINUED)

Selection of appropriate assessment strategy

- Establishing expectations
 - Discussion assessments
 - Chat assessments
- Team/group assessments for collaboration and cooperation
- Individual assessments
- Developing and getting helpful feedback

INSTRUCTORS



Patricia McGee, Associate Professor of Instructional Technology, The University of Texas at San Antonio

Patricia has designed and taught more than 20 online and blended courses. She is a recipient of a US Distance Learning Association (USDLA) Gold Award for Online Technology. She has been awarded research fellowships with the National Learning Infrastructure Initiative (EDUCAUSE Learning Initiative), American Society of Engineering Education (ASEE)/Navy, and the ASEE/Air Force. Additionally, she is an active AQIP systems appraiser for the Higher Learning Commission. Her professional work and consulting includes K-20 education, military, non-profit, for-profit, and public sector projects. A prolific author, Patricia publishes in the areas of online pedagogy, faculty support of technology use, and emerging learning systems and tools.



Veronica Diaz, Associate Director, Educause Learning Initiative (ELI), and Former Instructional Technology Manager, Maricopa Center for Learning and Instruction, Maricopa Community Colleges

Prior to assuming her role with ELI, Veronica supported and led learning technologies and faculty development initiatives for Maricopa's 10-college system and was the co-principal investigator for a Technological Literacy National Science Foundation grant. Throughout her teaching and administrative career at 2- and 4-year institutions, Veronica served on a variety of information and learning technology advisory boards, steering committees, and professional associations, advising on technology policy, teaching and learning with technology, faculty development, and higher education/information technology strategic alliances. She is a systems appraiser for the Higher Learning Commission and has been a peer reviewer and institutional lead for Quality Matters.

LOGGING IN TO THE WEBCAST

After registration, each registrant will receive a confirmation of payment or an invoice, depending on method of payment. Each registrant will also receive an email with appropriate login information and more information regarding the event a few days prior to the start of the event. The day of the conference, you will receive another email with the same information. To participate, you will need a computer with a high-speed Internet connection. You will have the option to receive audio via your computer speakers or telephone.

WHAT IS A SINGLE SITE CONNECTION?

A site connection allows a single connection to the Web conferencing software and teleconference. We encourage you to set the event up in a conference room or classroom from a single computer in order to allow multiple stakeholders from your campus to participate. Remember, as long as only a single computer connects, you can bring as many people as you want to the event. Because there are no travel expenses and only a single registration fee is required, each additional participant lowers the cost per person significantly. Purchasing a site connection and inviting everyone involved in a particular topic is a great way to provide cost-effective professional development. Please note that you will have the option to receive audio via your computer speakers or telephone.

If for any reason a relevant stakeholder cannot co-locate for the session, we encourage you to include that person by purchasing an additional connection at the reduced fee of \$195 per session. This will ensure that every member of a team receives the same relevant, timely information in the most efficient way. If an interested party cannot participate at the designated time, or if someone would like to view the presentation again, an archived copy of the event will be available for 60 days. If you have any technical or purchasing questions, please contact us at 720.488.6800.



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REGISTRATION FORM

Make the most of the presentation: invite your whole team to participate from a single location at no additional cost.

Questions about the event? Call us at 720.488.6800 to help determine if this event is right for you.

Register online at www.academicimpressions.com

REGISTRATION FEES

Postmarked on or before October 19, 2010

Single Site Connection: Designing and Developing Online Course Assessments

☐ **Both Sessions (BEST VALUE)** _____ \$650.00 USD

☐ **One Session** ☐ Session One ☐ Session Two _____ \$350.00 USD

Additional Site Connections: Designing and Developing Online Course Assessments _____ \$195.00 per session

Session One, Quantity: _____ Session Two, Quantity: _____

(After October 19, 2010 an additional \$75.00 fee for the first connection and \$50.00 fee for each additional connection applies)

☐ Registrants receive a 50% discount on a CD recording of all sessions in this event. Please send me the CD _____ \$325.00 USD

☐ Can't attend the live sessions? Please send me a CD recording of this webcast _____ \$650.00 USD

Total amount enclosed or to be charged: \$ _____

How did you hear about this event? (email from AI, colleague forwarded email, *The Chronicle*, etc.) _____

WEB CONFERENCE REGISTRATION INFORMATION (PLEASE PRINT CLEARLY)

Name _____ Job Title _____

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Telephone _____ Fax _____ Email _____

(Additional contact information for registration confirmations and pre-conference communication.)

Additional Contact Name _____ Additional Contact Phone _____

Additional Contact Title _____ Additional Contact Email _____

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