

HOW DO I CHECK FOR UNDERSTANDING ONLINE?

INTRODUCTION

One answer to these questions is to include frequent assessment opportunities in your online course. For example, short questions that provide immediate answers and descriptive feedback; doing so will not only engage students in the material, but will help guide student learning. Integrating questions in discussion forums, providing rubrics, and incorporating peer evaluations offer other valuable assessment opportunities. Frequent assessments throughout your course, preferably before major assignments or exams are due, will enable you to determine if students are tracking the material and will provide additional opportunity for you and your students to connect.

A CLOSER LOOK

Here are some best practices to keep in mind as you consider different assessment tools:

- Integrate frequent assessments.
- Provide descriptive feedback.
- Create forums that include key course concepts.
- Provide rubrics to help guide peer evaluation.

EXAMPLES

Assessment can take the form of questions designed to give instant feedback and are integrated throughout a course or embedded in videos or narrated presentations.

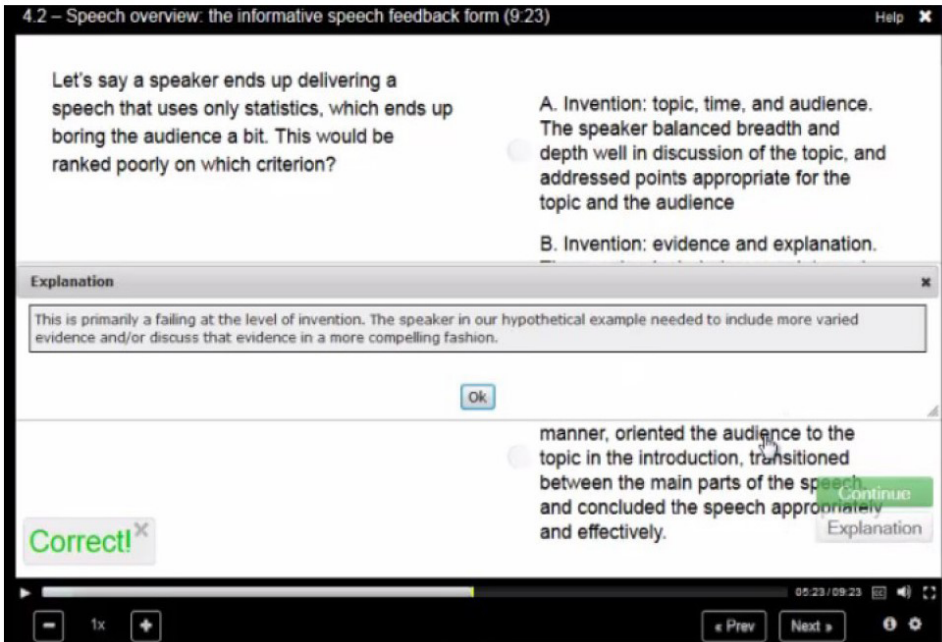
Embedded Questions

The first example shows a question that is embedded in a video. Students must answer to continue. Note the “Explanation” button that provides access to descriptive feedback.



What Are “Formative” Assessments?

Non-graded “formative” assessments present low-stakes, low-risk practice opportunities for students, with the added benefit of providing ongoing feedback.



4.2 – Speech overview: the informative speech feedback form (9:23) Help ✕

Let's say a speaker ends up delivering a speech that uses only statistics, which ends up boring the audience a bit. This would be ranked poorly on which criterion?

A. Invention: topic, time, and audience. The speaker balanced breadth and depth well in discussion of the topic, and addressed points appropriate for the topic and the audience

B. Invention: evidence and explanation.

Explanation ✕

This is primarily a failing at the level of invention. The speaker in our hypothetical example needed to include more varied evidence and/or discuss that evidence in a more compelling fashion.

Correct! ✕

manner, oriented the audience to the topic in the introduction, transitioned between the main parts of the speech, and concluded the speech appropriately and effectively.

05:23 / 09:23

Practice Exercise

In this French course example, the instructor provides several practice exercises in every lesson, along with the answers. Although these exercises are not submitted, students can check their work, thus receiving immediate, correct feedback.

To learn the correct pronunciation of *montagne*, follow along in your textbook on page 202 while you listen to **Prononcez bien!**



Complete *Allez-y!* exercise A on page 203.

 **Leçon deux Answers**

1. Allez-y! exercise A, p. 203

Right-and-Wrong & Open-Ended Questions

In a narrated presentation, the instructor includes both right-and-wrong answer and open-ended questions.

Which of these is a philosophical question?

- A) Why is it raining in Seattle?
- B) Why does Seattle have such an obsession with coffee?
- C) What makes someone a true Seattle-ite?
- D) Is Seattle treating its citizens fairly?

Try again Submit Clear

Write down three possible uses for a Compact Disc beyond playing music.

Submit Clear


Discussion Forums

A well-crafted forum not only helps create community by asking specific questions that get students talking, it can also act as an assessment tool, providing a way for instructors to monitor student understanding along the way. Additionally, it's proven that instructor involvement in forums raises student motivation and overall success in the course. In this example, the instructor provided an explanation of point distribution and examples to guide students when they comment on each other's work.

Rubrics

A well-designed rubric establishes and communicates your standards for acceptable student work. You may already use rubrics in your course to provide consistent feedback, as well as to streamline and guide the grading process, but they can also provide students with a guide for commenting on each other's work.

Lesson 2: Creating a Lexicon



Introduction to Lesson 2
Lesson 2: The Lexicon of Dance
The Lesson 2 Powerpoint above refers to several video clips you will watch. You'll find links to all the video below:
Dance Clips Referenced in Lesson 2 Powerpoint
Lesson 2 Readings
Lesson 2 Meetings
Lesson 1 and 2 Quiz
Lesson 2 Discussion Forum
Lesson 2 Assignment

Rubrics

Lesson 1 Discussion Forum Rubric

- + 1 point for using course vocabulary
- +1 point for demonstrating the 3 components of description throughout the forum
- +1-2 points for writing with detail and specificity about the body in Part 4 including the 3 components of description
- +1 point for thoughtfully responding to another student's post

= 5 points maximum

Example of a less than thoughtful response to another student's post:
Your paragraph describing the dancer's movement was full of detail, nice job.

Example of a thoughtful response to another student's post:
Your paragraph describing the dancer's movement was full of detail. I noticed that you focused more on how her lower body extended and bent than what her arms and torso were doing. I tend to focus on people's upper bodies when I watch them move, and reading your post made me realize that I need to soften my gaze to take in the whole body.