Alternative Methods to Assessment
CONCEPT MAPPING/STORYBOARDING

- Creates conceptual knowledge using diagrams to explain the relationships to topics
  - Graphic organizer
  - Visual representation of a student's thinking
- Tool for developing a research project
  - Allows for communication of ideas, thoughts, and information
  - Allows for integration of new concepts
- Uses high-level learning skills
- Storyboarding
  - Visual aid
PORTFOLIO/E-PORTFOLIO

- Useful for capstone projects
- Helpful in courses that require a lot of writing
- Benefits:
  - Provides authentic assessments of student learning
  - Provides insightful assessment into course/program curriculum
OPEN-ENDED PROBLEM SOLVING/COLLaborATIVE PROJECTS

- Is a problem with several correct answers with different methods to achieve those answers
- Develops critical thinking and problem-solving skills
- Allows students to focus on:
  - exploring the issue/problem
  - understanding possible obstacles or blocks
  - organize solutions or ideas
- Collaborative projects enable students to develop skills such as critical thinking, problem solving, and interpersonal skills that benefit them in their professional work.
- Allows students to devise and plan a project, implement the plan, evaluate their progress, and present the finished product.

Benefits:
- Students learn to break down projects into doable chunks
- Maneuvers students to understand materials through discussion and interaction
- Uses students’ strengths
PERFORMANCE/SIMULATION OR FIELD TESTS

- Research projects
- Music and Theater
- Business (Management and Marketing and Trading)
- Nurse Simulation Labs
  - Online Science Labs
- Allows students to practice real-world applications
- Immersive learning experiences
- Measures skills, competency, and learning

- Field Tests takes students out of the lab/classroom and puts them in real-world situations
  - Allows them practice time
  - Develops procedural skills
  - Promotes student self-assessment of knowledge and skills
  - Develops critical thinking and problem-solving skills
  - Develops theory-to-practice skills
Debates/Oral Exams

- Debates provides collaborative learning experiences
- Strengthens inter-group alliance
- Allows group/team problem-solving
- Fosters critical thinking skills
- Refines oral presentation skills
- Can be use in most departments
- Opposing Viewpoints

- Oral Exams encourages in-depth preparation
- Allows students to develop their oral mastery of content
- Best practice is 20-30 minutes
PEER REVIEW ASSIGNMENTS

- A peer review assignment enables students to provide feedback on another student’s assignment submission.

- It can be used in classes of 5 or more (usually large classes) and can be used to streamline a series of assignments in a course. Can also be used for smaller classes.

- It manages the relationships between students without teacher intervention, but with teacher oversight through moderation.

- Peer reviews can be assigned to show student names or display anonymously.

- Benefits: Evaluation (Higher level learning)
  - Builds community (helpful for Distance Ed courses)
  - Student involvement
  - Streamlines marking process and reduce marking load for instructors
JOURNAL/REFLECTIVE PAPERS

- Engages the affective learning domain
- Enhances content-specific thinking and reflection
- Aids in promoting student-to-instructor contact
- Develops writing skills

- Benefits: Give better introspection of how students think about specific topics
  - Can use eJournals to enhance technology skills

- Disadvantages: Grading doesn’t have to be one of them
  - Use the Star Method (students mark with * for significant insights and ** for issues that trouble them.)
STUDENT SELF-ASSESSMENT

- "A mastery goal is one in which the student focuses on the task at hand and what needs to be done to improve knowledge, understanding, and skill (McMillan & Hearn, 2008)
- Upper-level, science-oriented courses are better suited for self-assessment
- Reflective and critical thinking skills of learning objectives
- Increases student motivation
- Active learning
- Gets students involved in the assessment process
- Practice Test-taking skills
  - Self-assessments in the LMS for no-grade practice
- Can be used individually or in small groups
- Students can assess:
  - Note-taking
  - Study skills
  - Knowledge, content, and skills
- Surveys
  - What is strong, or what went well with this assignment? Provide examples.
  - What do you think is weak about this assignment? Why?
REFLECTIVE CHECKLISTS

- Good for competencies, ethics, and practice-based knowledge courses
- Benefits students in understanding their thinking processes and to re-evaluate their behaviors, actions, attitudes to stimulate growth between theory and practice
  - Used as self-feedback
  - Encourages planning to achieve experience and/or professionalism
  - Identifies educational needs
- Easy to develop and use
- Shorter than a reflective paper or journal
- [https://www.asha.org/uploadedFiles/Cultural-Competence-Checklist-Personal-Reflection.pdf](https://www.asha.org/uploadedFiles/Cultural-Competence-Checklist-Personal-Reflection.pdf)
ALTERNATIVE STRATEGIES

- Take Home Exams
  - Give slightly different parameters to each student on the exams
  - Or randomize the questions so students get a slightly different version (Respondus can help)

- Open Book Exams
  - Evaluate ability to apply course content beyond recall and memorization skills
  - Uses higher-level learning skills
  - Can use similar questions that are randomized
ALTERNATIVE STRATEGIES, CONTINUED

- **Chapter Outlines**
  - Focuses students’ attention on key vocabulary, concepts, and testable knowledge
  - Provides students' the ability to begin synthesizing course materials
  - Preludes to summaries

- **Summaries**
  - Allows a brief synthesis of course knowledge
  - Focuses on chapter/unit materials

- **Retake Policies/Multiple Attempts**
  - Allows students to study in between attempts to get the right answer
  - Allows students to focus on learning course materials, rather than “passing” or maintaining their 4.0

- **Essays**
  - Eliminates “guessing”
  - Lets students showcase their knowledge about course materials
REFERENCES

- The Atlantic

- Cornell University Center for Teaching Excellence. Self Assessment.


  http://www.speaking.pitt.edu/instructor/oral-benefits.html

- University of Connecticut: Pros and Cons of Assessments
  - http://assessment.uconn.edu/docs/Pros_and_Cons_of_Assessment_Tools.pdf