**August 2021**

*Please share with your faculty:*

**Incorporating online assessments into your in-person courses**

With the sudden onset of COVID, many educators had to quickly transform their traditional assessment methods to creative ways assessing students’ learning online. Even though many courses will return to in-person learning in the Fall, many online assessment methods can be incorporated into in-person courses for more robust and meaningful assessment practices.

One big change faculty reported to their assessment practices when teaching online was moving away from traditional, closed-book, multiple choice assessments. That is because many found it too difficult to prevent cheating on multiple choice tests in an online environment. Instead, many incorporated performance-based tasks to measure students’ learning, including research projects, paper assignments, and multimedia presentations. Incorporating performance-based tasks into in-person courses can serve as a powerful way to measure students’ higher-order thought process, which go beyond what multiple choice assessments can measure.

In addition, many faculty members reported the benefits of using online discussion boards in their online courses to elicit students’ participation and their views on course topics. Coupling online discussions with in-person discussions can provide more opportunities for students to engage with course content and express their viewpoints. Online discussions can be beneficial for students that feel shy or intimated to speak during in-person discussions, and in-person discussions can benefit those that prefer to express their views orally, and in-real time.

Using canvas analytics to monitor the amount of time students spend on posted online assignments can serve as another indirect measure of students’ engagement with a course. By posting online discussions, quizzes and readings, faculty can monitor students’ engagement not just during class time, but also at home.

Finally, many professors reported the benefits of holding small zoom discussion sessions with students in their course as a way to collect formative assessment information about students’ understanding of different topics. Since many in-person classes can be too large to accommodate for small group discussions, holding some online zoom discussions can continue to be a useful way to hear from students and gauge their understanding of different topics.

**Check out!**

[McLaughlin, L. & Ricevuto, J. (2021). Assessments in a virtual environment: You won’t need that lockdown browser! *Faculty Focus.*](https://www.facultyfocus.com/articles/online-education/online-assessment-grading-and-feedback/assessments-in-a-virtual-environment-you-wont-need-that-lockdown-browser/?st=FFWeekly;sc=FFWeekly210602;utm_term=FFWeekly210602&utm_source=ActiveCampaign&utm_medium=email&utm_content=Assessments+in+a+Virtual+Environment%3A+You+Won+t+Need+that+Lockdown+Browser%21&utm_campaign=FF210602)

**Please share examples** of online assessment methods you used in your courses, and I will feature those examples on [YU’s Learning Assessment Website](about:blank).

**Please contact me** if you have any questions about your Fall 2021 assessment plans.