Resources mentioned during the presentation

- EduApp Center
- Merlot: Virtual Labs
- Moodle Rubrics
- OLC Continuity Planning and Emergency Response
- Assessment Design Decisions Framework
- Authentic Assessment Toolbox
- AACU VALUE Rubrics
- How to Quickly (and Safely) Move a Lab Course Online
- Elevate @Keypath Faculty Resource

Selected Learning Management System (LMS) COVID-19 responses

- Moodle
- Canvas/Instructure
- Blackboard

Selected assessment references

- The Higher Education Academy (2012) report that high stakes summative assessment can place increased burdens on staff and students. Students can feel pressured towards one final exam which tends to focus on knowledge and understanding rather than application of knowledge in different contexts.

- Herrington and Herrington (2006) suggest that assessment needs to be authentic and that failure to authentically align task and assessment can result in a lack of impact of learning activities. Authentic and aligned assessments provide the opportunity to assess students on realistic criteria and help prepare them for their future work.

- Boud and Falchikov (2006) describe how assessment can direct students' attention in a course and suggest that it should foster and develop the skills students need for long term learning, looking well beyond the duration of a module or program, and aim to prepare students for the learning they will continue to engage with throughout their lives.

- Espasa and Meneses (2010) found a significant statistical relationship between students receiving incremental feedback on assessments as opposed to feedback only received after a (high stakes) final assignment. Improved grades, performance and satisfaction were tied to the provision of formative feedback on performance in time to implement it (p. 286).

- Hernandez (2012) found the use of continuous assessment in an accelerated course (a combination of formative and summative assessment distributed across the course) to be a measurable and effective means "to support student learning through feedback and to increase students' motivation" (p. 502). The study also noted diminishing returns when everything is marked /points-driven.

- Shulman (2007) cautions "the later the assessment, the later the knowledge of results, and the less likely it is that the assessments will yield information that can guide instruction and learning." Shulman terms these "high stakes/low-yield" forms of assessment," and goes on to say assessment that occurs late in a course "may satisfy accountability mavens but have little educative value" (p. 23).
- Shulman (2007) recommends that learning designers "embed assessment into ongoing instruction," preferably early and often to enhance instruction. Assessment should "at the very least, do no harm to instruction. and at best, it should guide, support, and enrich it" (p. 24).
- Berry (2008b) provides examples of alternative assessments as products or performance or a combination which includes: "portfolios, journals, observations, exhibitions, oral presentations, experiments, interviews, and projects" (p. 83).

Online proctoring resources

This list is not exhaustive of resources available to support the integrity of online assessments.

- [PSI](#)
- [BVirtual](#)
- [ProctorU](#)
- [Kryterion](#)
- [Proctorio](#)
- [Proctor Exam](#)
- [Tegrity](#)
- [Examnity (which partners with Blackboard)](#)
- [ProView](#)

There are other ways to mitigate the potential for cheating. Probably the most popular is browser lockdown, such as Respondus Browser Lockdown.

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