

## Alternative Assessments

Adapted from *Ideas for student assessment*. (n.d.). Taylor Institute for Teaching and Learning. Retrieved March 18, 2020, from <http://taylorinstitute.ucalgary.ca/teaching-continuity/student-assessment-ideas>

### Case Studies

A case study presents students with a real-life or hypothetical scenario which is specific to the discipline and potentially what students might face in their careers. Case studies can be multidisciplinary and provide opportunities for students to apply concepts, research and evaluate other sources of information, work in groups, and present their ideas. Cases can be simple and short to long and complex.

A quality case study has the following characteristics:

- there is no one clear answer or solution
- has sufficient information to promote a thorough analysis
- requires the student to think critically and analytically to recommend potential solutions
- For more information on creating case studies, see “Creating Case Studies” presentation.

### Assessment strategies for case studies

- **Students complete case studies individually.** Post the case study in Moodle and each student submits their individual responses using the assignment tool in Moodle;
- **Case studies by e-mail correspondence.** E-mail students case studies, students create a response to the case study and send it back by e-mail.
- **Students work collaboratively on Moodle.** then have students work in groups using the Moodle discussion board. Individual students can be assessed through their discussion contributions and a submitted assignment. Students could also complete the case as groups and submit a group assignment.
- **Students work collaboratively on Microsoft Teams.** Put students in to groups within Microsoft teams. Students work collaboratively to present
- **Case studies as quizzes.** Use the Moodle quiz feature to create case-based questions for students to answer in an open-book

### Resources

- <https://www.ryerson.ca/content/dam/learning-teaching/teaching-resources/teach-a-course/case-method.pdf>
- <https://www.chronicle.com/article/Teaching-Students-to-Write-a/128097>
- <https://carleton.ca/experientialeducation/case-studies-assessment/>
- <https://teaching.unsw.edu.au/assessment-case-studies-and-scenarios>

## Podcasts

A podcast is an audio narrative that uses audio recording to capture student self-expression and analytical skills in creative ways. A podcast is not a recording of a student reading a traditional paper. This assignment can be done individually (a voice memo) or collaboratively (conducting interviews).

### What to consider

- Have students listen to sample podcasts and share their thoughts in the discussion board
- Keep it simple, have students use their phones to record a 3-5 minute podcast.
- Require students to write a script they will submit alongside their audio file.
- Use a rubric to grade their final podcast assignment

## Resources

### *Assignment Design*

- [Sample Voice Memo Assignment](#)
- [Essay Assignment - Podcast](#)

### *Rubric ideas*

- [AACU Oral Communication VALUE Rubric](#)
- [Podcast Rubric](#)
- [Another Podcast Rubric](#)

### *Read about it*

- Kaziewicz, J. (2012, April 24). Podcasting in the classroom [Blog post]. Retrieved from <http://at.blogs.wm.edu/podcasting-in-the-classroom/>

## A Critical Reflection

Students are given a reading and they are asked to write short paper connecting the reading with their prior knowledge and experiences. Prompt questions like “How did this article change your thinking?”, “What do you agree with?”, or “What do you disagree with?” and have students back it up.

### What to consider

- Provide examples and non-examples of critical reflection papers for students to read
- Use the discussion board to encourage conversation and questions about the papers
- Remind students to avoid thinking of this assignment as a diary entry
- Have students submit their critical reflection assignment via D2L Dropbox

## Resources

### *Assignment Design*

- [Critical Reflection](#)
- [Creating Critical Reflection Assignments - A Resource for Faculty](#)

### Assignment Templates

- [DEEP - A Model for Reflective Learning](#)

### Rubric ideas

- [AACU Integrative Learning VALUE Rubric](#)
- [AACU Critical Thinking VALUE Rubric](#)
- [Rubric for the What? So What? Now What? Critical Reflection Framework](#)

### Read about it

- [Kenny, N. \(2014, July 30\). The what? So what? And now what? of critical reflection. \[Blog post\]. Retrieved from <http://connections.ucalgaryblogs.ca/2014/07/30/the-what-so-what-and-now-what-of-critical-reflection/>](#)

### Concept Maps

Concept map is a visual organization and representation of how different concepts or ideas are intertwined and connected. It is a visual teaching tool to organize and structure knowledge to deepen understanding and comprehension. Concept maps can also be used to assess students' knowledge.

- What to consider It could be an individual assignment or a collaborative group assignment.
- Students could draw concept maps using pens and paper - recommended as an option if students do not have prior experience with concept map tools, or digitally.
- Get students to write a short paragraph explaining the concept map they've created or reflecting on the process. This could also be a short audio file of them explaining their concept map.
- Provide specific instructions and expectations such as a grading rubric for this assignment.

### Resources

#### Digital concept mapping tools:

- Mindomo - [mindomo.com](http://mindomo.com)
- Coggle - [coggle.it](http://coggle.it)
- Lucidchart - [lucidchart.com](http://lucidchart.com)
- Miro - [miro.com](http://miro.com)

#### Using concept maps for assessment:

- [Assessing & evaluating concept maps](#)
- [The use of concept maps for assessment](#)

#### Rubrics:

- [University of Waterloo](#)

- [Rubric for assessing concept maps](#)

*Read about it:*

- Alexaner, M. (2014). Using concept maps in assessment. [Blog post]. Retrieved from <https://medicine.iu.edu/blogs/meded-matters/using-concept-maps-in-assessment>

### Student-Created Infographics

An infographic is a visual representation of information, including charts, diagrams, pictures and icons that are used with text and color to convey that information in a way that makes it easy for viewers to understand. When students create infographics, it requires them to analyze information, select the most salient content, and decide how to convey it to others. The infographic can be submitted alone or along with a short written or voice note paper in which the student outlines their decision-making process.

Finished assignments can be posted to a discussion board or used in an online student presentation.

Examples of student-created infographics:

<https://ederprojects.weebly.com/infographics.html>

### Annotated Bibliography

An annotated bibliography assignment requires students to summarize the most salient literature on a course topic, making it a good choice for learning one topic in depth. Students develop skills in locating relevant literature, analyzing the quality of articles, understanding the arguments being made, and summarizing them in a brief description. This is a strategy that could be used in a more applied context where students create an annotated bibliography from five newspaper, government documents, trade articles, etc. stating what they read, why it is important to their field, etc.

Example assignment guidelines:

[https://canvas.santarosa.edu/courses/15109/pages/annotated-bibliography-assignment?module\\_item\\_id=249124](https://canvas.santarosa.edu/courses/15109/pages/annotated-bibliography-assignment?module_item_id=249124)

<https://guides.hostos.cuny.edu/annotatedbibliog>

### News Article Critique

Critiquing a current news article can be a meaningful learning experience as news articles are relevant and provide opportunity for critical analysis. Students will need to either critique a selected news article, or find one based on specific criteria to critique. This type of assignment can be used to assess students' ability to identify credible news sources, research and provide other sources of supporting or contradicting information, express and justify their positions, and clearly communicate their ideas.

### What to consider

- Provide examples of a news article critique and use the discussion board to discuss the elements of a good critique and news source. - Post a rubric or assessment criteria to help guide students work
- Give students the option of using media to complete their assignment (such as recording a video or creating an infographic)

### Resources

- [https://education.uwsp.edu/135/assignments/media\\_critique/](https://education.uwsp.edu/135/assignments/media_critique/)
- <http://faculty.buffalostate.edu/smithrd/100/critique.htm>

### Online Discussions

Online discussions provide affordances for students to brainstorm ideas or work on project collaboratively, share their work, and reflect on the learning process. Different activities could be designed and implemented in online discussions to promote analytical and critical thinking. Start with a question or a prompt from the readings, the News or a video and ask students to post an original thought and a response to at least one other classmate's comment.

### Resources

[Online discussion rubric](#) by Dr. Susan Wegmann, Professor of Education and the Director of Program Development and Special Programs at the Baptist College of Florida

[Online discussion participation rubric](#) by Dr. Kelvin Thompson

[Designing and Orchestrating Online Discussions](#) by David Baker (2011)

[The methods and means to grading student participation in online discussions](#)

[Online discussion forum grading rubric](#)

[Sample discussion board rubric LDT](#)