

TIDES Facilitated Discussion - Alternatives to Exams

Brandon Campitelli - TIDES

Keely Finkelstein - TIDES

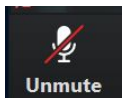
Cynthia LaBrake - TIDES

Kristin Patterson - TIDES

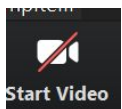
Session outline:

- Two examples in video
- Small group discussion
- Sharing
- Next steps
- Q&A and discussion

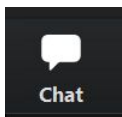
Zoom etiquette



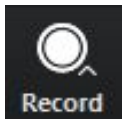
Please mute your sound.



Feel free to turn off your video if you are experiencing poor bandwidth.



If you have a question, please use the chat box, and one of us will answer.



Please be aware that we will record this zoom meeting.

One alternative to a final exam

Concept Maps

Genetics Assignment

model in class

give description

give video description

option: provide key words

C.N. F19



A.T. F19



A second alternative to a final exam



Small group discussion

1. In a breakout room* (15 minutes)
 - Introduce yourselves – share your name, department, the type of course you teach
 - Assign a facilitator to manage time and a reporter to share ideas with the whole group after the breakout rooms close
 - Discuss how to integrate the purpose of an assessment with a method that is not a high-stakes exam.
2. When back in the main meeting, the reporter might share the answers to these questions...
 - What do you want to assess?
 - How could you assess it without an exam?
 - Why might this be better than assessing with an exam?

Alternatives to exams and quizzes

(contributed by session participants)

Assessment Purpose	Assessment Method	Advantage
Demonstrate ability to apply concepts	Assign unique data sets, interpret real data; scaffolded semester project (ex. COVID-19 WHO data - assign different countries or states)	Preparation for jobs, allows student choice; work on step-by-step process; work in groups to practice and individually for final products; peer-learning (Disadvantage: have to think about grading and management time)
Connect and integrate concepts (eg. different biochemical pathways)	Concept maps	If done in groups - interaction (socializing, networking), reduces grading, practice group skills; reinforces understanding (meaning of words and how to apply them) and higher-level learning (seeing patterns and applying to different areas); fun; may help visualize misunderstandings

Alternatives to exams and quizzes

(contributed by session participants)

Assessment Purpose	Assessment Method	Advantage
Make connections between course content and student interests	Case-study project in lab (eg. DUI case and many other examples) - design experiment to address the case - poster - gallery walk (could do using shared Google docs; shared whiteboard)	Engaging, students enjoy it; gives students choice
Assess communication skills	Poster, ppt (verbally annotated), video - with group presentations	In a group, some may have different skills (eg. tech, writing, etc.); peer-evaluation (reduce grading, give practice with constructive feedback, calibrate by having everyone evaluate the same assignment with the rubric) Disadvantage: students access and ability with technology

Alternatives to exams and quizzes

(contributed by session participants)

Assessment Purpose	Assessment Method	Advantage
Connecting course resources with learning outcomes	Reading organizers; Annotated bibliography; Writing questions	

Focus first on what you want to assess, then on how you can assess it

- Examples of what you might want to assess from [Indiana University Bloomington](#), followed by ideas for assessing creativity, analysis, knowledge, and synthesis.
- Assessment strategies for the transition to online from [UC Davis](#):
 - Metacognition task - review past errors or process and correct them for the future
 - Transformative reflection - write about the impact of an experience (such as the course)
 - Resource recommendations - to help future students' learning
 - Annotated bibliography - write short critical summaries of 5-10 key scholarly articles from the course
- Ideas from [Rutgers](#):
 - Ask students to write questions
 - Fact sheet on a topic
- Examples of questions to assess [attitudes and values](#)

Coming up

- Find up-to-date information on the TIDES Preparing for Fall webpage <https://cns.utexas.edu/tides/faculty/preparing-for-fall>
 - Link to Transition to Online Teaching and Learning (TOTAL)
 - Self-enroll here: <https://utexas.instructure.com/enroll/BXGKLK>
 - Upcoming TIDES facilitated discussions
 - TIDES Course Design Institute
 - TIDES TA/UGTA training
 - Self-enroll here: <https://utexas.instructure.com/enroll/DD4G6K>

Alternatives to Exams

