

Assessments in Online Environment for Adult Learners

Richard S. Baskas, Ed.D.

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Instructor

Dr. Ryan Theroux

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Abstract

In general, for teachers to prepare to teach, run a class, and assess student work, they need a class with students, well-structured courses, and an assessment to measure student progress. Teachers should be prepared to use traditional and virtual settings for a successful classroom. Teachers should also use three knowledge-learning objectives, declarative, procedural, and problem-solving. A literature review was conducted to determine their relevance to this study. Analysis revealed that research supported using the three learning objectives and virtual and traditional classroom settings.

Assessments in Online Environment for Adult Learners

In general, for teachers to prepare to teach a class and assess student work, they need a class with students, well-structured courses, and an assessment to measure student progress. Due to COVID-19, classes have now become more virtual than traditional. Virtual classes may seem easier to work with, but there are challenges associated with them that cannot control all aspects of what students do in a class. This paper presents three learning objectives and how traditional and virtual classes could be taught in prison using these objectives.

The context where this assessment would take place is in the department of education at an all-male prison. This department is responsible for teaching GED and Vocational Tech courses to inmates. There are three GED teachers; each teacher prepares for four classes daily. The ages for most of these inmates are in their 30s. Most inmates do not possess a GED or a high school diploma. Before they begin the GED program at the prison, the department of education literacy coordinator interviews some of these inmates to determine their educational background. Once it has been determined that they do not have a GED or a high school diploma, the literacy coordinator will assign them to one of three GED teachers.

The GED program consists of four PreGED and four GED subjects. The subjects taught include Math, Science, Social Studies, and Language Arts. The inmate students can take however long they want to take to earn their GED. These inmates must prove they are ready to test to earn their GED. The final step is taking and passing the official GED test.

The topic that I would teach is Basic Math and Algebra I, as part of the required math course. Math is considered the most difficult for inmates to pass. To pass the GED, inmates must take and pass basic Math and Algebra I. Basic Math consists of counting, addition, subtraction, multiplication, division, fractions, decimals, and percentages. Algebra I consist of

evaluating expressions, writing equations, graphing functions, solving quadratics, and understanding inequalities. These math problems come from the GED textbooks and practice problems given by the teachers and tutors. Before teaching can begin, I provide learning objectives to guide my instruction.

Declarative Knowledge Learning Objectives

One declarative knowledge learning objective is provided here. Declarative knowledge is knowing basic facts and recalling stored information (Morales, 2022). Teachers often use the words explain, describe, summarize, and list when writing declarative knowledge objectives. By the end of this course, students will be able to know the acronym P.E.M.D.A.S. and its definition. One way to access this objective is by multiple choice. Traditional (currently being taught) and virtual teaching methods are two ways that can be used to present this information.

Traditional. One form of assessment that can be used is multiple-choice. What is the name of this acronym, P.E.M.D.A.S., used in basic math and algebra? The following assessment provides four choices and the correct answer. One technology I chose to use to assess this

a. parentheses, exponts, multiplication, division, addition, subtraction
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b. parentheses, exponents, multiply, division, addition, subtraction
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c. <i>parenthesis, exponents, multiplication, division, addition, subtraction</i>

d. parenthesis, exponents, multiplication, divide, adding, subtracting
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objective is Socrative (Google Play, 2022; Showbie, Inc., 2022; University of Massachusetts

Amhurst, 2022). I chose Socrative as it is a quiz-based, formative assessment tool with multiple features that can enrich teaching and learning. Teachers can design quizzes and collect and analyze data in real time. There are challenges associated with using Socrative. Examinations are not available outside the classroom; students must enter their teacher's code linking them to a quiz or activity the teacher is broadcasting. All assessments are not connected to where if teachers wanted to see how students were doing over time, they would have to compile the

information themselves. Sometimes students may have to log back into the system if the equipment becomes unresponsive. The student can crash the class once they get online and use the teacher's code. Socrative lacks some essential features on the free level that makes it difficult to use. Its site is somewhat tricky to use, but through practice, it is simple.

By the end of this course, the student will be able to define the terms, expressions and equations, and give examples of each. One form of assessment that can be used is matching one of the words, expression or equation, with the correct math choice. The following assessment provides four options and the correct answer. Rubric 1 was created to assess the problem.

1. $4+4$ <i>Expression</i> or equation
2. $4+4=$ <i>Equation</i> or expression
3. $4+4=4+4$ <i>Expression</i> or equation
4. $4+4 \times 1$ <i>Expression</i> or equation

Rubric 1:

	1	2	3	4
Presentation	No parts of the presentation were professionally done.	Some features of the presentation were professionally done.	Most of the presentation was professionally done.	The presentation was professionally done.
Information Accuracy and Organization	None of the information that was presented was accurate or organized.	Some of the information that was presented was accurate and organized.	Most of the information that was presented was accurate and organized.	The information that was presented was accurate and organized.
Question and Answer session	The student did not handle any questions professionally. The answers were inaccurate.	The student handled some of the questions professionally. Some answers were accurate.	The student handled most questions professionally. Most of the answers were accurate.	The student handled all questions professionally. The answers were accurate.

Virtual. By the end of this course, the student will be able to explain how to change the sign of an integer when solving for a variable. As this aspect of the class is virtual, I can use one technology to assess this objective: Flipgrid (Edwards, 2022; University of Massachusetts Amherst, 2022). Flipgrid is a video-based tool that allows teachers and students to participate in

discussions across digital devices. I chose this tool as it can use Microsoft and can be used without boundaries to enhance communications for the classes. There are challenges associated with Flipgrid. Teachers will not be able to receive immediate feedback. Teachers must also upgrade Flipgrid if they want detailed rubrics. Sometimes the site will crash if too many people use it at once. Flipgrid is challenging to set up at first and difficult to understand. Adding emojis at the end of feedback can make the pages freeze. Teachers are unable to grade videos to get a full report. Students may have issues with using older devices with Flipgrid.

An online poll was an excellent choice to get the class's opinion. It is not about the final product of math; it is the process of how the students get the answer. The student would need to be evaluated on how to deliver the presentation, make the information as accurate as possible to teach the class correctly, and how to deal with questions. This rubric would evaluate the student's performance and how to handle the question-and-answer sessions. Polls allow the student to capture feedback directly from the audience about their learning experience. Polls measure anything from learning satisfaction to why a student made a particular choice during a lesson. This assessment would evaluate the process of a student's knowledge of how to solve the math problem. This assessment would allow the student to be in the instructor's seat and to review and edit each other's work. This activity would allow participants to reflect on their knowledge and then communicate their feedback in a consistent and structured way. A video, most likely from an iPhone or an iPad, would be an instrument that would be used for this evaluation, as it is easier for students to provide an evaluation quickly. One student would video another student drawing the problem on a whiteboard and explain the process of how to solve the problem. Once the problem has been constructed and presented, the class and teacher could

evaluate the performance and ask questions to improve the process and knowledge. Rubric 1 would be used to assess the virtual presentation.

By the end of this course, the student will be able to define the terms, expressions and equations, and give examples of each. The type of online performance assessment that would be conducted would be an online poll (Colman, 2021). This assessment would evaluate the process of a student's knowledge of how to solve the math problem. This assessment would allow the student to be in the instructor's seat to review and edit each other's work. This activity would allow participants to reflect on their knowledge and then communicate their feedback in a consistent and structured way. An instrument that would be used for this evaluation would be a video, most likely from an iPhone or an iPad, as these are the most popular types of equipment. One student would video another student drawing the problem on a whiteboard and explain the process of how to solve the problem. Once the problem has been constructed and presented, the class and teacher could evaluate the performance and ask questions to improve the process and knowledge.

An online poll was an excellent choice to get the class's opinion. It is not about the final product of math; it is the process of how the students get the answer. The student would need to be evaluated on how to deliver the presentation, make the information as accurate as possible to teach the class correctly, and how to deal with questions. This rubric would evaluate the student's performance and how to handle the question-and-answer session.

Procedural Knowledge Learning Objectives

I provide a procedural knowledge learning objective. Procedural knowledge refers to how to perform a specific skill or task (Kopco, 2022). These objectives are knowledge related to methods, procedures, or operation of equipment or implicit expertise or know-how. By the end

of this course, the student will be able to explain how to combine like terms in an algebraic problem.

Traditional. One form of assessment that can be used here is multiple-choice. The following assessment provides four choices and the correct answer. Which of the following choices would provide the answer to this equation? The type of online performance assessment would be a peer evaluation and review (Colman, 2021). This assessment would evaluate the

$$2X + 4 = 4 - 3X?$$

a. 1
b. 2
c. 0 (zero)
d. -1

process of a student's knowledge of how to solve the math problem and allow the student to be in the instructor's seat to review and edit each other's work. This activity would allow participants to reflect on their knowledge and then communicate their feedback in a consistent and structured way. An instrument that would be used for this evaluation would be a video, most likely from an iPhone or an iPad, as these are the most popular types of equipment. One student would video another student drawing the problem on a whiteboard and explain the process of how to solve the problem. Once the problem has been constructed and presented, the class and teacher could evaluate the performance and ask questions to improve the process and knowledge. Rubric 1 would assess the virtual presentation.

A peer evaluation and review were excellent choices to get the class's opinion. It is the process of how the student would be able to present the information and handle the question-and-answer session. The course can evaluate the presentation and help improve the student's performance. The student would need to be assessed on how to deliver the presentation, make the information as accurate as possible to teach the class correctly, and how to deal with questions. Rubric 1 would assess the virtual presentation.

By the end of this course, the student will be able to explain how to change the sign of an integer when solving for a variable. An essay is one way to assess the problem; please explain how to change the characters of each number to solve the variable: $2X + 4 = 4X - 3X$. One technology I can use to assess this objective can be Flipgrid (Edwards, 2022; University of Massachusetts Amherst, 2022). Flipgrid is a video-based tool that allows teachers and students to participate in discussions across digital devices. I chose this tool as it can use Microsoft and can be used without boundaries to enhance communications for the classes. There are challenges associated with Flipgrid. Teachers will not be able to receive immediate feedback. Teachers must also upgrade Flipgrid if they want detailed rubrics. Sometimes the site will crash if too many people use it at once. Flipgrid is challenging to set up at first and difficult to understand. Adding emojis at the end of feedback can make the pages freeze. Teachers are unable to grade videos to get a full report. Students may have issues with using older devices with Flipgrid. Rubric 2 would assess this problem.

Virtual. The type of online performance assessment would be a peer evaluation and review (Colman, 2021). This assessment would evaluate the process of a student's knowledge of how to solve the math problem. This assessment would allow the student to be in the instructor's seat to review and edit each other's work. This activity would allow participants to reflect on their knowledge and then communicate their feedback in a consistent and structured way. An instrument that would be used for this evaluation would be a video, most likely from an iPhone or an iPad, as these are the most popular types of equipment. One student would video another student drawing the problem on a whiteboard and explain the process of how to solve the problem. Once the problem has been constructed and presented, the class and teacher could

evaluate the performance and ask questions to improve the process and knowledge. Rubric 1 would assess the problem.

A peer evaluation and review were excellent choices to get the class's opinion. It is the process of how the student was able to present the information and handle the question-and-answer session. The course can evaluate the presentation and help improve the student's performance. The student would need to be assessed on how to deliver the presentation, make the information as accurate as possible to teach the class correctly, and how to deal with questions. This rubric would evaluate the student's performance and how to handle the question-and-answer session.

Problem-Solving Learning Objectives

I provide an original problem-solving knowledge-learning objective. Students would be able to identify and name-label problems, describe solutions to different situations, and apply their understanding of problem-solving using standard text (Morales, 2022). By the end of this course, the student will be able to solve for two variables, x and y , from an equation.

Traditional. The following multiple-choice and its correct answer can be used as conventional. Given this equation, $2X + 3Y = 0$, create a list of paired numbers that would solve this equation.

a. $\{-3, 2\}; \{-3/2, 1\}; \{0, 0\}; \{3/2, -1\}; \{3, -2\}$
b. $\{-2, 2\}; \{-3/2, 1\}; \{0, 0\}; \{3/2, -1\}; \{3, -2\}$
c. $\{-3, 3\}; \{-3/2, 1\}; \{0, 0\}; \{3/2, -1\}; \{3, -2\}$
d. $\{-3, 2\}; \{-6/2, 1\}; \{0, 0\}; \{3/2, -1\}; \{3, -2\}$

One technology I can use to assess this objective can be an interactive whiteboard (IWB)

(Promethean, 2022). An IWB shows what the teacher and class think when using images and gifs and map processing with diagrams. It can also leave feedback on sticky notes. There are challenges associated with this interactive whiteboard. Teachers seem overwhelmed with too

many applications, and it is challenging to learn them all. These whiteboards lack the needed storage and the ability to convert files. The whiteboard does not enhance the learning experience that teachers are looking for, so it could be more interactive and engaging. Teachers feel that the schools buy the equipment for promotional purposes, not as teaching instruments. These boards need professional development so teachers can stay trained to use them. Some older schoolteachers prefer to avoid modern technology. Either a multiple-choice or matching assessment would fit this problem.

Virtual. The type of online performance assessment that would be conducted would be a peer evaluation and review (Colman, 2021). This assessment would evaluate the process of a student's knowledge of how to solve the math problem. This assessment would allow the student to be in the instructor's seat to review and edit each other's work. This activity would allow participants to reflect on their knowledge and then communicate their feedback in a consistent and structured way. An instrument that would be used for this evaluation would be a video, most likely from an iPhone or an iPad, as these are the most popular types of equipment. One student would video another student drawing the problem on an IWB and explain how to solve the problem. Once the problem has been constructed and presented, the class and teacher could evaluate the performance and ask questions to improve the process and knowledge.

Rubric 2 can be used to assess the essay.

Rubric 2:

	1	2	3	4
Presentation	No parts of the presentation were professionally done.	Some features of the presentation were professionally done.	Most of the presentation was professionally done.	The presentation was professionally done.
Information Accuracy and Organization	None of the information that was presented was accurate or	Some of the information that was presented was accurate and	Most of the information that was presented was accurate and	The information that was presented was accurate and organized.

	organized.	organized.	organized.	
Question and Answer session	The student did not handle any questions professionally. The answers were inaccurate.	The student handled some of the questions professionally. Some answers were accurate.	The student handled most questions professionally. Most of the answers were accurate.	The student handled all questions professionally. The answers were accurate.

A peer evaluation and review were excellent choices to get the class's opinion. It is the process of how the student was able to present the information and handle the question-and-answer session. The course can evaluate the presentation and help improve the student's performance. The student would need to be assessed on how to deliver the presentation, make the information as accurate as possible to teach the class correctly, and how to deal with questions. This rubric would evaluate the student's performance and how to handle the question-and-answer session.

By the end of this course, the student will be able to solve for a variable using various algebraic techniques. The following essay is provided. Given the following types of equations, polynomial, quadratic, cubic, rational polynomial, and trigonometric, provide their definition, create a math example of each and explain how your model fits the type. Rubric 3 would be used for assessment.

Rubric 3:

	1	2	3
Equation type	No equation type was given	Gave partial type of equation	The correct type of equation was given
Example of equation	No example of an equation was provided	Gave a partial equation as an example	Provided correct equation as an example
Explanation	No explanation was provided	Gave partial explanation	Offered complete and correct explanation

The type of online performance assessment that would be conducted would be a drag-and-drop activity (Colman, 2021). This assessment would evaluate the process of a student's knowledge of how to identify the types and examples of algebraic equations. This assessment would allow the student to be in the instructor's seat to review and edit each other's work. This activity would allow participants to reflect on their knowledge and then communicate their feedback in a consistent and structured way. An instrument that would be used for this evaluation would be a video, most likely from an iPhone or an iPad, as these are the most popular types of equipment. Before the assessment, the student would have listed the types of equations on the board (polynomial, quadratic, cubic, rational polynomial, and trigonometric) and an example of that equation on magnetic strips placed on the board. One student would video another student explaining what is to occur. The student would drag and drop an equation type first, then drag and drop an example next to it. Once the problem has been constructed and explained, the class and teacher could evaluate the performance and ask questions to improve the process and knowledge. Rubric 2 could be used for assessment.

A peer evaluation and review were excellent choices to get the class's opinion. It is the process of how the student was able to present the information and handle the drag-and-drop activity. The class can evaluate the presentation and help improve the student's performance. The student would need to be assessed on how to deliver the presentation, make the information as accurate as possible to teach the class correctly, and how to deal with questions. This rubric would evaluate the student's performance and how to handle the question-and-answer session.

Reflections

This section reflects upon the analysis, design, development, implementation, and evaluation of assessments for online learning. Three online assessment strategies and their

benefits to the instructor and learner were identified and described. Two technologies were determined to shape the future approach to designing, developing, implementing, and conducting assessments in online learning environments. How one's knowledge from the previous course influences how one designs, develops, implements, and completes an online review in the future.

Online Assessment Strategies

Three online assessment strategies could benefit the instructor and learner. One major software that is very common now in most post-secondary institutions is Turn It In (TII) (Batane, 2010). Most universities and colleges have their students download their papers into plagiarism software to determine how much of their work matches that of other sources. TII is a web-based software that detects plagiarism and aids students and instructors in promoting originality in student papers. Plagiarism affects not only the student but also the integrity of universities and colleges. Usually, when the student is close to completing their paper, the instructor will have them submit an electronic form of the paper through TII software. This software would check the submission for textual matches with the material in its database and create a report explaining how much of the student's paper matches other sources. This software would benefit the instructors and students as it would ease the frustration of determining how much of the student's work is their own.

Flipgrids (Lowenthal & Moore, 2020) are videos produced and later submitted online to be used in asynchronous discussions. They can promote reflection, encourage equitable participation, and foster the development of learning communities for students (Maddix, 2012). Flipgrids can help decrease feelings of isolation or disconnectedness that can be common among online learners (Lowenthal & Moore, 2020). Once this video is recorded and then shared with others to watch on their own, they can comment or respond in some way (Lowenthal & Moore,

2020). Research suggests that students prefer video-based discussions over text-based ones (Clark, Strudler, & Grove, 2015), especially online discussions (Pinsk, Curran, Poirier, & Coulson, 2014). Flipgrids would benefit the students as they can record their performance as often as they wish before submitting them for an evaluation. Instructors would only have to allow the students to redo their performance after an official grade.

Instructors can create pop quizzes by using online polls (Colman, 2022). Instructors can assess students' knowledge anytime. Instructors can capture feedback directly from their students about their learning experiences. They can measure anything from learning satisfaction to why a student made a particular choice during a lesson. These polls allow students to share their opinions and make themselves heard. Instructors can also use these polls to break the ice during an online session.

Technology with Future Potential

Two technologies can have future potential. The most popular technology in use now is TII. TII (Batane, 2010) is connected to billions of sites to compare papers to other sources. It helps with grammar and spelling, plagiarism, and citation. This software is always available with all these tools. TII provides a preliminary grade to show as compared to other sources. TII also generates different forms of citations, including APA and MLA. This software is available on personal laptops, iPads, and iPhones anytime and anywhere. It can represent authentic approaches to learning about different cultures and connecting with them easily.

Flipgrids (Vander Ark, 2019) are becoming more popular among educators. They have many uses, including reflections, quick explanations, compare and contrast, peer review, project updates, and goal setting. Educators and students can have different time zones, but Flipgrids is a perfect solution to having asynchronous class schedules.

Using Current Knowledge to Shape the Future

The assignments created in these courses allowed me to understand how to design, develop, implement, and complete. In the course, *Frameworks for Adult Learning*, I learned how to research adult learning theories so that I could design a class on how adults learn. In *Using Technology to Enhance Adult Learning*, I learned how to develop a grant proposal and describe what technology can be used in an online classroom. In the *Online Strategy for Adult Learning* course, I developed and explained the best practices for teaching adult learners. In the final course, *Online Assessment Strategies for Adult Learners*, I learned how to create learning objectives and align assessments, create and analyze online written and performance assessments for online learning environments, and explore the strengths, limitations, and impact of technology and online learning environments on evaluations, interpret and apply concepts of validity and reliability, apply strategies to minimize cheating and plagiarism in online learning environments, survey feedback and use strategies to improve it and analyze issues related to online collaborative work.

Technology and Assessment

Walden University (2022) mentioned some strengths associated with using technology for assessment. Technology can help encourage active participation in the classroom. Using devices such as computers, tablets, etc., in your classroom can help turn traditionally dull subjects into interactive and fun activities. Using different types of technology in education can help teachers modify their lessons when it comes to incorporating different learning styles. These types of technology can include using their iPhone or iPad when completing assignments depending on where the student is. Using technology can improve collaboration. Some students love to help each other when using technology. Many technology-based tasks involve other

aspects, and this leads to situations where students need to seek help from their peers or the teacher.

Additionally, when students are assigned to small groups, the students who are more technologically advanced can assist their inexperienced peers, especially if in a traditional classroom. Using technology in the classroom would help prepare them for the digital future. Teachers can help set their students up for success by teaching them computer skills, such as PowerPoint. Introducing instructional technology in the classroom at a young age can help prepare students for future digital demands. Technology can help teachers form better relationships with their students and their colleagues. Integrating technology into your lesson plans and using it to expand your knowledge of the subject matter can make a significant difference in the classroom.

Duckworth and Yeager (2015) mentioned some limitations associated with using technology for assessment. Questionnaire descriptions may be misinterpreted, lack of insight or information, insensitivity at different time scales, and reference or social desirability bias. Simmering et al. (2019) also mentioned context insensitivity, as behaviors may occur in some contexts but not others that are not differentiated by questionnaires. Woodzicka and LaFrance (2001) and Bostyn et al. (2018) mentioned that self-reports in response to hypothetical situations diverge from actual behavior in similar experiences.

Classroom Dynamics

Cheating and Plagiarism

My online experience makes cheating and plagiarizing in an online environment easier. An online environment allows the student to work in an internet environment where they can work at home or in a library. There may not be any school supervision at home, which can

increase the chances of cheating. If a test must be proctored, it will most likely have to be done at a library, with no chance of cheating. It is easy to plagiarize if it is not required to provide an original report and must redo the mistakes.

The Center for Academic Integrity (n.d.) reported that cheating is higher in courses where learners know faculty members are likely to ignore cheating. Milliron and Sandoe (2008) mentioned that net-generation students who have online education have two characteristics, technological savviness, and peer connections, where they spend about 72 hours a week connecting by phone with their peers. McCabe (2005) explained that students develop their deviant strategies and peers' techniques and behaviors as they communicate and form social relationships. If they perceive a culture of cheating, they are more likely to engage in it. Kline (2011) reported that peers collaborate and to what extent this is considered inappropriate. For students, cheating is a sign of being overwhelmed by assignments. They will procrastinate until they run out of time or have too many responsibilities. Gillespie (2003) and Weinstein and Dobkin (2002) reported that plagiarism is accepted among peers; though getting caught is slim, punishment is minimal.

Bushweller (1999) reported that many educators consider the erosion of ethics the reason why learners continuously cheat, as well as an increase in learner collaboration. Some parents are also to blame as they don't hold their children accountable if caught cheating. McCabe and Trevino (2002) reported that there was little chance that a learner would get caught cheating due to the lack of faculty support for academic integrity policies. Williams (2001) mentioned that the point at which academic cheating crosses the line might differ for each instructor. Lathrop and Foss (2000) agreed that there is an inherent conflict between the instructor's desire to assign collaborative work to learners for preparation for future careers and the need to teach learners to

do their job. Sperber (2005) mentioned that some faculty deter from being involved in consequences as it is not a career-building activity that involves stress and does not attract funding. Milliron and Sandoe (2008) found that some faculty do not prosecute as it is time-consuming.

Cheating can also occur when students find inadequacies in computer systems. Milliron and Sandoe (2008) reported that some students congregated off-campus to take quizzes. Haney and Clarke (2007) found that after some students had taken a course, they admitted to exchanging answers and were also aware they were cheating.

Cheating and plagiarism can be prevented. Bresnick (2020) explained that instructors should change their test formats. Students can then collaborate and use resources like notes or texts. This way, students are challenged with complex questions to apply their knowledge. Instructors can give students a different version of the test. Instructors can alter the test website to prevent students from using other sites. The proctored site will shut down if the student wanders out of the test site. Walden University (2021) mentioned that using performance-based assessment as cheating is impossible. Students would have to produce original or, worse, have copied someone else's work. Christe (2003) identified the need for carefully crafted essay questions, monitoring, and including honor statements to help minimize cheating on web-based courses.

Through my online learning experiences, one of the best strategies for preventing cheating and plagiarism when dealing with written assignments is using TurnItIn (Kline, 2011). I would recommend making it a requirement to have the student submit the project to this software. If the reporting score is less than 10%, the student would submit the report and work to the blackboard for a final grade. If the score exceeds 10%, the student must make corrections,

r esubmit to the software, and rerun the program. If the student refuses to make any changes to decrease the score, the student will receive a reduced letter grade for each increment of 10% (B for 20%, C for 30%, etc.).

Effective and Ineffective Feedback

In reflecting on ineffective feedback, I remember what I was working on with my second doctorate chair. My first and third chairs were outstanding in providing precisely what feedback I needed. However, although my second chair did not last a year, she gave vague negative feedback. She gave back the draft but did not provide any written feedback. I had to ask her where the written feedback was. She said it was there, and I had to make corrections, though nothing was there to indicate changes were to be made. I was used to receiving written positive and negative feedback, which headed me in the right direction. During this time, I was preparing to finalize my proposal so my committee could prepare me for my initial oral defense. We also had our first and last committee meeting, where she commented that I would get an unsatisfactory rating if I didn't show progress. According to her, I was supposed to look over a specific part of the draft and fix what I felt needed improvements. I eventually did argue my point as to what the mistakes were and where they were. Since there was no written feedback, I needed clarification about how to interpret her input. As I had always been given written feedback and knew exactly what to take care of, how was I supposed to know where the mistakes were and how to change them? Low-quality assessments are likely to misinform student learning, leading to ineffective feedback (Andrade & Heritage, 2018). Feedback timing is essential as it can become irrelevant to the students (Pereira, Flores, Veiga Simao, Barros, 2016).

Online Written Assessments

Technology and online learning are more involved in writing an assignment or discussion. Four relationships come up with how students do their research. Depending on

where online learning occurs, there can be a congregation of students at one location. This location can cause some students to learn more from each other outside or in class, eventually sharing the same information. This sharing can later lead to cheating.

One relationship that comes to mind is how students know what search terms (Ouachita Baptist University, 2021) to use when finding research. If students are new at conducting research, they most likely do not know how to find critical information without wasting time searching online to see what they need. If students are not trained to understand what search terms to use to find the appropriate research, they will not be able to know how to use search engines.

Another relationship is when students decide to use the information they find on the internet as their own or plagiarize (Bresnick, 2020) without using citations. Most likely, students are not being supervised while on the internet doing schoolwork or leisure work. When researching, some students feel it is too much work to ensure their schoolwork is free of grammatical mistakes and plagiarism. Plagiarism will only occur if their work is not appropriately supervised. To do this, original reports should be submitted with the assignment to determine how much of the work was original.

The last relationship is when students plagiarize without using citations, which can lead to cheating (Walden University, 2021). Students now have access to various technology, iPad, laptops, and iPhones, for which they can conduct research. This research can include searching the internet and emailing information through email. With these forms of technology, some students can become more creative in accessing information, searching, or emailing the information, primarily through emails. Again, this depends on the school and teacher's policy of having personal technology during class, especially during assessments.

Performance Assessment

Educators need ways to assess student learning that can support their higher-order thinking skills, help improve teachers' instructional practices, and ultimately allow students to demonstrate post-secondary readiness through a culminating assessment. Performance-based learning (Kelly, 2019) is when students participate in performing tasks or activities that are meaningful and engaging. Its purpose is to help students acquire and apply knowledge, practice skills, and develop independent and collaborative work habits.

Mitrefinch (2022) provides benefits for instructors when using performance assessments. Instructors can assess where areas of improvement are needed for their students. The communication between the instructor and students can improve. Assessment data helps in monitoring the students' success. Lund and Kirk (2022) mentioned that performance assessments are direct observations of student learning and can involve active student learning. Sherman (2020) mentioned challenges for instructors when using performance assessments. There can be a lack of objectivity where teachers may not assess students fairly, which could be done by race, gender, or how they get along with students. Teachers may not judge fairly when comparing students with other students. These assessments take a lot of time and can make instructors uncomfortable with the program. An instructor may use the horns and halo effect when the student is not competent in their assessment.

Mitrefinch (2022) mentioned that the communication between the instructor and student could improve. Maler et al. (2020) found that students experienced expanded opportunities to demonstrate deeper learning competencies, including improved communication and presentation skills, greater confidence in college and career preparation, and growth in social-emotional skills.

Sherman (2020) mentioned challenges for the learner when using performance assessments. Some instructors and students do not care about providing or receiving feedback they do not believe in. Students are usually proud of their work and expect to hear good teacher feedback. A third of assessments improve students' performances, another third does worse, and nothing changes for the rest. Some students receive a list of what they need to improve.

Assessing Collaborative Work

According to Dillenbuorg (1999), collaboration needs to have a clear definition. It is a combination of people participating in producing a final product that relies on a sustained synchronous or asynchronous coordinated effort to regulate their activity and learning. Byrnes et al. (2020) address some advantages and disadvantages of assessing online collaborative work from the teacher's perspective. Some benefits of assessing online collaborative work include the following. The teacher would learn how international students present themselves and participate in the class. Online classes are time efficient, and virtually no time is wasted. Online classes are a low-cost alternative to being in traditional classes; you do not have to waste time driving to class or looking for a parking space. It would be easy to reschedule or postpone meetings.

Some disadvantages of assessing online collaborative work include the following. Technology can be limited to the amount of power that is provided. Class presentation is only as good as the student's knowledge of technology usage. Some instructors can have difficulty moderating class participation depending on the participants' attitudes. There can be the poor transmission of body language between the students and instructors. Time zone differences between participants can cause participants difficulty in attending meetings. Physical data

cannot be saved during classes. Computers may require high-speed internet, and connections can be broken. There can be licensing fees for universities.

Byrnes et al. (2020) also address the advantages and disadvantages of assessing online collaborative work from the student's perspective. Some benefits of assessing online collaborative work include the following. Several students worldwide can learn how other students feel and think about the same issues. Online classes are time efficient; some students appear not to be wasting their time. Online classes are a low-cost alternative to being in traditional classes; you do not have to waste time driving to class or looking for a parking space. Some disadvantages of assessing online collaborative work include the following. Participants have very little, if any, control over participants' attitudes. Poor transmission of body language can occur between the students and the teacher. Time zone differences between participants can cause students not to attend meetings. Physical data cannot be saved during meetings. Requires high-speed internet, and connection can be broken. There can be licensing fees for students. Propose two strategies for addressing one or more of the limitations. Videos could be used to store sessions though their quality may not be as high as expected. Obtain technology that has a high-speed internet connection. Students need to be as computer savvy as possible, as online is all about using technology while online. Instructors should call the student immediately to get them out of the class as soon as possible to avoid embarrassing them in class.

Evaluating Assessments

To improve test validity (Kleeman, 2017), instructors could conduct a job task analysis; of what tasks are important and how often they are done. Instructors could define the topics in the test before drafting them; know what your questions are about before you deliver the test. Instructors could poll subject matter experts to check content validity for a test that already

exists. Instructors could use item analysis to flag questions that do not correlate well with the rest of the assessment. Instructors could also review and update tests frequently.

To improve reliability (Kleeman, 2017), instructors could use enough questions to assess competence. The environment should be consistent with the participants; participants should have the same time to take the test in similar settings. Instructors should ensure that participants are familiar with the assessment. If instructors are using human raters, they should know the scoring rules very well. Teachers should calculate Cronbach's alpha to measure internal reliability.

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