

**Assessment re-loaded:  
beyond testing  
in distance education**



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**Ask yourself . . .**

What are two  
characteristics of  
effective assessment?

What two questions do  
you have now about  
designing  
assessment?



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Purpose of continuing professional education



*Competencies  
integrated with  
Wise Judgment  
through  
Performance*

in  
"swamps of  
everyday practice"



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### Capability is . . . .

“having justified *confidence* in one’s ability to take appropriate and effective action to formulate and solve problems in familiar and unfamiliar changing settings.” (Cairns, 2000)

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### Purposes of assessment

#### SUMMATIVE

- Compare actual learner performance to instructional goals
- Determine learners’ competence, performance, and capability
- Help learners make decisions about their next actions
- Determine learners’ satisfaction
- Provide information for other stakeholders

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### Purposes of assessment

#### FORMATIVE

- Determine learners’ prior knowledge
- Monitor learners’ ongoing progress
- Create learning opportunities
- Evaluate and improve instructional method
  
- Develop learners’ capability for self-assessment and self-monitoring



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**Authentic assessment is .....**

**Ongoing**

- Occurs frequently - aims for surprise
- Embedded throughout instruction process
- Engages learner in different ways:
  - recalling new information
  - making personal sense of it
  - connecting with prior knowledge
  - solving problems
  - critically questioning the knowledge
  - extending the knowledge
  - integrating knowledge into everyday embodied practice

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**Authentic assessment is .....**

**Instructive**

- Contributes to learning -- helps learner streeetch
- Recognizes how assessment shapes what is learned
- Aims to cultivate learner's ability to self-assess




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**Authentic assessment is .....**

**Multi-modal**

Humans and knowledge are too complex to be judged with one instrument!



- Aims to capture different expressions of learning
- Draws on multiple methods
- Engages learner through multiple modes
  - recalling, reflecting, solving, building, practicing . .
- Helps ensure redundancy and triangulation

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**Authentic assessment is .....**

**Communicative**



- Criteria are clear and transparent
- Feedback is timely
- All results and rationale are clearly communicated
- Learner is involved: forming criteria, identifying indicators, responding to external assessment, providing self-assessment

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**Authentic assessment is .....**

**Comprehensive**

- Provides information about learner's  
knowing *that*  
knowing *how*  
knowing *in action*



- Incorporates multiple perspectives:  
• self, peer, expert




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**Authentic assessment is Comprehensive**

**.....yet Feasible**

- Incorporates different purposes:
  - summative, formative
  - information for learner, for peers, for instructional design
  - develops learner's self-assessment

*... within constraints of available resources (time, people, knowledge), contexts, and community norms*




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### Traps of assessment

- Measuring what's easiest to measure  
(What gets measured gets learned)
- Reductionism
- Underestimating the message embedded in the evaluation




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### Ways to sample learners' knowledge & skill

- Performance observation
- Growth plan, portfolio
- Interview
- Learner teaching others
- Peer ratings, narratives
- Artifacts of everyday work
- Other stakeholder reports
- Written test
- Problem analysis, solution
- Personal checklists
- Written reflection
- Presentation to peers (debate, panel, etc)
- Prepared product (solution, design, teaching tool, video, display, etc)

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### Assess at different times



- **BEFORE:** prior knowledge
- **DURING:** learner's responses, comprehension, application
- **IMMEDIATELY AFTER:** learner's recall of knowledge, problem-solving using it
- **LONG TERM AFTER:** incorporation into everyday practice

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**Questions that engage- HOCKEY!**

**RECALLING**

Which of the following is *not* a goal of the Edmonton Oilers or Montreal Canadians on Heritage Hockey Night?

- a. Winning the hockey game
- b. Earning money for the franchise
- c. Having fun with the boys
- d. Dressing like Don Cherry



**CONNECTING**

(Interviewing Coach Craig McTavish of the Edmonton Oilers)

1. Craig, in preparing your young men for the big game, what three goals would you like to achieve?
2. What do you think about Wayne Gretsky back on home ice, if only for one night?
3. Are you encouraging your players to make this game a special if only for a night?

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**Questions that engage**

**RECALLING**

Which of the following is not a goal of harm reduction strategies?

- a. Prevent transmission of HIV INFECTION.
- b. Reduce social isolation.
- c. Create a drug-free society.
- d. Save lives.
- e. Improve health and well-being of drug users.

**CONNECTING**

In providing harm reduction strategies, what are three goals you would like to achieve?

What are your feelings or emotions toward Jane?

Is there a needle/syringe exchange program in your community? Would you refer a patient to it?

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**Questions that engage- HOCKEY!**

**ANALYZING**

Which of the following did not cause your humiliating loss to the Oilers?

- a. Your heavy travel schedule
- b. Inexperience on your blue line
- c. Injuries to top players
- d. The secret Ukrainian ump-pa band that played all night outside the players' dressing room

**PROBLEM-SOLVING**

(To the Edmonton Coach):

Playing short handed all night makes it difficult to sustain an offensive flow.

What strategies will you put in place to reduce penalties for your team?




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### Questions that engage

**ANALYSING**

Which of the following likely did not expose Jack to injection drug use?

- a. Homelessness
- b. Mental illness
- c. Ethnicity (Caucasian)
- d. Family disruption

**PROBLEM-SOLVING**

What harm reduction strategies would be appropriate for Paul?

- a.\*\*\*\*\*
- b.\*\*\*\*\*
- c.\*\*\*\*\*

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### Questions that engage- HOCKEY!

**CRITICAL QUESTIONING**

What concerns can you see as your young defensemen try to gain experience and poise in their own end?

**EXTENDING**

What three actions could you take to improve your young defensemen's play prior to the All Star break?




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### Questions that engage

**CRITICALLY QUESTIONING**

What concerns can you foresee with the expanded role of pharmacists in providing HIV-preventative services to clients?

**EXTENDING**

What three actions could you take now to improve your provision of harm reduction strategies?

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**Questions that engage- HOCKEY!**

**PROJECTING INTO PRACTICE**

- How will you anticipate Montreal forechecking?
- If we are short handed, how will you relieve Montreal's offensive pressure?
- On the power play, where will be your winger on the ice?
- What is the least risky pass you can make to head man the puck?

**ASSESSING INTEGRATION INTO PRACTICE**

I am able to relieve pressure on my goalie with a safe pass:

- a. Every time
- b. Most times if I concentrate
- c. Only with help and luck
- d. Pack my bags mama, I'm on my way to the minors




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**Questions that engage**

**PROJECTING INTO PRACTICE**



**ASSESSING INTEGRATION in PRACTICE**




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**Assessment in Distance Education . . . Individual print modules**

- Questions embedded throughout text
  - multiple choice, open-ended, answer guide
- Activity choices with submitted product
  - produce a practice guide (protocol summary)
  - produce a test for a peer
  - create behavioral indicators for personal action plan
  - list other performance indicators to track over time

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**Assessment in Distance Education . . .**  
**Computer-based instruction**

- Manipulate images on screen
- Arrange protocol steps in appropriate sequence
- Respond to video clip of patient or patient-pharmacist interaction
  - Multiple-choice case analysis questions
  - Written analysis (scoring guide provided, or web-board of collected responses)
- etc

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**Assessment in Distance Education . . .**  
**Online (group) instruction**

- Post case responses and analyses to group
- Assess peer's analyses
- Formulate a problem or case for the group
- Develop with group specific indicators of best practice for the new knowledge
- Post video clip of own practice for peer (or other) to assess
- Share progress with group at 3- or 6-month intervals - through narrative or artifacts

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**Ask yourself . . .**



- What were your two original questions? Can you answer them now?*
- What understandings were reinforced for you today?*
- What one new idea will you remember?*
- What one new practice will you look into?*

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