



Join the interactive presentation.



August 4, 2022 Community Gathering: Equitable Assessment in HyFlex Courses



HyFlex Learning Community

Introduction: Name, Affiliation, Term for HyFlex?

Hello

Miriam Maske, from ENMU Ruidoso in NM.
We use the term HyFlex

Shelly Ikert, Lambton College, Teaching and Learning Commons
Flexible Education is what we are calling HyFlex

L. Vicki Cedeno, Associate Director of Assessment at Borough of Manhattan Community College, CUNY. NYC. We use HYFLEX.

LaTonya Motley, Faculty in Educational Technology/Department Chair for the Instructional Technology and Curriculum Support at Northland Pioneer College, we call it NPCFlex.

DW Wood, Online Learning & Educational Technology Coordinator, Clackamas Community College in Oregon City, Oregon. We haven't agreed on a term yet, but we're starting to shift to Technology-Enhanced Classroom.

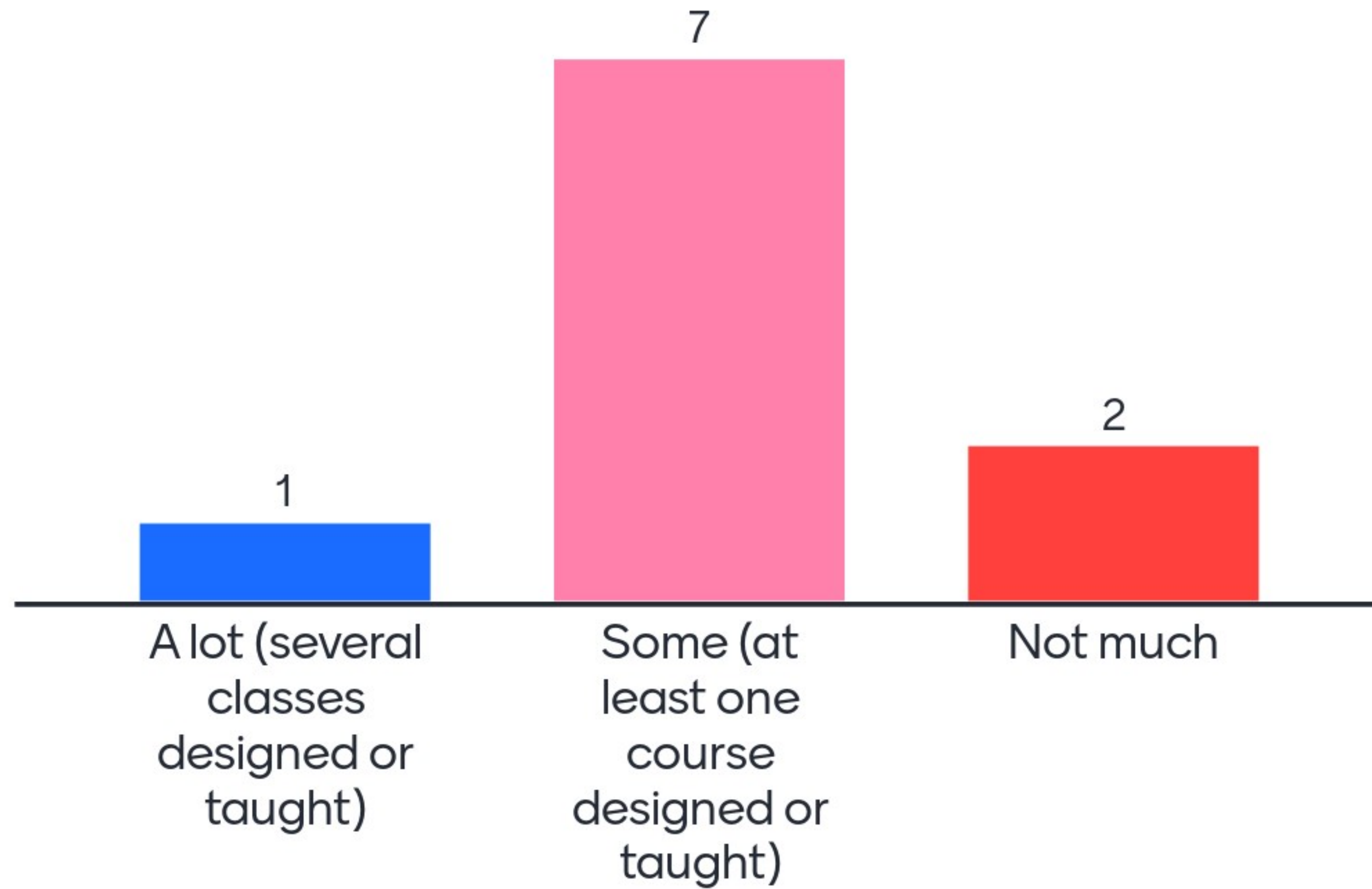
Rahat Shahid, a Lecturer at Forman Christian College University FCCU (Pakistan).

Scott Vigallon, Instructional Designer, Las Positas College, Livermore, CA. We're currently offering HyFlex classes.

Sabrina Johnson-Taylor Associate Dean for Distance Education and the Learning Resource Center
Passaic County Community College
We offer concurrent courses (blended/sync), and we are piloting a hyflex this fall.

Maria I Ortiz - University of Cincinnati Blue Ash Campus – Associate Professor - Educator of Spanish / Co-Director of the Learning and Teaching Center. We use hyflex but definition varies.

How much HyFlex experience do you have?



Implementing HyFlex Principles

- Learner Choice / Alternatives
- Equivalency
- Reuse
- Accessible



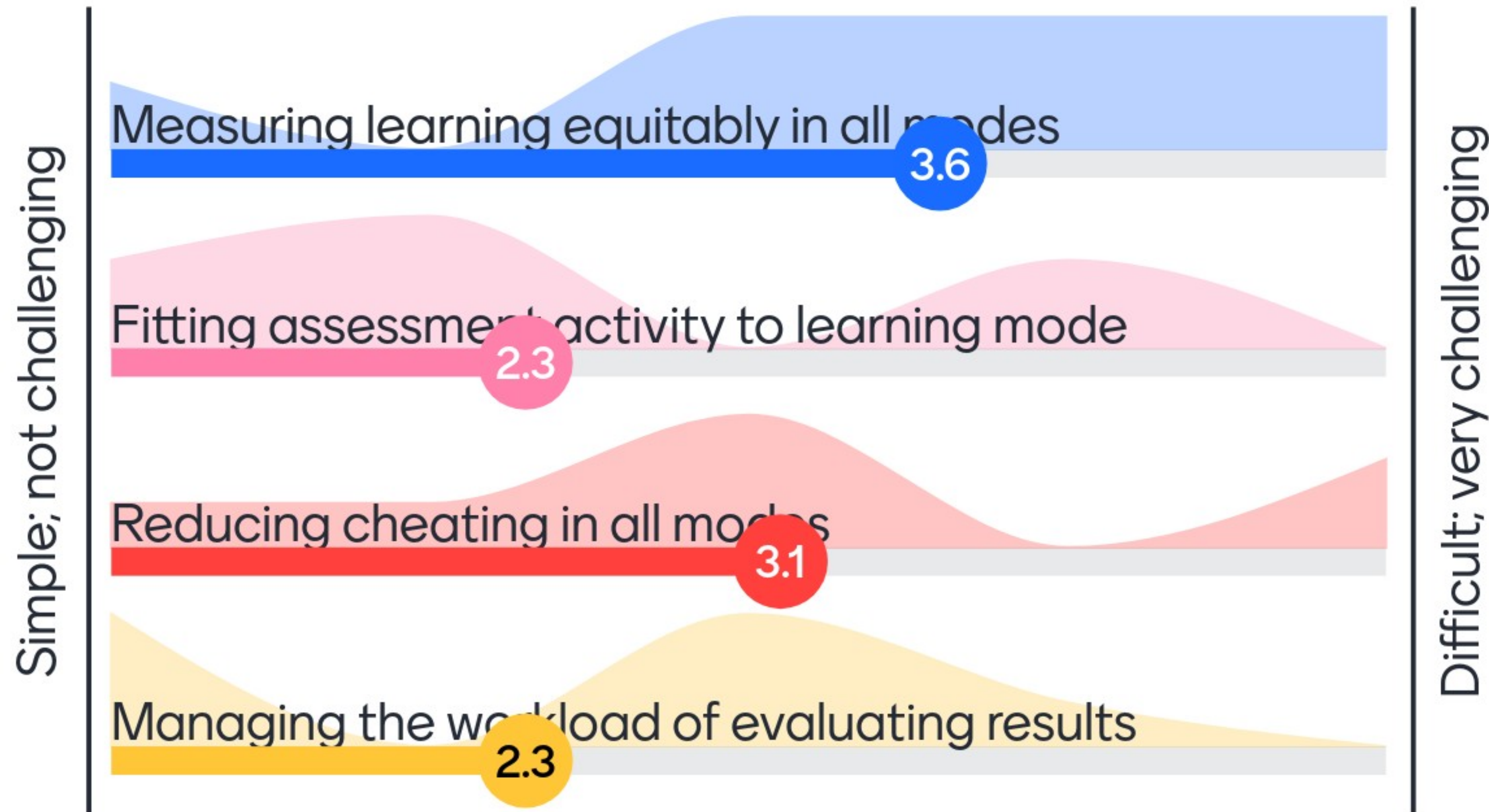
UNIVERSAL
PRINCIPLES
OF DESIGN

Assessment Challenges Unique to HyFlex?

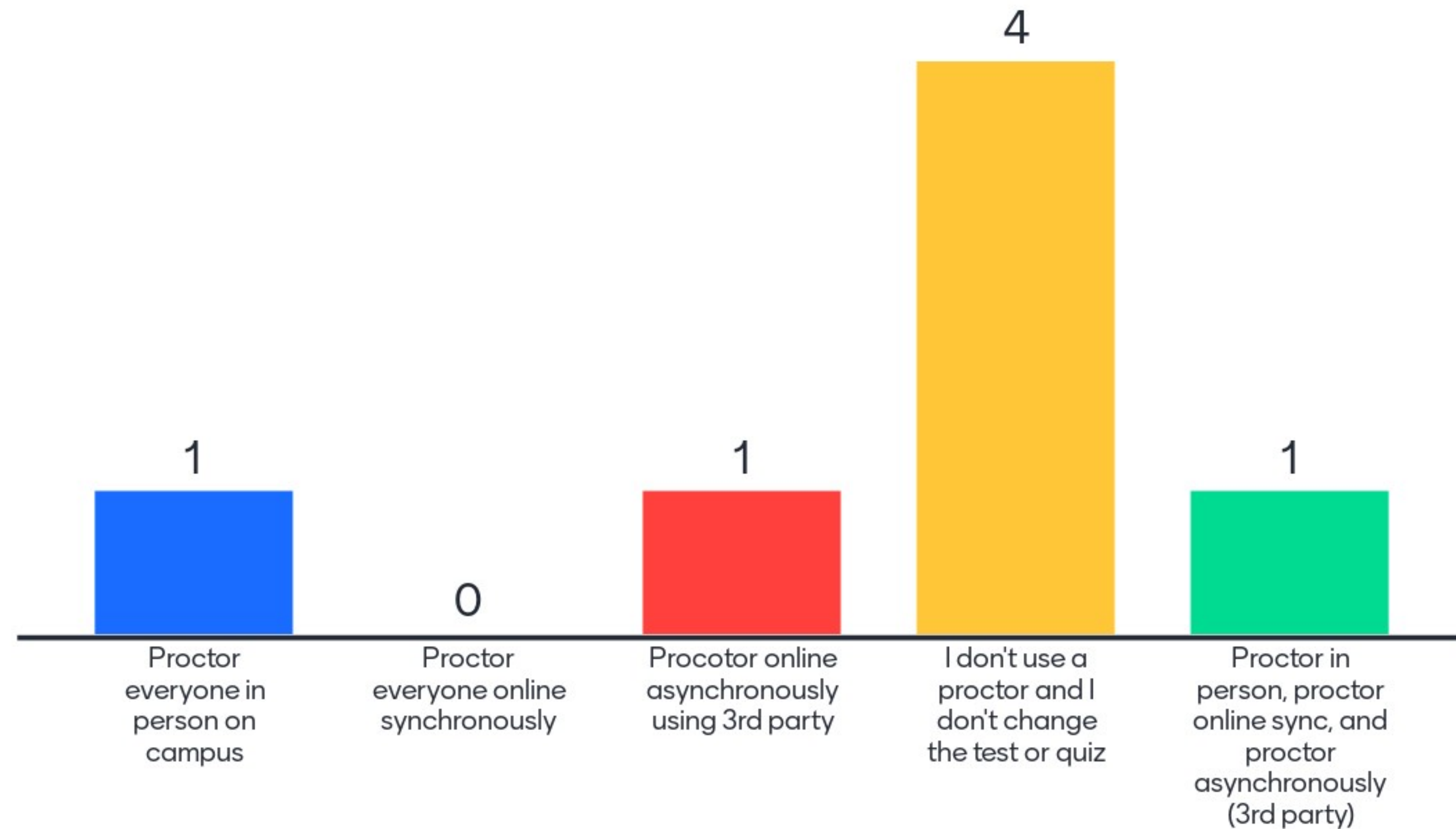
equitability
 expectations of outcomes
 technological access
 connection
 cheating online
 accessibility
 collaboration
 understanding
 meet objectives
 equality
 barriers
 presence
 access



How challenging are these aspects of assessing learning in HyFlex?



Proctoring strategies for tests and quizzes: Which do you use?



Other approaches for tests and quizzes: Do you use?



1

Rewrite for "at-home, open book"

0

Untimed

0

Grading "curve" differentiated by mode

4

Multiple attempts allowed; (mastery learning supported)

The Purposes of Assessment

- Evaluate student learning
- Support student self-evaluation
- Evaluate academic program
- What else?

How do you support student self-evaluation? (methods)

Surveys

providing timely feedback and reviews

Add a question or two to the end of an assessment.

rating system (end of course) to see how they feel they did in the class.

For classes where I use portfolios as part of assessment, I use Typeform to help them review their previous work in the class, and if they can identify a progression or not in their learning.

awarding badges

In Canvas, I provide feedback for speaking practice, and if they submit a voice recording with an updated speaking practice, I update their grade.

Provide rubrics so they can review them before they submit work.



High-quality Assessment

- Assessments are directly tied to learning outcomes.
- Grading policy and expectations are clearly stated.
- clearly explained and connected to course learning outcomes
- Multiple assessments are used to establish achievement level.
- Students are encouraged to provide feedback to the instructor about the course design and the effectiveness of teaching.
- Ongoing formative assessment is used to monitor student learning progress and support self-regulation.



Consider Authentic Assessments

Positive: Likely to be more valid than conventional tests, particularly for *higher-order thinking skills*.

Involve *real-world tasks*; likely to be more *interesting* for students, and thus more *motivating*.

Can provide more *specific and usable information* about what students have succeeded in learning as well as what they have not learned.

Negative: May *require more time and effort* on an instructor's part to develop, and may be more difficult to grade. Useful to create a *grading rubric* that specifies the traits that will be evaluated and the criteria by which they will be judged.



Which do you use?



3

Case/problem-based learning

0

Project-based learning

0

Reports - Individual or Group



1

Professional presentations

0

Discipline-based writing



1

Other?

Additional Resources (websites)

- Tools for Formative Assessment: <https://www.nwea.org/blog/2019/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/>
- OLC-OSCQR Guidelines for quality assessment in online course: <https://oscqr.suny.edu/assessment-feedback/>
- UDL Guidelines for Monitoring Progress: <http://udlguidelines.cast.org/action-expression>
- Concerns/Proctoring: <https://www.insidehighered.com/digital-learning/article/2017/05/10/online-exam-proctoring-catches-cheaters-raises-concerns>
- Lessons Learned from Cheating: <https://teachinginhighered.com/podcast/lessons-learned-cheating/>
- Authentic Assessment Approaches: <https://citl.indiana.edu/teaching-resources/assessing-student-learning/authentic-assessment/index.html>

Questions? Comments?

0 questions
0 upvotes

