Teaching Learning

Equitable, Diverse, and Inclusive Assessment

Please contact eCampus Ontario should you have any questions (www.ecampusontario.ca)

MODULE 1: FOUNDATIONS OF ASSESSMENT

≡ **What is the Purpose of Assessment?**

≡ **Challenges to Equitable & Inclusive Assessment**

Multimedia Assessment

Assistive Technology

Consolidate Your Knowledge

What is the Purpose of Assessment?

Teaching Learning

This module provides an overview of assessment and how it fits into the learning experience. Here, we provide useful approaches, frameworks, and practical strategies to introduce **equitable**, **diverse**, **and inclusive assessment strategies** for the online or hybrid environment. In subsequent modules, we address more detailed teaching and learning opportunities relative to Feedback, Peer and Self Assessment, and Technology for assessment. This module provides time and space to consider what assignments you require in your courses, how they connect to overall course goals, and how you can ensure that all such assessments meet student needs in the digital environment.

What is the purpose of assessment?

The primary purpose of assessment (and evaluation) is to **improve student learning**.

Assessment informs students of their progress, and guides the teaching practice by providing insights for instructors about student learning. From an equity perspective, well-designed assessments have clear and accessible expectations, are inclusive of all learners, and have the potential to identify barriers and illuminate gaps in learning.

Diagnostic, formative and summative assessments are three types of assessment that help students and instructors measure and better understand the state and extent of learning for students throughout the learning continuum.

Click on the diagram below to read more about diagnostic, formative and summative assessments.

Diagnostic
Assessment

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Formative
Assessment

?

Summative
Assessment

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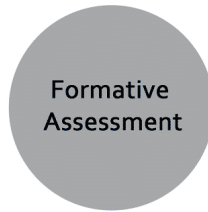
Diagnostic Assessment

A diagnostic assessment can be defined as a pre-test or pre-assessment to gauge students' current knowledge and understanding of course content/topics.
A diagnostic assessment can be given before or at the start of a course to assist with course planning and identifying areas of student need/support.
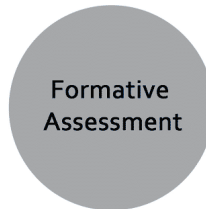
Summative Assessment

Simply stated, summative assessments measure and evaluate student learning at the conclusion of an instructional period (eg. end of unit, term, course). Summative assessments are used to determine whether the learning outcomes for a course have been met, and can also identify gaps in instruction and curriculum.

Diagnostic Assessment

Formative Assessment

?

Summative Assessment

Formative Assessment

Formative Assessment is an ongoing part of the learning process and helps the instructor and student track progress.

Formative assessment is also referred to as 'assessment for learning' wherein feedback is created to improve student learning. Formative assessments offer students an opportunity to check their understanding of concepts and reflect on next steps. Formative assessment guides instruction, and data from formative assessments can assist instructors to adjust lessons and clarify concepts.

How Does Assessment Fit Into The Learning Experience?

It's all about alignment.

Assessment is an integral part of the learning experience. Most importantly, assessment needs to be aligned with **learning outcomes*** and instructional activities. This alignment ensures that there is consistency throughout the course, and students are able to better understand connections between their assignments, learning tasks, and intended outcomes. Aligning assessment, learning outcomes, and instructional strategies starts with a close review and reflection of the stated learning outcomes

for the course, class, or program. All learning outcomes should point to appropriate and effective assessment practices and instructional strategies. The backward design approach is an excellent place to begin the planning process.

> (i) Learning outcomes are statements outlining the knowledge and skills students should acquire at the end of the given course, class or learning program.

Assessment

Learning Outcomes

Instructional Activities

Challenges to Equitable & Inclusive Assessment

Teaching Learning
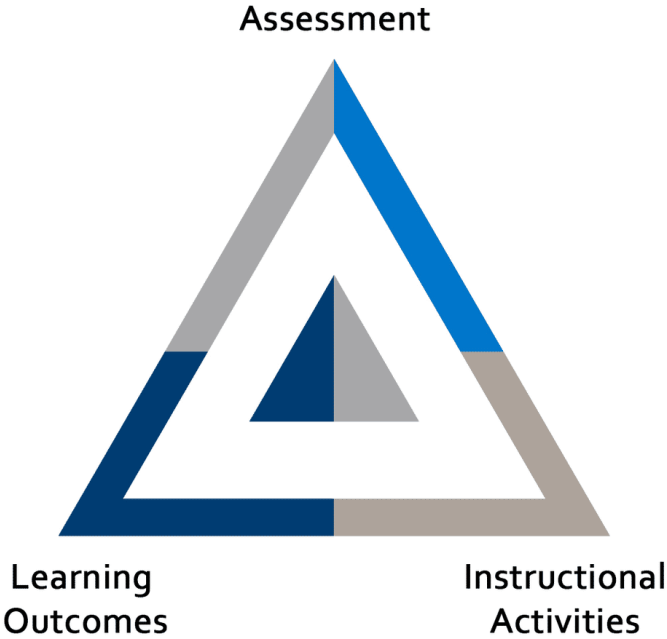
What Are Some of the Challenges Related to Equitable and Inclusive Assessment in Online Learning Contexts?

It is helpful to first consider some of the prevalent challenges and barriers related to assessment in online/hybrid learning environments. Here are some challenges identified by global scholars:

Shift in Mindset

Approaches and tools for online assessments are different from in-person assessment strategies, requiring a **shift in mindset**.

Difficult to Track Student Work

Due to the nature of online learning and the disembodied experience, it can be more **difficult to track student work** products, make observations, and have conversations in order to assess and evaluate learning over time. This can threaten the validity of assessments.

Adequate Access to Technology

Adequate access to technology and the internet is an equity issue that can have an impact on assessment and can result in an unfair advantage for some students.

Authentic Assessments

Meaningful, **authentic assessments** and demonstrations of learning can be more challenging to plan and deliver in online contexts and may increase an instructor's desire to revert to more traditional assessments such as essays, exams, or testing.

Synchronous Assessments

Synchronous assessments: Some students have significant responsibilities over and above schooling, such as parenting, work, and/or giving care to elderly family members. Providing options for assessment (such as a recorded presentation rather than a synchronous class presentation) can help to relieve scheduling burdens.

Physical Settings vs. Online Settings

Physical settings vs. online settings: Not all students will have a quiet, dedicated workspace for online classes; hence assessments such as live, proctored online exams can be an added challenge or burden.

Targeted, Explicit Professional Learning

Finally, instructors need **targeted, explicit professional learning** in online pedagogy and assessment strategies

"My secret power is actually a practice. I tell myself every morning that I'm on a once-in-a-lifetime adventure. So when things go wacky, I actually feel thankful that I'm experiencing something new."

- Hernandez (2020)

"Fairness in assessment refers to the consideration of learner's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them."

- IBE-UNESCO (2014)

What are some helpful frameworks or Approaches that can be used to ensure assessment is equity-focused and inclusive?

Now that we have the foundations of assessment laid out, it's a good time to focus on how equity, diversity and inclusivity can be effectively embedded into assessment in online/hybrid learning environments. In this section, we are going to discuss several effective approaches: **equity-minded assessment**, **culturally responsive assessment**, and **universal design for learning**.

What is Equity-minded Assessment?

Equity-minded assessment is an approach that aims to address inequities in assessment through a critical lens. It entails the involvement of students in the assessment process and takes into account a diversity of perspectives. A significant role of equity-minded assessment looks to explore and minimize bias.

Bias and Assessment

There are many actions instructors can take to minimize bias when planning assessment tools and strategies. Involving student voice can ensure that biases are minimized and that equity is embedded throughout the assessment practice. Simply put, biased assessments fail students (Williams & Perrone, 2018). Bias is often unconscious and assessors often are not aware when bias is at work (Steinke & Fitch, 2017).

Use the following **sliding tool,** left to right, to review key forms of bias and how it can impact assessment. Slide the tool over to reveal what instructors can do to minimize these forms of bias.

Culturally Responsive Assessment

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What is Culturally Responsive Assessment?

Culturally responsive assessment is about being mindful of the needs of all learners and is reflective of all learners. Being culturally responsive is always dependent on the context; each class or course will be different. Educators must both engage with and provide authentic assessment to student populations representing a full range of learning backgrounds, strengths, needs and interests. Assessment must be responsive to culture; such responsiveness is deeper than a surface understanding of ethnicity, race and faith.

Instructors can and should:

- Be aware and knowledgeable of the student population being served

- Use student-focused language learning outcome statements to ensure understanding for all

- Use of multiple assessment tools and sources of evidence that are culturally responsive and relevant to students

- Continually examine structures and practices that may privilege some and disadvantage others

- Consult with individuals from diverse perspectives to review assessment tools.

(Montenegro and Jankowski, 2020).

Stembridge (2020) has identified six themes of **Culturally Responsive Education: engagement**, **cultural identity, relationships, vulnerability, rigor** and **assets.** While these refer to learning experiences in general, Evans (2021) has applied each theme to assessment techniques and strategies. Click on each of the six Themes of Culturally Responsive Education to view ideas about how to apply each theme to assessment.
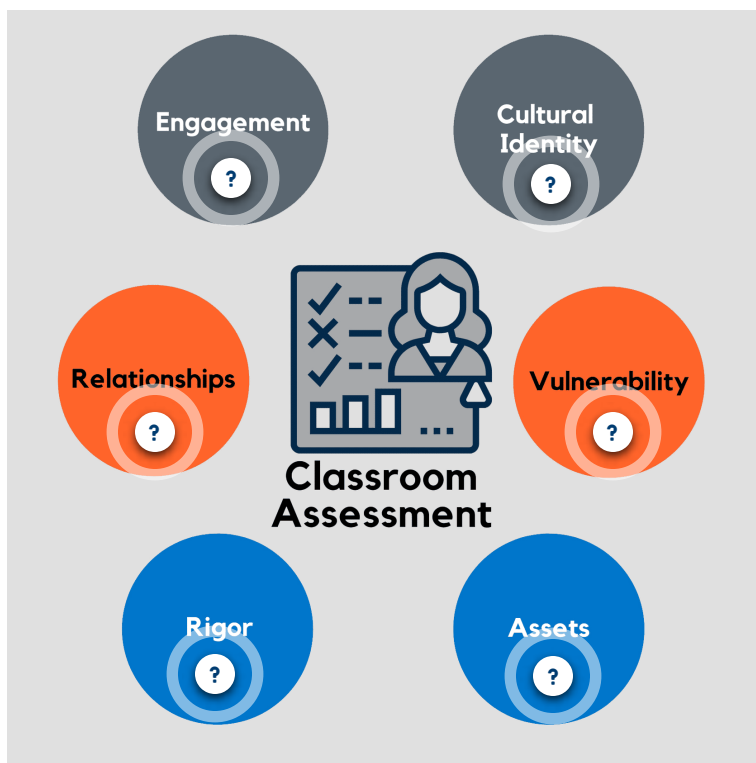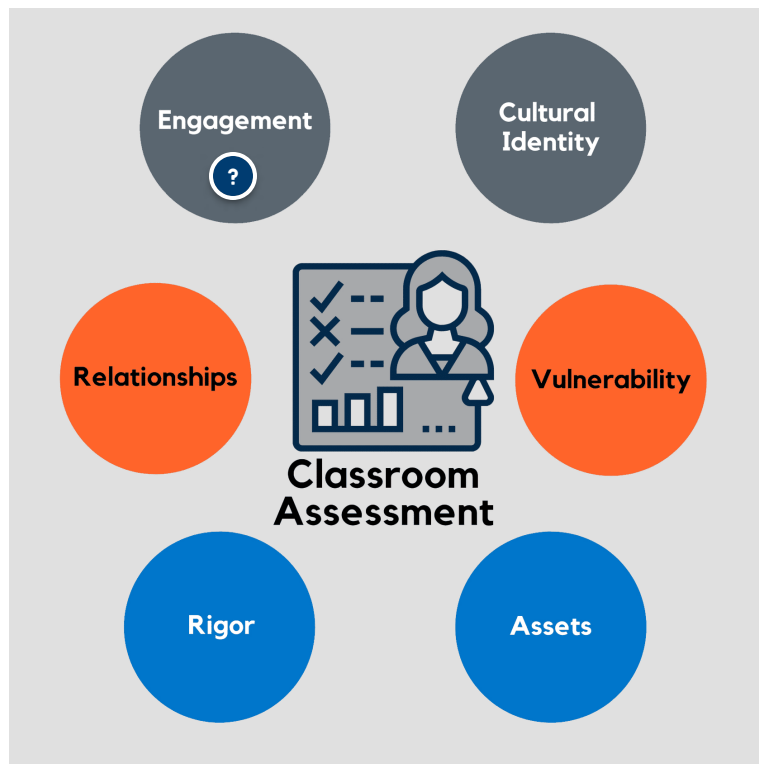
Engagement

- Encourage student voice/ choice (agency) over what, when, and how students demonstrate learning.

- assessment process and products should be meaningful to students
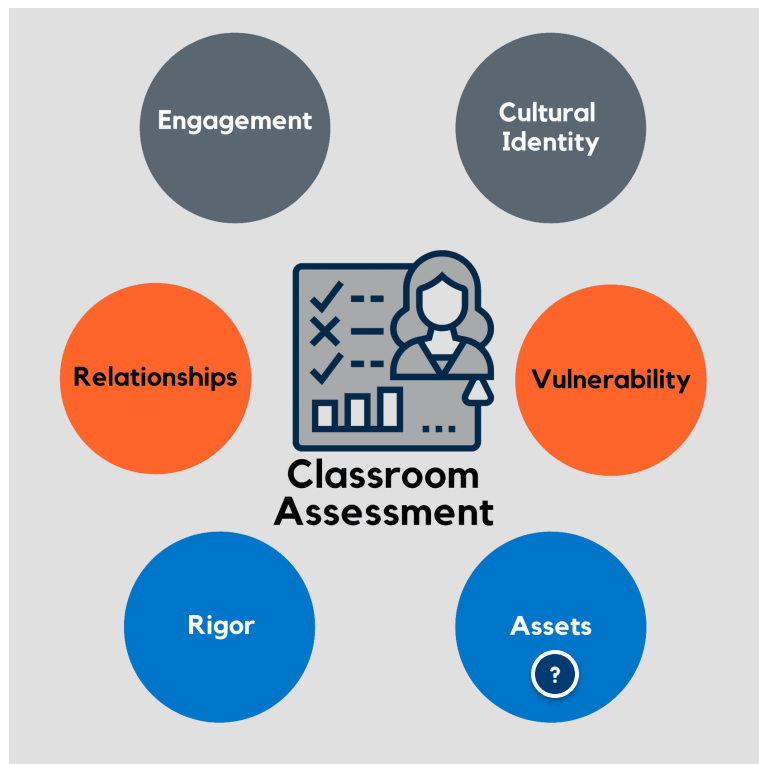
Assets

encourage students to draw upon their own cultural capital, tools and strengths to demonstrate what they know and can do
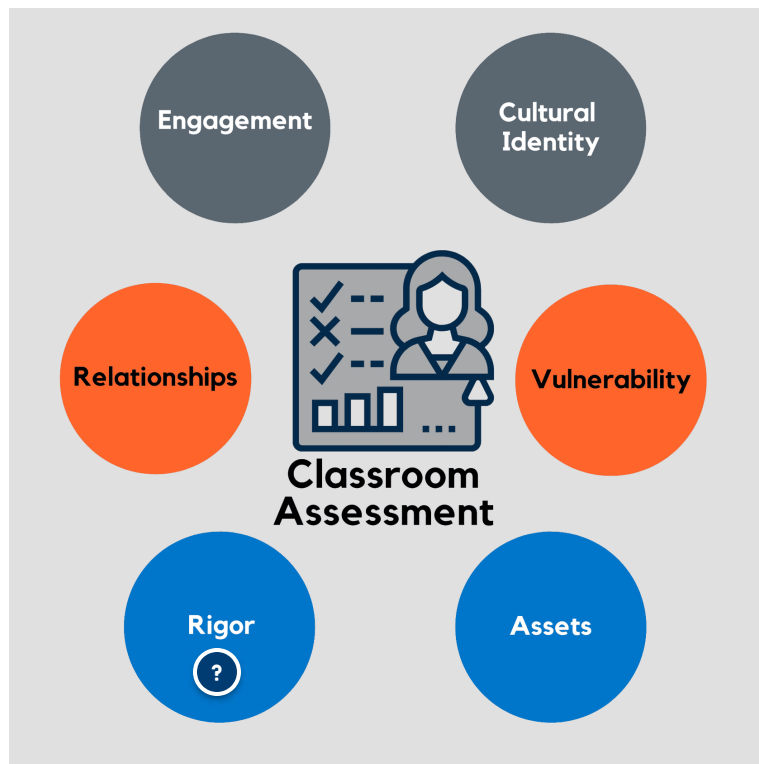
Rigor

- Challenge students to transfer their learning to new or novel situations

- require demonstration of higher-order thinking and cross-content connections
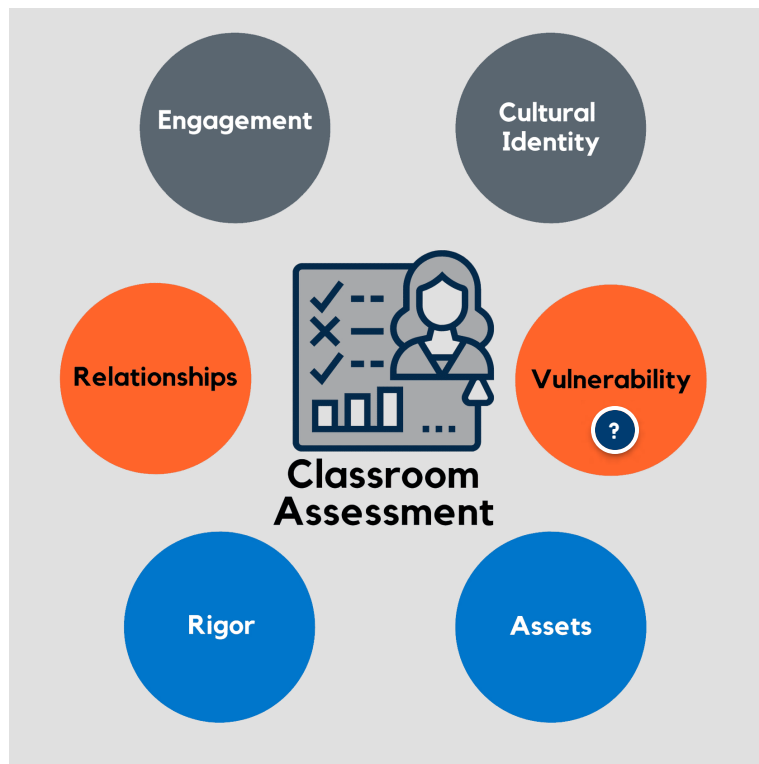
Vulnerability

- formative assessments should be prioritized

- do not use grades as motivators
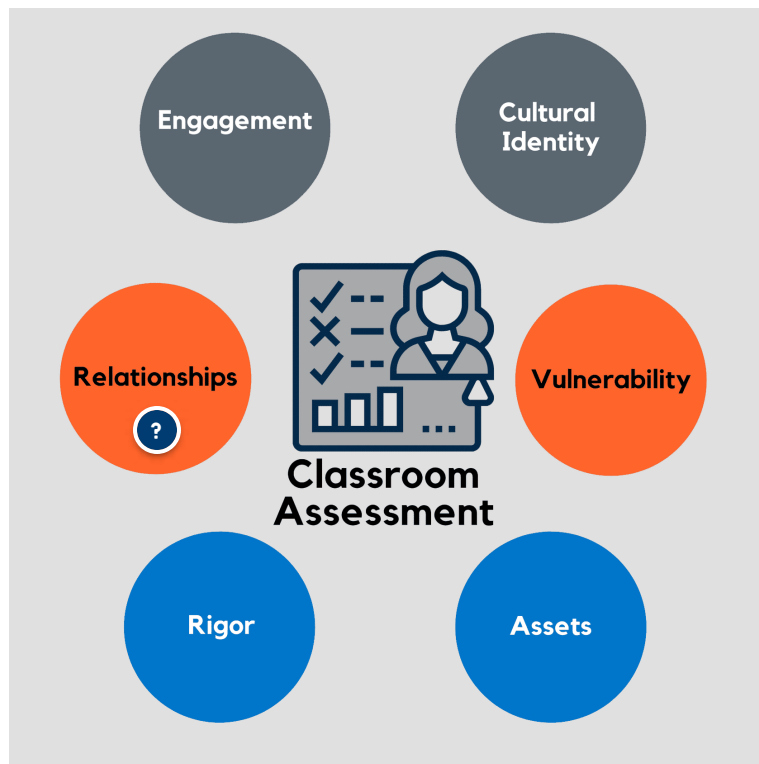
Relationships

Incorporate collaboration into assessment experiences
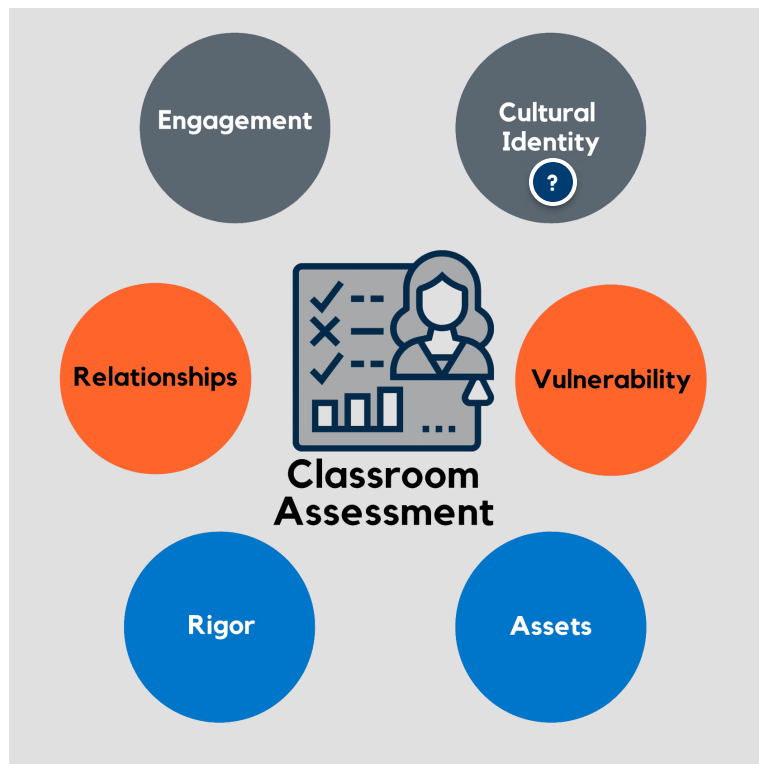
Cultural Identity

design authentic assessment experiences that compel students to draw upon their social and cultural backgrounds

What is Universal Design for Learning?

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When we show up to the present moment with all of our senses, we invite the world to fill us with joy. The pains of the past are behind us. The future has yet to unfold. But the now is full of beauty simply waiting for our attention.

> **Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences**
>
> (Rose & Meyer, 2002)

UDL was inspired by the universal design (UD) movement in architecture. UD focused on building plans which aimed to make structures and buildings accessible to those with a wide range of disabilities. In doing so, it was noticed that the added changes not only facilitated access for people with disabilities, but for all users. (Turnbull et al., 2002)

Universal design made it very clear that what is necessary for a few is beneficial to most.

CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!
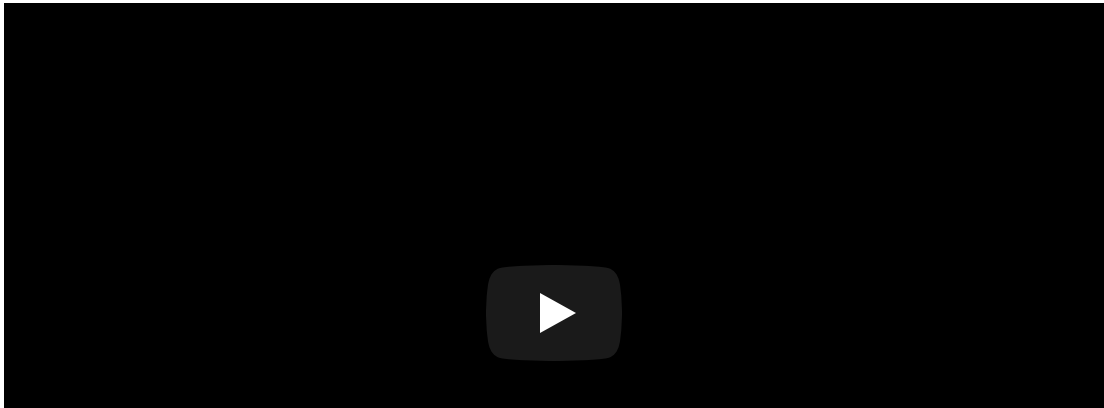
Not sure what Universal Design for Learning (UDL) is all about?

What is UDL? Hear it first hand from Julie, Technology Intervention Specialist at Cincinnati Public Schools

VIEW ON YOUTUBE ›

UDL builds upon universal design by improving both access to materials within the classroom and access to learning in general.

My son had better access to his school building and classroom, than he did to his learning materials. He relied on audio books and receiving digital lecture notes - neither of which were made available to him.

Theresa, mother of a 1st year engineering student with a learning disability

Recognizing that our classrooms are made up of highly diverse learners, lesson planning needs to be developed, from the beginning, in a way that minimizes barriers and maximizes learning for ALL students.

UDL is a set of principles developed by [CAST](#), that gives ALL individuals an equal opportunity to learn and thrive, by creating learning goals, teaching methods, materials, and assessments that work for all members of the class. One size does NOT fit all and therefore our teaching needs to be flexible and customizable so that it can be adjusted to accommodate for individual needs.

> # When a flower doesn't bloom, you fix the environment in which it grows, not the flower.
>
> Alexander Den Heijer

The goal of UDL is to adjust the design of the environment, lesson plans, and teaching style, rather than change the learner. By proactively reducing barriers to learning, classrooms become fertile grounds empowering learners to grow and to reach their maximum potential.

▶ YOUTUBE
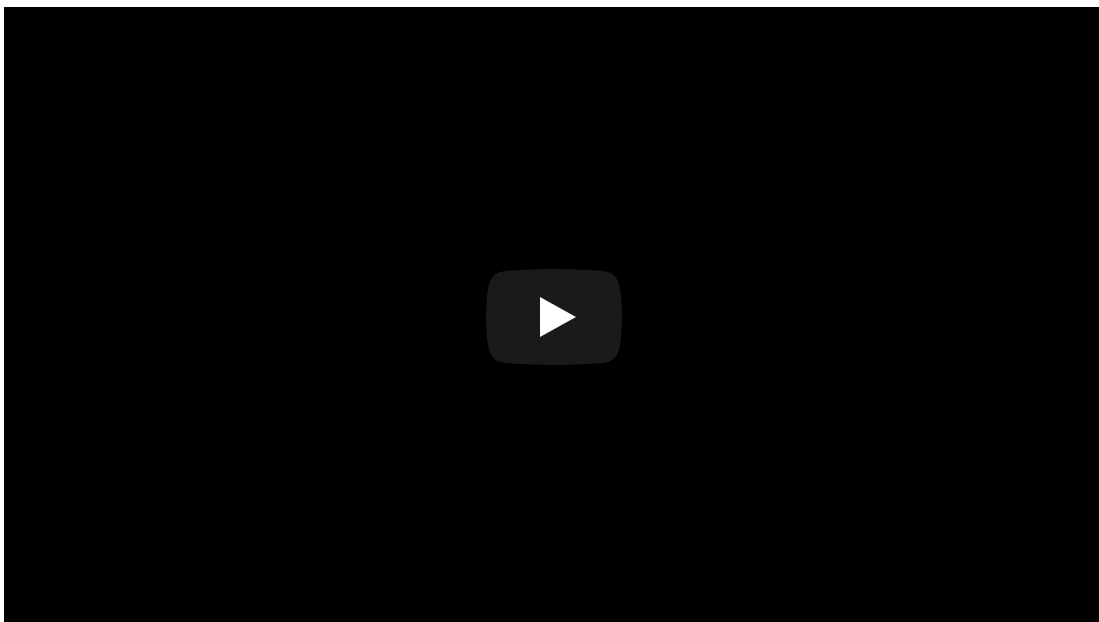
UDL At A Glance

Further Resources

UDL in Higher Education   —
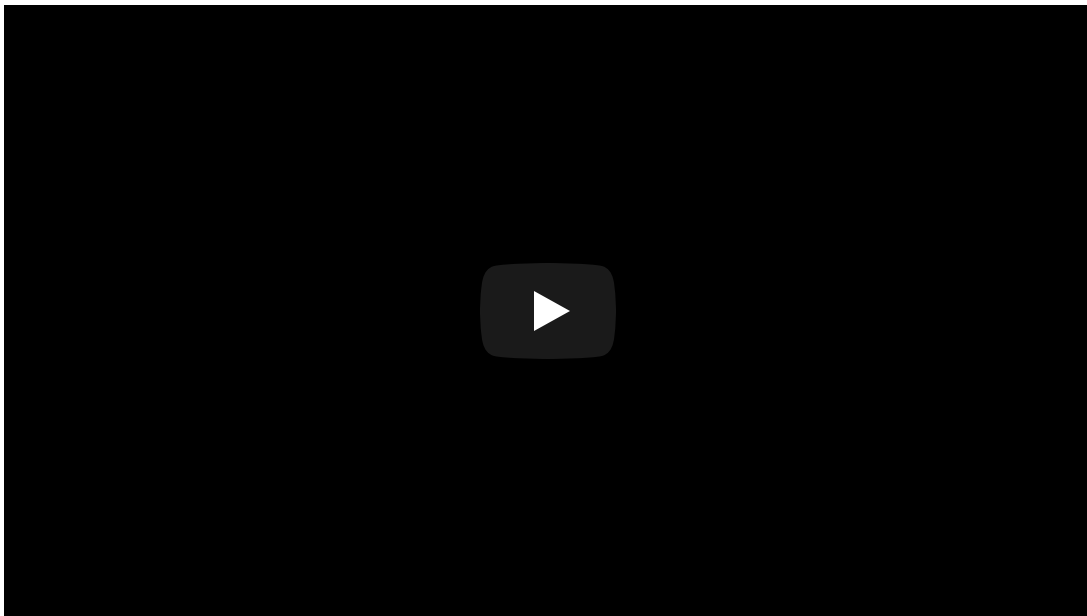
UDL in Higher Education

Learn how UDL can help diverse learners in higher education settings

Examples of UDL in Higher Education —

UDL Examples (http://udloncampus.cast.org/page/udl_examples)

What students say about building accessible infrastructure —

BUILDING ACCESSIBLE INFRASTRUCTURE
for *all* students with Universal Design for Learning

More than 2,000 respondents to the 2019 EDUCAUSE student survey identified themselves as having a physical and/or a learning disability that required accessible technology or accommodations for their coursework. Only half of these respondents rated the support their institutions provided for their technology needs positively. Additionally, many students choose not to disclose their disabilities to institutions. We asked students how their instructors could use technology to help their learning; their responses illustrate how the principles of Universal Design for Learning (UDL) can help meet the needs of all students.

What Is Universal Design for Learning?

UDL is a framework for designing for learning variability from the ground up by providing multiple means of engagement, representation, action, and expression.[1] A UDL approach offers students learning options that work best for them and decreases the need for individualized accommodations.

How can faculty use tech tools to increase accessibility?

Many of the technologies students with disabilities said they needed are already available. Providing materials in more formats and using the LMS to share them can increase access to learning resources for *all* students.

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VIEW ON EDUCAUSE ❯

Tips & Suggestions

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Other general tips and suggestions to increase inclusivity, diversity, and equity in assessment:

Tip 1   —

Design pre-course activities to help you get to know your students and their needs

Tip 2   —

Encourage use of free online tools and open-resources so all students have equitable access

Tip 3   —

Vary the form of assessment based on student need (ie: visual/printed/auditory)

Tip 4 —

Provide students with multiple means of demonstrating their learning (eg: offering options such as creating a video recording or podcast)

Tip 5 —

Provide lots of opportunities for formative assessment throughout the course to get to know students as well as guide teaching practices

Tip 6 —

Provide a post-course assessment to get student feedback on assessment tools and strategies used in your course.

Tip 7 —

Prioritize feedback over grades

Tip 8 —

Offer frequent, low-stakes, iterative, forms of assessment. Offer opportunities for re-submissions or re-takes.

Tip 9   —

Create fluid deadlines for assessments. Using a due date 'window' allows for flexibility.

Tip 10   —

Communicate learning outcomes, assessment, and instructional strategies clearly to students at the beginning of the semester, term or course.

Concluding Thoughts/Wrapping Up:

Hopefully, this module has provided you with a helpful overview of the integral role that assessment plays in the learning experience. Most importantly, we hope that you have gained some practical tools, frameworks and strategies to address diversity, inclusivity, and equity practices to enhance assessment and improve student learning.

Purpose and Frameworks of Feedback

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What is the Purpose of Feedback?

Feedback serves many useful purposes for instructors and students. Feedback has been defined by Hattie and Timperley (2007) as...

Hattie and Timperley

"information provided by an agent regarding aspects of one's performance or understanding"

It is a reciprocal process that enables students to adjust what they are doing in order to improve and progress toward a learning goal. In other words, feedback helps reduce the gap between current level of knowledge and skills and expected level of knowledge and skills in a given learning context. Feedback in the learning process is distinct from other information provided, such as a summative evaluation or encouragement. Essentially, all feedback is formative. What is less known about feedback is that it is also a valuable opportunity to alert instructors to any issues or weaknesses in their teaching that may require improvements (Hattie, 2011).

> # "Information on the gap when used to alter the gap (most probably to decrease the gap) becomes feedback."
>
> (Ramaprasad, 1983, p.5)

Who Can Provide Feedback?

Instructor feedback does not simply have to be a one-way communication avenue from instructor to student.

Feedback can become a valuable communication loop used throughout the learning experience. Students can and should have opportunities to comment on and respond to instructor feedback.

Peer feedback is another highly effective learning tool for students. Peers know best the learning outcomes and expectations and can identify and address any gaps or areas for improvement.

Peers offer a 'fresh pair of eyes' on their peer's work. Peer feedback can be especially helpful in larger courses where instructors may not have the ability to provide many feedback intervals. It is helpful to point out that peer feedback is different from peer assessment.

While **peer feedback** is an opportunity to both give and receive feedback using rich and detailed comments guided by given assessment criteria, peer assessment on the other hand, is often defined

by the grading of the performance/work of a peer (Falchikov, 2001).

Finally, self-feedback is a lesser-known but equally useful assessment method. Self-feedback can be valuable when completed alongside the assessment criteria for the task at hand. In fact, self-feedback fuels self-directed learning and ongoing self-assessment

How can instructors embody the notions of equity, diversity, and inclusion when providing and addressing feedback with students?

Students come from uniquely diverse backgrounds and learning experiences. Here are **three key points** we can consider as we embark on developing equitable, diverse and inclusive feedback experiences.

Acknowledgement of our Implicit (unconscious) Biases and Assumptions —

Acknowledgement of our Implicit (unconscious) Biases and Assumptions. Neuroscience proves that we all have biases (Agarwal, 2020) and recognizing this is a first step to improving our interactions within our classrooms. For more on how to minimize bias when assessing student work, Steinke & Fitch (2017).
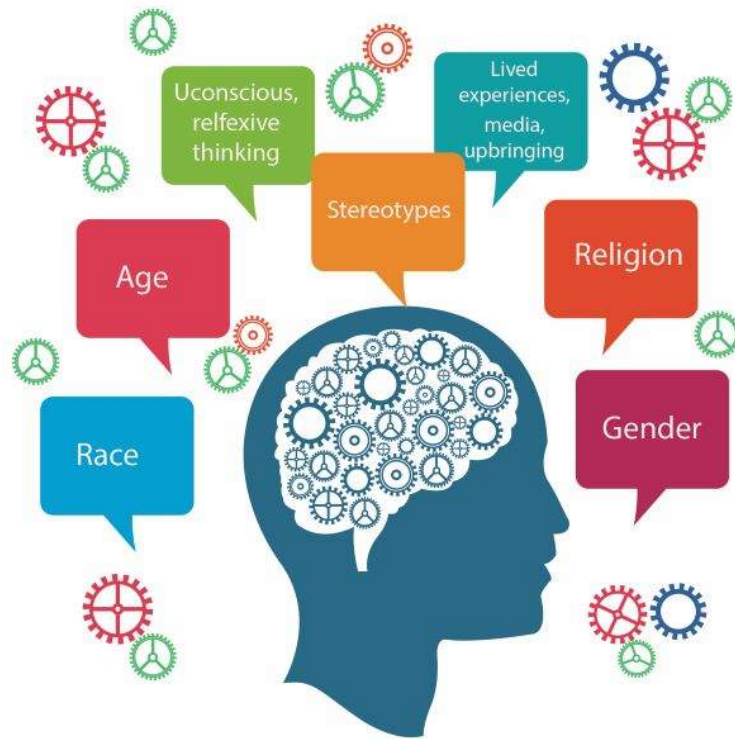
Create assessment opportunities —

Create assessment opportunities where all learners can participate and interact meaningfully. Universal Design for Learning (UDL) provides a framework to guide our assessment practices and is based on scientific research into how students learn. For more on UDL, visit cast.org.
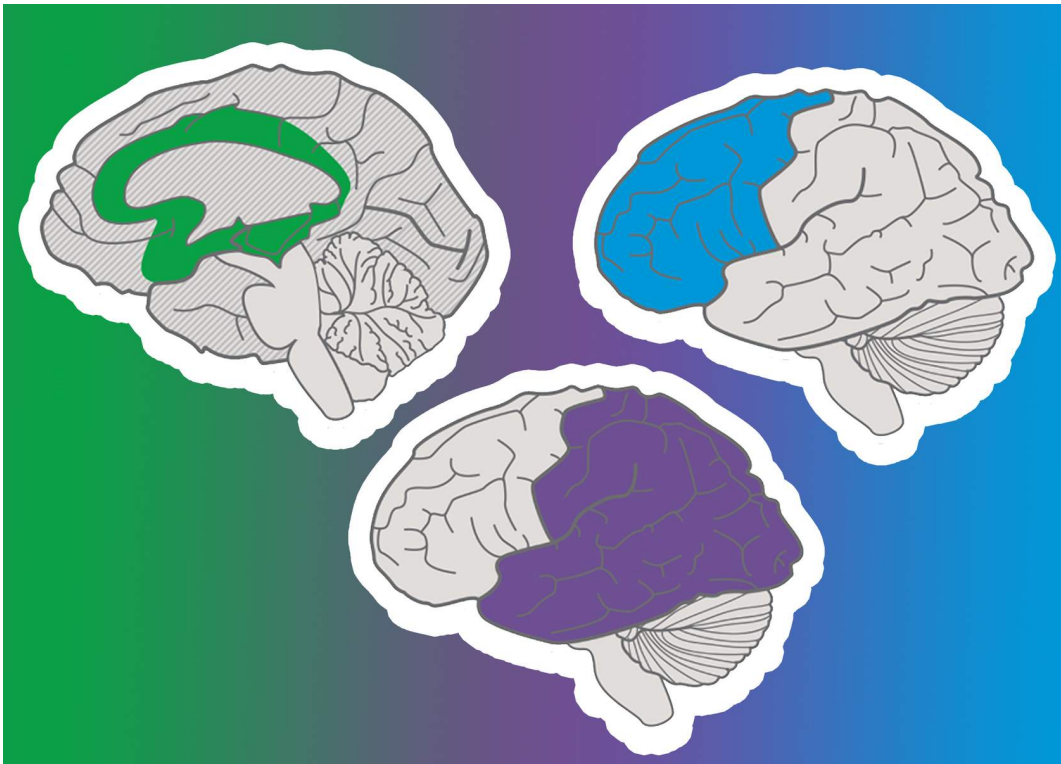
Ensure our students are Feedback Literate —

Ensure our students are Feedback Literate: We can make sure all students understand the purpose of feedback processes. Feedback literacy is defined as "the know-how, skills, capacity, dispositions, attitudes, and mindsets to make use of data for the purpose of continuous improvement" (Carless, 2019). Visit The development of student feedback literacy: enabling uptake of feedback for a primer on feedback literacy. Be mindful that some students are navigating through a culture of knowledge, instruction and assessment that may be new to them.
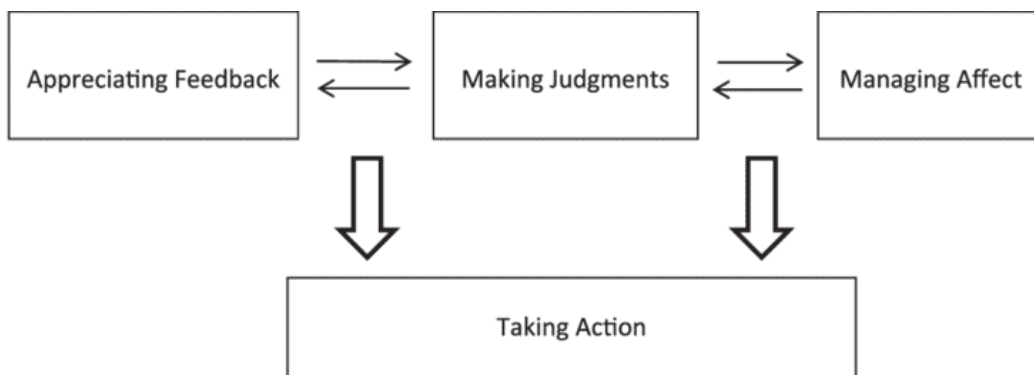
"There is no single type of feedback appropriate for all learners in all instructional situations."

(Pearson, 2016, p.5)

Feedback and Equity, Diversity and Inclusion Considerations

Peer feedback may not take into consideration disability or accommodations Feedback mode (text, audio, video) should be customized for students needing accommodations.

Universal Design for Learning (UDL)

Preferences for feedback to allow peers to know how to provide feedback.

Avoid using tables

Text-based feedback

Avoid using tables

(i.e.: rubrics) as immersive readers struggle with tables.

Workaround

PDF format is better than Word or Google document

Abilities and skills associated with self-determination, including choice making, decision making, problem solving, goal-setting and attainment, planning, self-management, self-advocacy, self-awareness, and self-knowledge, enable students (with and without disabilities) to make progress toward valued goals and outcomes. Raley, Shogren & Cole (2020)

Are There Any Recommended Feedback Frameworks?

Yes! The **RISE MODEL**. RISE is an acronym that stands for Reflect, Inquire, Suggest, and Elevate.

www.risemodel.com

Aligned with Bloom's taxonomy for higher order thinking, the four tiers of the model prompt users to reflect, then build a constructive analysis through inquiry, all while providing suggestions and ideas to help elevate each others work.

Click each letter for more information

Characteristics of Effective Feedback
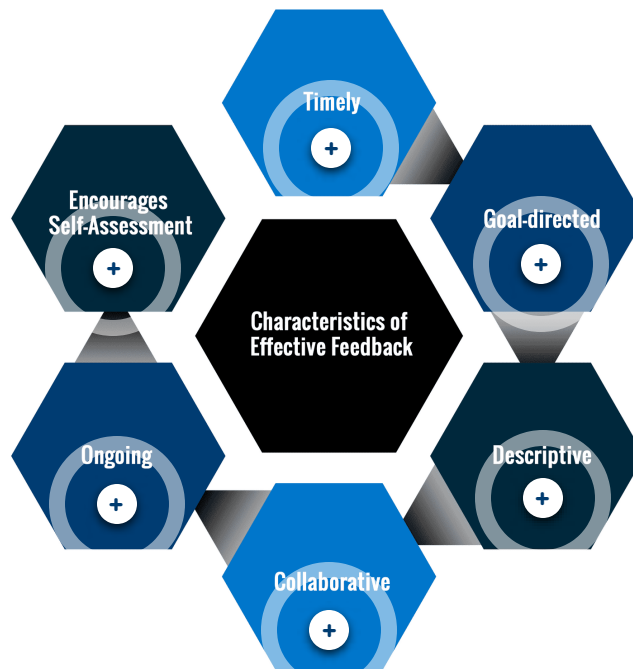
Timely

Feedback needs to come when students are still mindful of the topic or assignment. To be effective, it has to come while they are still working towards their learning goal, i.e., something they desire to achieve and not something they have already done, and when there is still time to act on it. While considering when to provide formative feedback, put yourself in your students' shoes -when would you want to receive your feedback? When would you be able to use the feedback?

Characteristics of Effective Feedback

- Timely
- Goal-directed
- Descriptive
- Collaborative
- Ongoing
- Encourages Self-Assessment

Ongoing

The key to formative feedback is that it is a process and not a particular kind of assessment. The more feedback that students receive during the learning process, the more opportunities they have to adjust their current performance to achieve their desired outcome. Therefore, the feedback needs to be ongoing to allow for fine-tuning of instruction practices and student progress in learning.

Timely

Encourages Self-Assessment

Goal-directed

Characteristics of Effective Feedback

Ongoing

Descriptive

Collaborative

Collaborative

The formative feedback process must be collaborative between the instructor and students. Beyond providing the learning goals and outlining criteria required for success, the instructor must also support students as they monitor and take control of their own learning. One way to accomplish this is to think about feedback as a dialogue between instructor and students, where the students not only receive feedback from the instructor, but they also engage in discussion about that feedback with the instructor and peers.

Characteristics of Effective Feedback

- Timely
- Goal-directed
- Encourages Self-Assessment
- Descriptive
- Ongoing
- Collaborative

Descriptive

Feedback is more effective when it provides details on how to improve, rather than simply verifying whether or not the answer was correct. Feedback should be evidence-based and linked to the intended learning outcomes. Feedback lacking specificity can lead to student frustration and thus decrease their motivation for learning. Your feedback should help students answer the following questions: Where am I going? Where am I currently? How can I close this gap?

Encourages Self-Assessment

Successful formative feedback entails a high level of self-assessment. Student self-assessment is a process in which students monitor and evaluate their own performance and identify strategies necessary to reach their desired learning goal. Instructors can encourage self-assessment by providing structured opportunities for self-monitoring. This can include reflection on the task and their learning progression, identifying strengths and weaknesses in their performance, evaluating their work compared to the desired outcome criteria, reflecting on their achievements, or asking them to indicate the type of feedback they would like to receive on their performance.

Goal-directed

In order for students to achieve the desired learning goal (outcome) there must be overlap between the instructors and students goals. Therefore, formative feedback must first clearly communicate the desired learning goals, followed by the criteria for successfully reaching these goals. This will allow students to be aware that they are progressing towards their goal.

Adapted from https://www.queensu.ca/teachingandlearning/modules/assessments/13_s2_05_characteristics_of_feedback.html

4 Practical Strategies and Quick tips for Inclusive Feedback

Student Survey

Make a student survey at the start of course to get to know the backgrounds and abilities of your students. A student survey is an opportunity to inquire about feedback preferences (eg. text, audio, video) and other accommodation needs. You can also ask about access to technology and bandwidth. Become familiar with any augmented and alternative communication devices students need to use. More often than not, students will have suggestions to help you meet their needs.

Student Preferences

Ensure student preferences are met when peer feedback sessions occur. Peer feedback should take disability or accommodations into consideration. For example, some students may require a limit to the number of people in a feedback session or require reduced on-screen camera time.

Be Flexible

Offer flexible electronic office hours with a variety of meeting modes (phone call, video call, email communication).

Avoid Tables

When providing text-based feedback, avoid using tables (ie: rubrics) as immersive readers struggle with tables. WebAIM offers helpful advice on how to create accessible tables.

"Abilities and skills associated with self-determination, including choice making, decisions making, problem solving, goal-setting and attainment, planning, self-management, self-advocacy, self-awareness, and self-knowledge, enable students (with and without disabilities) to make progress toward valued goals and outcomes"

Raley, Shogren & Cole (2020)

What Types of Feedback Should I Use?

The type of feedback given to students is dependent upon context and student needs. In following sections, we will have a look at two assignment scenarios: a page of a student paper, and a student presentation. You'll see feedback from the instructor in written, video, and audio formats. Which modalities could you use to give feedback to your students?

Scenario : A Written Reflection Paper

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This feedback scenario is based on a **reflection paper assignment** from a First Year Undergraduate Course Political Science 105: International Relations. It is the first of three reflections, so the student will have multiple opportunities to apply feedback on upcoming reflections.

The assignment description: Choose any 3 topics and submit the week after that topic is covered in class. Write a brief reflection on the topic of your choosing. Introduce an additional resource (e.g. a website, newspaper article, a popular culture artefact, a video) that takes up the topic in a way that adds to the discussion we had in class. Relate the resource to the larger topic of international and/or intercultural relations, and demonstrate your critical thinking skills as you consider the topic. Reflection will be 500-750 words (approximately 2 pages, double-spaced; Times New Roman, font size 12).

Rubric for Reflection Paper Assignment

Criteria	Exceeds Expectations A: 80-100%	Meets Expectations B: 70-79%	Approaching Expectations C: 60-69%	D

Criteria	Exceeds Expectations A: 80-100%	Meets Expectations B: 70-79%	Approaching Expectations C: 60-69%	D
Connection to course content	Demonstrates insightful connections between course content (concepts/theories) and chosen resource.	Demonstrates clear connections between experience and course content (concepts/theories) and chosen resource.	Demonstrates superficial connections between course content (concepts/theories) and chosen resources.	Cor not cou (cor and reso
Depth of Reflection and Critical Thinking	Strong synthesis of ideas presented. Viewpoints and interpretations are insightful and well-supported. Clear, detailed examples are provided, as applicable. -Critical reflection is evident	Response shows evidence of synthesis of ideas presented. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. -Reflection is evident	Response shows little evidence of synthesis of ideas presented. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment. -Thoughtful action or introspection	Res no e synt pres View inte miss inap and uns Exar app pro -Hal (nor

Criteria	Exceeds Expectations A: 80-100%	Meets Expectations B: 70-79%	Approaching Expectations C: 60-69%	D
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph structure.

Thinking is expressed in a coherent and logical manner. | Writing is mostly clear, concise, and well organized with good sentence/paragraph structure.

Thinking is expressed in a coherent and logical manner. | Writing is unclear and/or disorganized. Some relevant thinking is expressed, but logic is inconsistent. | Writ and Thin exp |

Rubric Prose   _

Here is the rubric for the **Reflection Paper Assignment** valued at 15% of your final grade. Each of the three criteria are as follows: 1. Connection to course content, 2. Depth of Reflection and Critical Thinking and 3. Structure. Your performance for each of the three criteria are assessed using four performance ratings with descriptors. Here are the four performance ratings and their grade ranges. A range falls between 80-100% and exceeds expectations. The B range falls between 70-79% and meets expectations. The C range falls between 60-69% and is approaching expectations. Finally, the D-F range is less than 60% and does not meet expectations.

Let's begin with the first criterion, **connections to course content.**
The A rating demonstrates insightful connections between course content (concepts/theories) and chosen resources. The B rating demonstrates clear connections between experience and course content (concepts/theories) and chosen resource. The C range demonstrates superficial connections between course content (concepts/theories) and chosen resources. The D-F range notes that connections are not drawn between course content (concepts/theories) and chosen resource.

Here is the second criterion, **depth of reflection and critical thinking.**

The A rating demonstrates strong synthesis of ideas presented. Viewpoints and interpretations are insightful and well-supported. Clear, detailed examples are provided, as applicable. Critical reflection is evident. The B rating demonstrates that your response shows evidence of synthesis of ideas presented. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. Reflection is evident. The C rating demonstrates that your response shows little evidence of synthesis of ideas presented. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment. Thoughtful action or introspection. The D-F rating demonstrates that your response shows no evidence of synthesis of ideas presented. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided. Habitual action (non-reflection).

Here is the last of the three criteria, **structure**.
The A rating demonstrates that writing is clear, concise, and well organized with excellent sentence/paragraph structure. Thinking is expressed in a coherent and logical manner. The B rating demonstrates that writing is mostly clear, concise, and well organized with good sentence/paragraph structure. Thinking is expressed in a coherent and logical manner. The C rating demonstrates that writing is unclear and/or disorganized. Some relevant thinking is expressed, but logic is inconsistent. The D-F rating demonstrates that writing is unclear and disorganized. Thinking is not expressed logically.

Feedback Items

Student's submission

Instructor's screen capture

Instructor's written feedback

Instructor's video feedback

Instructor's audio feedback

START ➡

Benefits and Challenges to Feedback Types

Feedback via instructor written comments ___

Benefits of text-based feedback:
Directly connected to student work, can be referred to repeatedly

Challenges/Limitations:
Labour intensive and time-consuming for instructor
-density and volume of text may not engage the learner

Visually impaired students will need screen reader support to read comments. Instructors will need to ensure that comments are inserted in a screen-reader compatible manner.

We recommend that you consult this link: <u>Use a screen reader to add, read, and delete comments in Word</u> when composing comments in Word to ensure that they will be accessible via a screen reader, The following link: <u>Collaborate & comment with a screen reader</u> will provide information on writing screen-reader accessible comments within google docs.

Feedback via instructor video ___

Benefits:
Some studies have found that video feedback is preferred over written commentary (Thompson & Lee, 2012)

Challenges/Limitation:
Disability: vision impaired students, Instructor privacy:

E.g. personal life (children, dogs, partner are visible/audible), Social media (edited, taken out of context)

Feedback via instructor audio ___

Benefits:

- A sense of more personalized communication with instructor

- Can convey nuances better than text-based feedback

- Perception of increased instructor presence

- Higher application of feedback from audio

- Associated with feelings of increased involvement (Ice et al., 2007)

- Instructor can use a conversational tone

Challenges/Limitations:
Disability: hearing impaired students and Non-native speakers might prefer written feedback so they can linger over difficult text

Feedback via instructor screen capture and voiceover ___

Benefits:
Directly connected to student work, can be referred to repeatedly

Challenges/Limitations:
Disability: vision impaired students

Resources & Downloads

The Absurdity of Stereotypes.docx
8.5 KB

Rubric for Reflection Paper Assignment.docx
16.3 KB

Audio Feedback

Audio Feedback A.mp3
3.2 MB

Audio Feedback A.docx
7.7 KB

Video Feedback

FILE Video Feedback A.mov
449.6 MB

DOC Video Feedback A.docx
7.7 KB

Screen Capture Feedback

FILE Screencapture.mov
1 GB

DOC Screencapture_Captions.docx
7.7 KB

Scenario: A Multi-Media Assignment

Teaching Learning

Assignment: Select one weekly topic and prepare a 7-10 minute video presentation for your small group members on the corresponding date. Your presentation should be multimedia in nature and introduce an additional resource (e.g. a website, a newspaper article, a popular culture artefact, a video) that takes up the topic in a way that adds to the discussion we had in class. Relate the resource to the larger topic of international and/or intercultural relations. Generate 3-5 relevant questions for a discussion with your group mates. Send the video to your instructor a minimum of 4 days before class to allow time for instructor feedback that you can apply before sending your final video to your group-mates. Be sure to send your video well before class so that they will have viewed it and considered your questions in preparation for the discussion you will lead in your small group during class time.

Criteria	Exceeds Expectations A: 80-100%	Meets Expectations B: 70-79%	Approaching Expectations C: 60-69%	D
Connection to course content	Demonstrates insightful connections between course content (concepts/theories) and chosen resource.	Demonstrates clear connections between experience and course content (concepts/theories) and chosen resource.	Demonstrates superficial connections between course content (concepts/theories) and chosen resources.	Con not cou (cor and reso

Criteria	Exceeds Expectations A: 80-100%	Meets Expectations B: 70-79%	Approaching Expectations C: 60-69%	D
Use of Multimedia tools	- Effective combination of multimedia and persuasive design elements -Graphics effectively entice audience; accurately convey message	-Good combination of multimedia and design elements -Visuals and images are attractive; adequately conveys message	-Some use of multimedia and design elements -Use of visuals and images is limited; message is conveyed	-Lim use -Use ima or a mes con
Discussion questions	Prepared questions are compelling, insightful and lead to higher order thinking	Prepared questions are thoughtful and lead to some higher order thinking	Adequately prepared questions -limited/no opportunities for higher order thinking	Poo que que

Criteria	Exceeds Expectations A: 80-100%	Meets Expectations B: 70-79%	Approaching Expectations C: 60-69%	D
Structure and organization of multimedia presentation	Organization of ideas is strong, presentation is thoughtful, clear and thorough -Main ideas are communicated with succinctly and with clarity -Detailed and organized presentation notes	-Organization of ideas follows a logical flow and is clear -Main ideas are communicated succinctly -Considerable presentation notes	-Organization of ideas needs work, some lack of clarity -Some main ideas are communicated -Some presentation notes, acceptable	-Sec lack and to fc -Ide -Lim pres inclu

Rubric Prose ━

Here is the rubric for the **Multimedia Small Group Presentation Assignment** valued at 15% of your final grade. Each of the four criteria are as follows: 1. Connection to course content, 2. Use of Multimedia Tools, 3. Discussion Questions and 4) Structure and organization of multimedia presentation. Your performance for each of the three criteria are assessed using four performance ratings with descriptors. Here are the four performance ratings and their grade ranges. A range falls between 80-100% and exceeds expectations. The B range falls between 70-79% and meets expectations. The C range falls between 60-69% and is approaching expectations. Finally, the D-F range is less than 60% and does not meet expectations.

Let's begin with the first criterion, **connections to course content.**
The A rating demonstrates insightful connections between course content (concepts/theories) and chosen resources. The B rating demonstrates clear connections between experience and course

content (concepts/theories) and chosen resource. The C range demonstrates superficial connections between course content (concepts/theories) and chosen resources. The D-F range notes that connections are not drawn between course content (concepts/theories) and chosen resource.

Here is the second criterion, **use of multimedia tools.**
The A rating demonstrates an effective combination of multimedia and persuasive design elements. The graphics effectively entice the audience and accurately convey the message.
The B rating demonstrates a good combination of multimedia and design elements. The visuals and images are attractive and adequately convey the message. The C rating demonstrates that there has been some use of multimedia and design elements; however the use of visuals and images is limited. The message is conveyed. The D-F rating demonstrates that limited media has been used. The use of visuals and images is confusing or absent and the message is confusing.

Here is the third criterion, **discussion questions.**
The A rating demonstrates that prepared questions are compelling, insightful and lead to higher order thinking. The B rating demonstrates that prepared questions are thoughtful and lead to some higher order thinking. The C rating demonstrates adequately prepared questions with limited/no opportunities for higher order thinking. The D-F rating demonstrates poorly prepared questions or no questions.

Here is the fourth of the four criteria, **structure and organization of multimedia presentation.**
The A rating demonstrates that the organization of ideas is strong; and the presentation is thoughtful, clear and thorough. The main ideas are communicated succinctly and with clarity. Presentation notes are detailed and organized. The B rating demonstrates that the organization of ideas follows a logical flow and is clear; and the main ideas are communicated succinctly. There are considerable presentation notes. The C rating demonstrates that the organization of ideas needs work; and there is some lack of clarity. Some of the main ideas are communicated; and some of the presentation notes are acceptable. The D-F rating demonstrates that the sequence of ideas lacks organization and clarity, and is difficult to follow. The ideas are unclear, and limited or no presentation notes are included.

THE ABSURDITY OF NATIONAL STEREOTYPES

POL 105: International Relations
Submitted by U.R. Favourite Student

Feedback Modalities

Written

DOC	**Feedback via instructor written comments.docx** 35.4 KB	↓

Audio

▶ ⬤ ─── 03:23

Audio Feedback

Video

Screen Capture
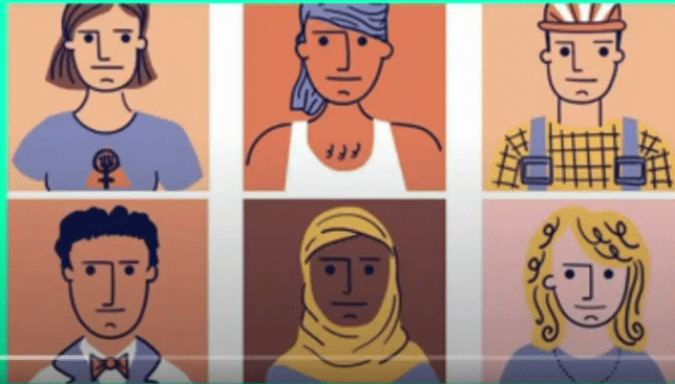
Feedback Challenges and Pushback

Final grades tend to be higher with scaffolded assignments/grading which potentially raises concerns from program administrators. Regular discussions with colleagues and administrators about faculty grading policies can lead to professional development opportunities where the inclusive nature and value of scaffolded assignments is made clear. When we consider that our role as educators is to support student success through inclusive teaching and assessing, it is quite easy to make the case for multimodal formative assessments that scaffold more heavily weighted assignments.

Suggested Tools for Multi-Modal Feedback

Many **learning management systems**, such as Canvas, Blackboard, Schoology, D2l, Brightspace, have audio recording options embedded on the assignment submission page. For example, Canvas allows for video and audio recordings. Alternatively recordings can be made on other applications and uploaded as a media file.

Tools

- **Voicethread** is an online cloud application that allows students to collaborate, communicate and connect by sharing and discussing images, presentations, audio files and videos. Students can share comments in a variety of formats.

- **Vocaroo** is a voice recording tool that allows you to easily create and share audio clips.

- **Screencastify** is an excellent tool for screen recording with a picture-in-picture option.

- **QuickTime** is free on Mac platforms and can record audio, video and screen capture.

- **Kaltura** is a tool for screen recording, uploading large video files and creating video quizzes.

- **Mote** is a Google Chrome extension that can be used as a voice communication tool. Audio comments can be made on Google documents and slides, and in the Google classroom.

- **Moocnotes** is a tool that enables users to add timestamped questions, comments and links to videos.

- **Talk and Comment** is a Google Chrome extension that allows users to make voice comments on a variety of tools such as Facebook, Slack, Google Docs and Slides and more.

- **OneNote** is Microsoft's digital notebook and note-taking application.

Resources & Downloads

FILE Group Presentation.mp4
108.2 MB

DOC Group Presentation Transcript.docx
14.6 KB

DOC Small Group Presentation Assignment.docx
17 KB

Audio Feedback

FILE Scenario Two Audio Feedback.mp3
3.1 MB

DOC Audio Feedback B Transcript.docx
13 KB

Video Feedback

Scenario Two Video Feedback.mov
561.8 MB

Video Feedback B Transcript.docx
13.4 KB

Screen Capture Feedback

Video_Screencapture__Comments.mp4
43.6 MB

Screen Capture Feedback Transcript (Group Presentation).docx
14.5 KB

The Value of Peer & Self Assessment

Teaching Learning

Why Peer and/or Self Assessment?

Both peer and self assessment contribute to students learning how to develop a commitment to their goals; and both contribute to the teacher's ability to gauge the students' level of understanding relative to the target/goal. The Ministry of Education's (2016)

1 21st Century Global Competencies include a focus on goal setting, self-regulation, perseverance, ownership of learning and collaboration in its effort to help "students to develop the knowledge, skills, and characteristics that will lead them to become personally successful, economically productive, and actively engaged citizens" in the 21st century (p.3). The Ministry provides the following skill descriptors that are highly relevant for peer and self-assessment (p. 56):

- Learns the process of learning

- Self regulates in order to become a lifelong learner

- Perseveres and overcomes challenges to reach a goal

- Takes concrete steps to address issues

- Learns from, and contributes to, the learning of others

- Leads and motivates with an ethical spirit

2 According to Hattie and Clarke (2019) , feedback is most effective when it takes place after students have shaped their ideas independently and are best prepared to make connections between ideas. This fosters adaptive help seeking (help with learning) and discourages expedient help seeking (help with 'the answer'), and allows for consolidating deep learning through discussion, regulation and anticipation.

3 Slavin, Hurley & Chamberlain (2003) lay out further benefits of what they call 'peer coaching' which include: motivation, social cohesion, personalization and cognitive elaboration.

- **Motivation:** Students will help each other if there is a clear expectation and set of guidelines for doing so.

- **Social Cohesion:** Students help each other because they are learning within a caring community.

- **Personalization:** Help flows in both directions between higher and lower achieving students.

- **Cognitive Elaboration:** Explanation provided to peers allows for consolidating one's own understanding.

Potential Challenges with Peer and Self Assessment

Some students (e.g. international students have traditional views that only the instructor is qualified to provide feedback).

Response: Educators can prepare for this resistance through providing academic studies demonstrating the cognitive benefits of self and peer assessment. Careful

Some students may not feel comfortable or qualified to provide feedback to others.

Response: Provide the supported environment that leads students to seek and provide adaptive help (e.g responses to their problem solving strategies, alternative perspectives, extensions to their ideas) rather than

Some colleagues may express concern that these are not legitimate grades

Response: Ongoing discussions with colleagues and administrators about faculty grading policies can lead to professional development opportunities that explain the nature and value of peer and self assessment. Consider a

Value of Self and Peer Feedback

Formative feedback —

Self and peer assessment allows for reflection and feedback throughout the process of an assignment. This formative feedback is helpful when the assignment has multiple iterations or is "scaffolded" so that students do smaller pieces of the assignment before creating the final version.

What's next? —

Feedback - whether it is from a peer, oneself, or an instructor - should help the student understand not only what they did already in the assignment, but also, and most importantly, what they can or should do next.

Slowing down —

Students are often overwhelmed with managing the workload in a full academic schedule and are often so eager to complete an assignment and be done with it that they do not take time to reflect. Self-evaluation and feedback gives students the time and space to consider their own work, whether or not they met the requirements of the assignment, and what they can take on as next steps.

Time-efficiency —

Peer review activities can be built into class times and assignments, which enables students to receive feedback more quickly than an instructor could provide all students with individual direction

and help.

A level playing field

Rather than receiving feedback from a top-down approach, students have the opportunity to engage with others in a non-hierarchical model (Hirsch, 2017).

"Giver's gain"

"Giver's gain" is described by Hart-Davidson (2018) as a process that provides specific benefits to the peer reviewer when they provide feedback: What you read, you too can imitate. What you detect, you too can correct. What you explain, you too can retain. What you suggest, you too can try. In other words, when a student reviews someone else's work, they are then in a better position to examine their own work by asking the same questions that they asked of a peer.

What is Feedforward?

Teaching Learning

What is "Feedforward"? Why is it Important?

Regardless of how and when feedback is delivered, the purpose is to communicate with students so that they know where they are in relation to their goals and learning objectives.

Some educators prefer to recast "feedback" to the term "feedforward" (Goldsmith, 2015). This revised term is more readily understood as formative and serves as a means of assisting and guiding students as they move along in a course or assignment. Waiting to give feedback until an assignment is completed simply points out all the ways a student could have improved or what they did wrong – at that point, students can't do anything about it.

Hirsch (2017) suggests that feedback should focus on development and what students can do next rather than what the student did in the past.

What's Important When Engaging in a Peer Feedforward Activity?
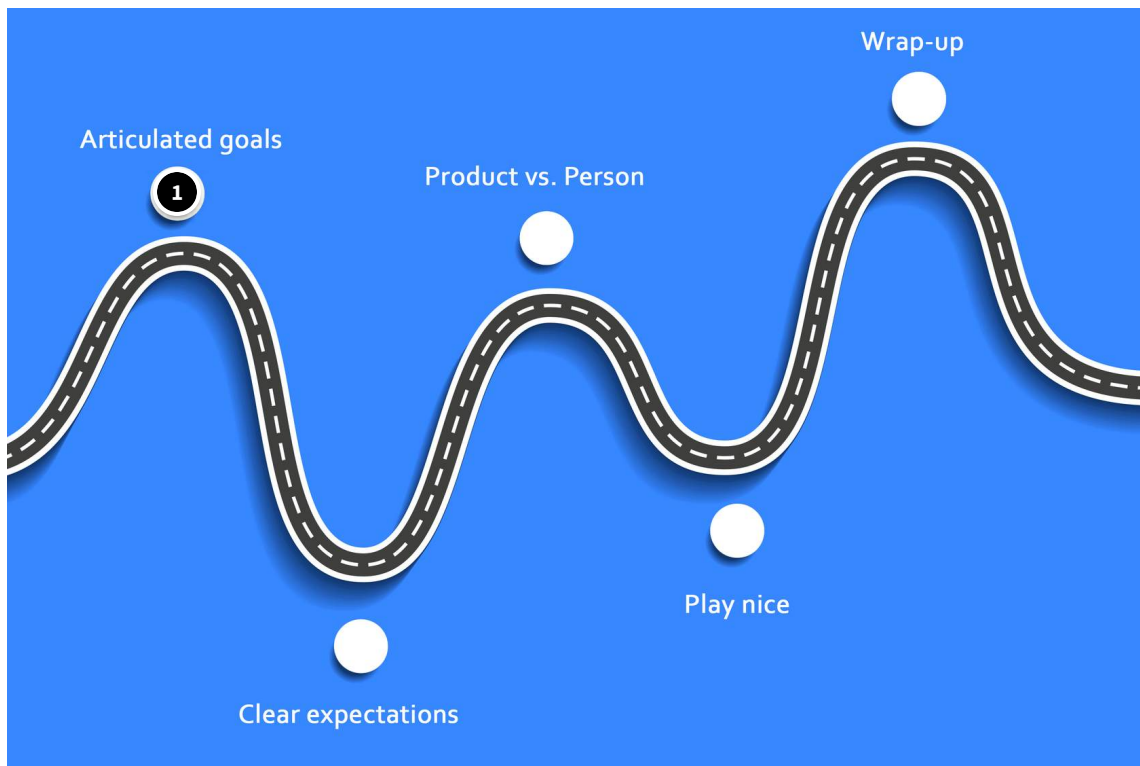
Articulated goals

What will students gain from a peer assessment activity? Why are they doing it? What should they expect to have or know at the end of the activity? Explain to students the value of gaining feedback and direction at this stage in the assignment.
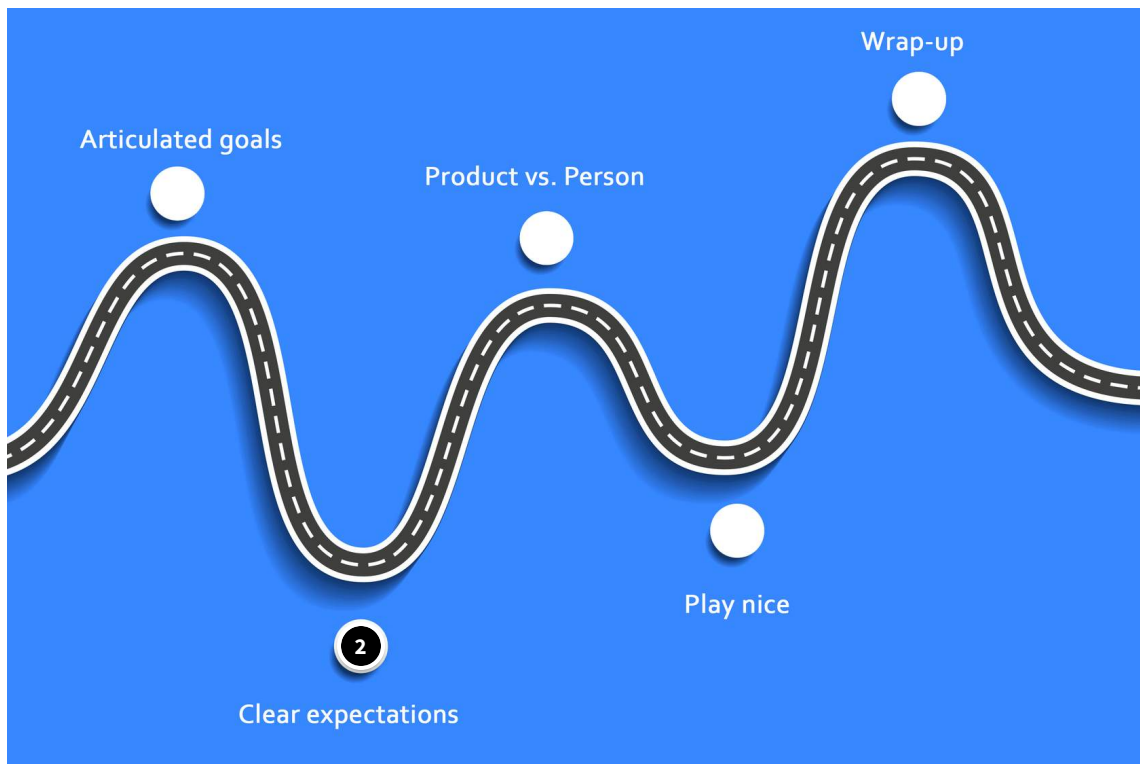
Clear expectations

Exactly what do students need to do in order to give feedback to their colleague? See (next section of module) for specific ideas regarding how students can give directed feedback to a peer
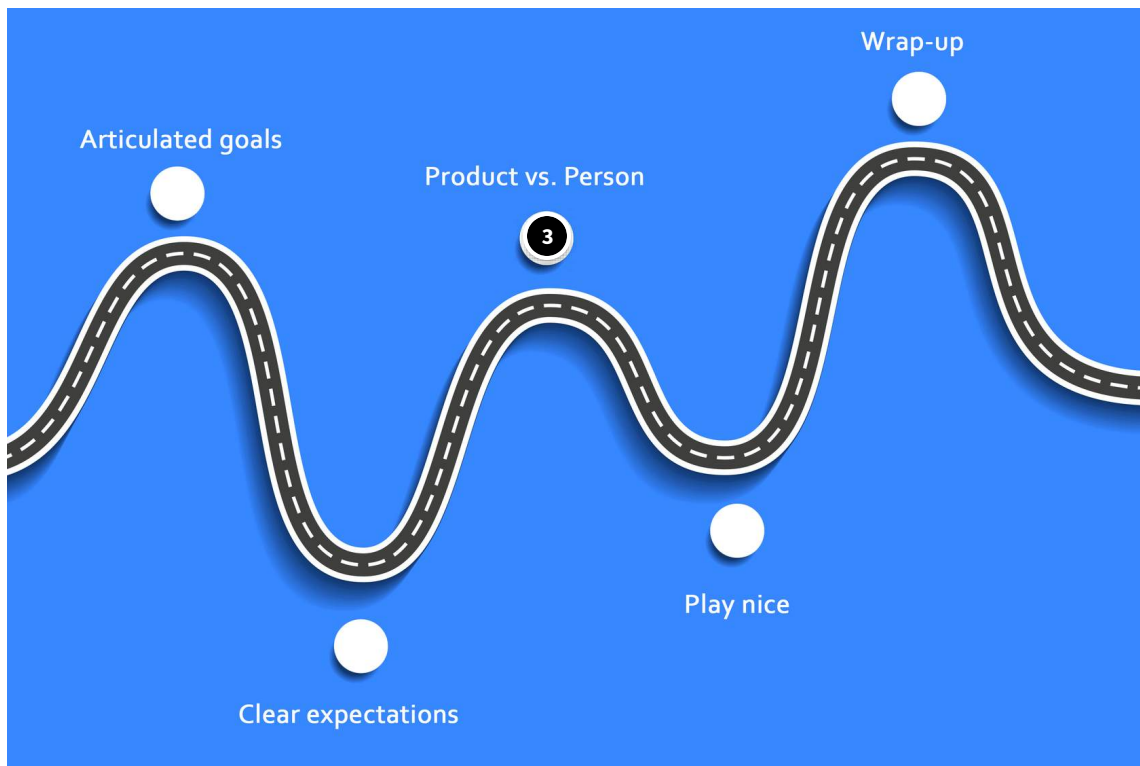
Product vs. Person

Remind students that providing feedback is directed toward the submission/product, not the person.
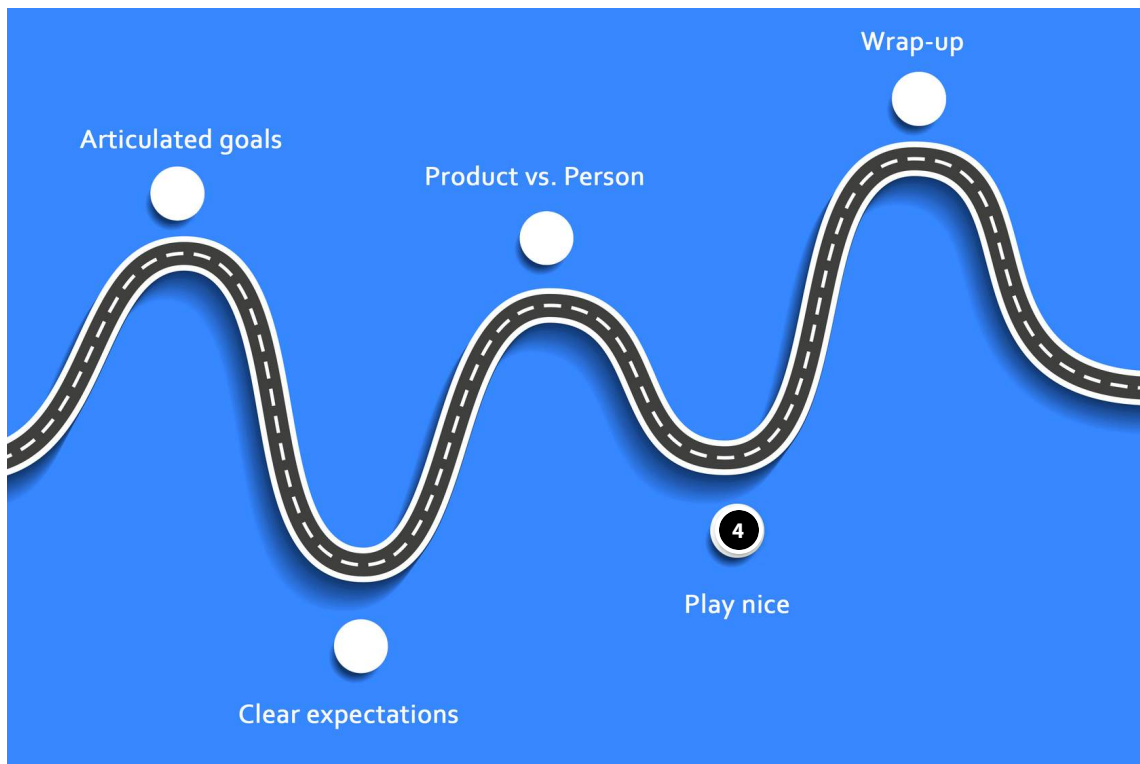
Play nice

Making feedback personal means being kind (Meeks et al, 2021). The online disinhibition effect sometimes permits people to say things in digitally mediated spaces that they would not say to someone in a face-to-face conversation (Suler, 2004). Remind students that everyone is human, has feelings, and that the aim of peer feedback is to improve their own work and the work of their colleagues.
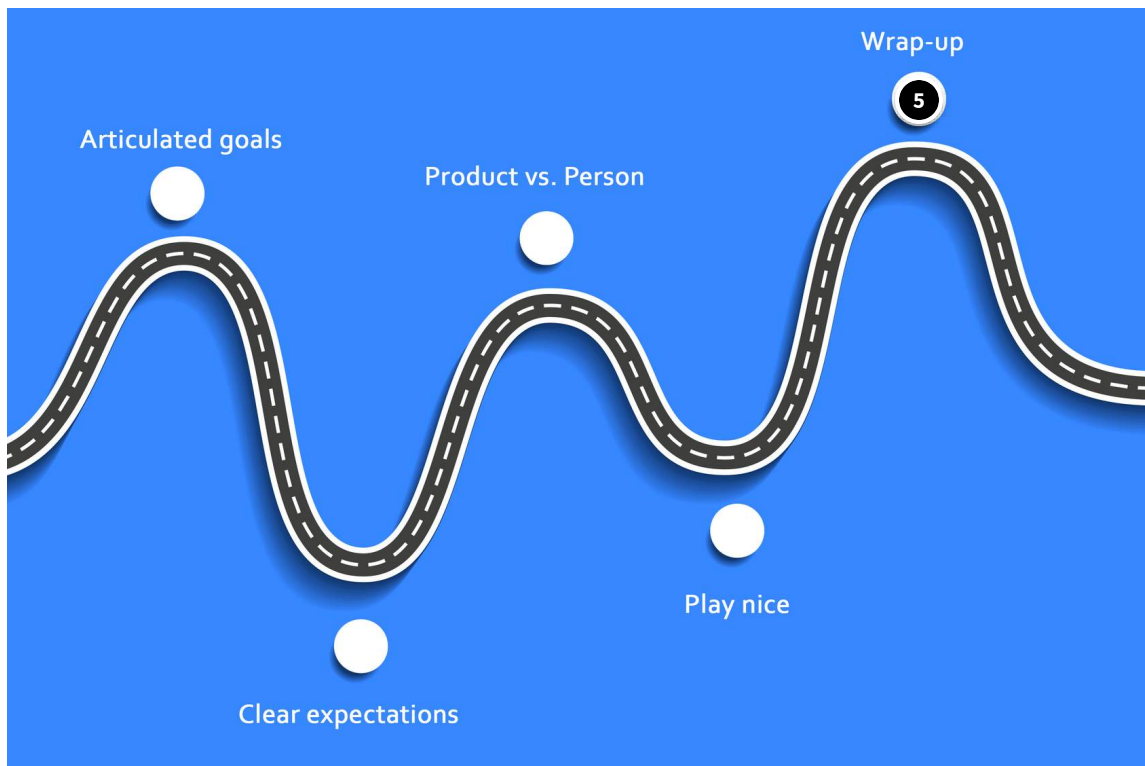
Wrap-up

Allow students to have sufficient time to receive their feedback, ask questions, and integrate suggestions.

Conversations on Assessment

 Teaching Learning

Self Assessment

 Self Assessment Conversation Transcript.docx
14.1 KB

Peer Assessment

	Peer Assessment Conversation Transcript.docx 14.6 KB	↓

	RoundtableRubric.pdf 77.5 KB	↓

Group Work

![logo] Teaching Learning

Group Work

1. Feldman (2019) argues against graded group work; hence we propose a self assessment within a group work context

2. Develop a group contract (This teaches collaborative skills: articulating goals, assigning deadlines, time management, accountability-- provides a framework for assessment)

- Provide template for project management

- Each group member identifies their strengths and potential contributions ("I'm good at taking notes and summarizing our discussions" ; "I'm good at multimedia development, so I can do our slides")

- Each group member identifies any restrictions, challenges ("I procrastinate and will need reminders"; "I'm not a strong writer")

- Use the template to establish roles and deadlines with the understanding that the group will revisit these roles and deadlines in subsequent meetings as the tasks become more clear

- This collaboratively developed project management document becomes the frame of reference for peer and self assessment

3 Self Assessment within Group Work context (click to open template in a new window)

- What conflicts/challenges arose in the group and how did you manage them?

- Do you feel that your peers' contributions aligned with their commitments in the contract?

PDF **Rvsd Group Work Contract.pdf**
132.5 KB

PDF **RvsdProject Management template.pdf**
70.6 KB

Considerations for Inclusion

"More inclusive assessment practices are likely to be of benefit to many students, not least because current assessment practices are not diverse enough to suit students' diverse ways of showing their knowledge, understanding or skill. Students learn in different ways and it makes sense, therefore, for them to be able to use different methods to show their understanding of what they have learned."
 (Hanafin et al., 2007, p. 444).

A.

Involve students with disabilities in goal setting, self-management, and assessment criteria (Raley, Shogren & Cole, 2020)

B.

Self Assessment and other forms of differentiated assessment may be more effective than peer assessment for students with social anxiety (Freedman, 2016)

C.

Scheduling of assessment is key for students with disabilities (Rasooli et al., 2021)

D.

Ensure a fair socio-emotional environment (Rasooli et al., 2021)

E.

Ensure access to assistive technology and service providers (scribe, sign language provider) as appropriate (Konur, 2007)

F.

Be certain that the physical environment is adequately adapted to ensure full inclusion in group work and group assessment (Hanafin et al., 2007)

See modules two and four for examples of technology best suited to providing feedback to students with specific learning needs.

Introduction to Assessment Tools

Teaching Learning

Introduction

Educational technology tools can enhance the assessment process, help track student performance, and facilitate student and teacher communication. Many EdTech tools can assist with the creation of shareable digital records of student achievement, support teacher productivity, facilitate engaging assessments, and improve accessibility of insights and performance.

Innovative technologies have the potential to provide quality educational assessment that will benefit student learning (Koomen & Zoanetti, 2018). The assessment modes and related tools in this module can have a significant impact on student achievement and teacher practice.

Navigating the Module

While many of the tools that we have listed may be used beyond the outlined category, we have compiled a concise list of tools in a variety of categories that we believe can get you started. We provide a brief description of each tool, and provide links to various assets that can help you gain insights or get started with their use. Also, we have provided a summary of a twenty-four item evaluation that provides further insights into each tool. You may explore further insights such as pricing by following the Full Tool Evaluation download.

Collaborative & Peer Assessment

 Teaching Learning

[Google Workspace](#)

Different apps within the Google Workspace ecosystem provide asynchronous and synchronous collaboration to foster communication and digital connectedness. Educators and students can assign, comment, edit, message, and video chat within the various apps while linking related documents and files.

[Collaboration and security in Google Workspace for Education](#)

Summary of Tool Evaluation

Tool Evaluation

Category	Score
Function	92%
Accessibility	100%
Technical	93%
Privacy & Data	78%
Social Aspects	100%
Teaching Aspects	100%
Mental Aspects	67%
Overall Score	**92%**

PDF **Full Tool Evaluation - Google Workspace.pdf**
59.6 KB

Guidance

Video: ___

Click the links below to open the video in a new window

- How to: Assign tasks in Google Docs

- How to Assign action items using @ symbol in Google Docs

Text: ___

Click the link below to open the text in a new window

- Collaboration for Google Workspace

Kritik

Kritik

Kritik is a digital platform that affords scalable peer- assessment supported by anonymization, customized rubrics, data-driven insights, discussion, and meaningful feedback. Educators can easily review content quality and engage with students to help develop personalized insights and knowledge during the process.

Kritik | Learn Faster | Learn Better

Summary of Tool Evaluation ___

Tool Evaluation	
Category	**Score**
Function	92%
Accessibility	83%
Technical	87%
Privacy & Data	78%
Social Aspects	100%

Tool Evaluation

Teaching Aspects	100%
Mental Aspects	67%
Overall Score	**85%**

PDF **Full Tool Evaluation - Kritik.pdf**
61.2 KB
↓

Guidance

Video: —

Click the link below to open the video in a new window

- [Professor Guide video; Student Video Guide](#)

Text:

Click the link below to open the text in a new window

- [The Instructor's Guide](#)

Perusall

Perusall is a tool developed to support collaborative feedback within reading materials, enhancing engagement and making reading less solitary. Building from research on behavioural science at Harvard University, the tool fosters engagement through asynchronous or synchronous discussions.

[Introduction to Perusall](#)

Summary of Tool Evaluation

Tool Evaluation

Category	Score
Function	83%
Accessibility	100%
Technical	80%
Privacy & Data	67%
Social Aspects	100%
Teaching Aspects	100%
Mental Aspects	67%
Overall Score	**83%**

PDF Full Tool Evaluation - Perusall.pdf
59.6 KB

Guidance

Video: —

Click the links below to open the video in a new window

- [(Perusall Tutorial Series) Manually integrating](#)
- [Perusall into Canvas](#)

Text: —

Click the link below to open the text in a new window

- [Instructors Guide](#)

H5P, H5P via eCampus

H5P is a tool for creating, sharing and reusing HTML5 content and applications to develop interactive digital learning experiences. Educators can use the tool to create and share interactive videos, quizzes, simulations and more.

About the project | H5P

Summary of Tool Evaluation ____

Tool Evaluation	
Category	**Score**
Function	83%
Accessibility	92%
Technical	93%
Privacy & Data	67%
Social Aspects	100%

Tool Evaluation

Teaching Aspects	89%
Mental Aspects	67%
Overall Score	**83%**

PDF **Full Tool Evaluation - H5P.pdf**
58.9 KB
⤓

Guidance

Video: —

Click the link below to open the video in a new window

- Interactive Video Tutorial | H5P;

Text:

Click the link below to open the text in a new window

- [Course Presentation Tutorial | H5P; Tutorials for authors | H5P](#)

[LabXChange](#)

LabXchange is an online platform focusing on virtual STEM labs hosted by the Harvard Faculty of Arts and Sciences. Educators can use embedded assessments or create their own. Students can engage in various experiments, scale the relative complexity, and explore different outcomes through the platform.

[LabXchange](#)

Summary of Tool Evaluation

Tool Evaluation

Category	Score
Function	92%
Accessibility	100%
Technical	80%
Privacy & Data	67%
Social Aspects	100%
Teaching Aspects	100%
Mental Aspects	67%
Overall Score	**85%**

PDF **Full Tool Evaluation - LabXChange.pdf**
62.1 KB

Guidance

Video: ___

Click the links below to open the video in a new window

- How to Make a LabXchange Pathway

- LabXchange Lab Protocol Simulations

Text: ___

Click the link below to open the text in a new window

- How to Add Your Own Assessment - LabXchange

Immediate/Instruction Feedback

Teaching Learning

Nearpod

Nearpod is a multi-platform content tool that can enhance engagement in presentations (e.g., PowerPoint or Slides) and other activities. The tool allows educators the ability to engage students through active learning, collaboration, drawing features, formative assessment, and gamified learning by embedding actionable insights into lecture slides.

What is Nearpod?

Summary of Tool Evaluation ___

Tool Evaluation

Category	Score
Function	75%
Accessibility	67%
Technical	73%
Privacy & Data	44%
Social Aspects	100%
Teaching Aspects	89%
Mental Aspects	56%
Overall Score	**73%**

PDF **Full Tool Evaluation - Nearpod.pdf**
63.6 KB

Guidance

Video:

Click the link below to open the video in a new window

- [Nearpod's Youtube Playlist](#)

Text:

Click the link below to open the text in a new window

- [Teacher Resources](#)

Pear Deck

Pear Deck is a web-based content enhancement tool that can be integrated with other learning tools such as PowerPoint or Google Slides. The tool affords educators an ability to create engaging lectures through active learning, formative assessment, live responses, and gamified learning by embedding actionable insights into lecture slides.

How Pear Deck Works

Summary of Tool Evaluation ___

Tool Evaluation	
Category	**Score**
Function	75%
Accessibility	67%
Technical	73%
Privacy & Data	44%
Social Aspects	100%
Teaching Aspects	89%

Tool Evaluation

Mental Aspects	56%
Overall Score	**63%**

📄 **PDF** **Full Tool Evaluation - Pear Deck.pdf**
61.8 KB   ↓

Guidance

Video: __

Click the link below to open the video in a new window

- Getting Started with Pear Deck

Text: __

Click the link below to open the text in a new window

- [Pear Deck How-to-Handbook](#)

Summative Feedback

Teaching Learning

Google Forms

Google Forms is a simple tool for creating and sharing adaptive online forms and surveys, with responses populating in Google Sheets for response analysis and review.

Creating a quiz in Google Forms

Summary of Tool Evaluation ___

Tool Evaluation

Tool Evaluation

Category	Score
Function	92%
Accessibility	92%
Technical	93%
Privacy & Data	89%
Social Aspects	100%
Teaching Aspects	100%
Mental Aspects	67%
Overall Score	**92%**

PDF **Full Tool Evaluation - Google Forms.pdf**
59.3 KB

Guidance

Video: ―

Click the link below to open the video in a new window

- How to use Google Forms Beginners Tutorial

Text: ―

Click the link below to open the text in a new window

- Create & grade quizzes with Google Forms

Quizlet

Quizlet is an AI-enhanced formative assessment, quiz, and study tool where educators or students can create content to guide studying and learning experiences.

Summary of Tool Evaluation ___

Tool Evaluation	
Category	**Score**
Function	75%
Accessibility	67%
Technical	87%
Privacy & Data	67%
Social Aspects	100%
Teaching Aspects	100%
Mental Aspects	67%
Overall Score	**75%**

| PDF | **Full Tool Evaluation - Quizlet.pdf**
62.7 KB | ↓ |

Guidance

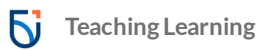**Video:** —

Click the links below to open the video in a new window

- How teachers can get started with Quizlet (Part 1)

- How to use Quizlet - Official tutorial for new users

Multimedia Assessment

Teaching Learning

edpuzzle

edpuzzle is an interactive video creation platform for educators to embed insights and assessments.

What is edpuzzle?

Summary of Tool Evaluation

Tool Evaluation

Tool Evaluation

Category	Score
Function	83%
Accessibility	83%
Technical	87%
Privacy & Data	78%
Social Aspects	100%
Teaching Aspects	89%
Mental Aspects	67%
Overall Score	**81%**

PDF **Full Tool Evaluation - EdPuzzle.pdf**
63.5 KB

Guidance

Video: ⎯

Click the link below to open the video in a new window

- [What is Edpuzzle?](#)

Text: ⎯

Click the link below to open the text in a new window

- [Getting Started – Edpuzzle Help Center](#)

[Khan Academy](#)

Khan Academy provides free, world-class learning materials for K-14 students and educators worldwide. Educators can use instructional videos, assessments, and a personalized learning dashboard to support student success within the platform.

Summary of Tool Evaluation ___

Tool Evaluation	
Category	**Score**
Function	92%
Accessibility	92%
Technical	87%
Privacy & Data	67%
Social Aspects	100%
Teaching Aspects	100%
Mental Aspects	67%

Tool Evaluation

Overall Score	85%

📄 **PDF** Full Tool Evaluation - Khan Academy.pdf
62.1 KB ⬇

Guidance

Video: —

Click the link below to open the video in a new window

- [Khan for Educators (US)](#)

Text: —

Click the link below to open the text in a new window

- [Teachers | Resources | Khan for Educators](#)

TedEd

Educators can use the YouTube and TEDEd animated videos to generate interactive learning materials and monitor progress by adding additional resources, discussion prompts, and questions within the platform.

Bring TED-Ed Student Talks to Your School

Summary of Tool Evaluation —

Tool Evaluation	
Category	**Score**
Function	92%

Tool Evaluation

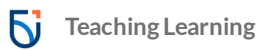|	
Accessibility	92%
Technical	93%
Privacy & Data	67%
Social Aspects	89%
Teaching Aspects	100%
Mental Aspects	67%
Overall Score	**85%**

PDF **Full Tool Evaluation - TedEd.pdf**
60.9 KB

Guidance

Text: —

Click the links below to open the video in a new window

- [How do I create TED-Ed Lessons?](#)

Assistive Technology

 Teaching Learning

[Google Chrome](#)

Google integrates accessibility features into its products, enabling various actions for unique needs. Further, Chrome users can incorporate additional features for extra support.

Summary of Tool Evaluation ⎯

Tool Evaluation

Tool Evaluation

Category	Score
Function	92%
Accessibility	100%
Technical	73%
Privacy & Data	78%
Social Aspects	89%
Teaching Aspects	67%
Mental Aspects	67%
Overall Score	**77%**

PDF **Full Tool Evaluation - Google Chrome.pdf**
59.4 KB

Guidance

Video: —

Click the link below to open the video in a new window

- Google Accessibility Playlist

Text: —

Click the link below to open the text in a new window

- Products and Features – Google Accessibility

Read&Write

Read&Write is a platform that helps support literacy with features such as text-to-speech, word prediction, picture dictionaries, audio maker, and highlighter functions.

[Introducing Read&Write for Education](#)

Summary of Tool Evaluation ⎯

Tool Evaluation	
Category	**Score**
Function	83%
Accessibility	83%
Technical	93%
Privacy & Data	67%
Social Aspects	67%
Teaching Aspects	67%
Mental Aspects	67%

Tool Evaluation

Overall Score	71%

📄 **PDF** **Full Tool Evaluation - Read Write.pdf**
60.9 KB
⬇

Guidance

Video: —

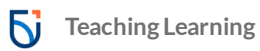Click the link below to open the video in a new window

- [Texthelp - YouTube](#)

Text: —

Click the link below to open the text in a new window

- [Read&Write Help | Texthelp](#)

Consolidate Your Knowledge

Teaching Learning

You've arrived at the end of the course on Equitable, Diverse, and Inclusive Assessment Strategies!

Here's three quick questions to consolidate your knowledge of these topics:

1. What should instructors prioritize in the assessment process?

○   a.) Summative tests

○   b.) Feedback

○   c.) Due Dates

○   d.) Linear lesson plans

SUBMIT

2. Who can provide feedback?

- ○ a.) Peers

- ○ b.) Instructors

- ○ c.) The student themselves

- ○ d.) All of the above

SUBMIT

3. What is feedforward?

○ a.) Feedback that focuses on development and what students can do next   rather than what the student did in the past

○ b.) Feedback that is gradual and goes from one student to another

○ c.) Creative feedback that is audiovisual

○ d.) Your favourite burger restaurant

SUBMIT

Course Completion Certificate

Download the form, fill out, and save for your records.

PDF **Course Certificate.pdf**
1.2 MB

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Congratulations!