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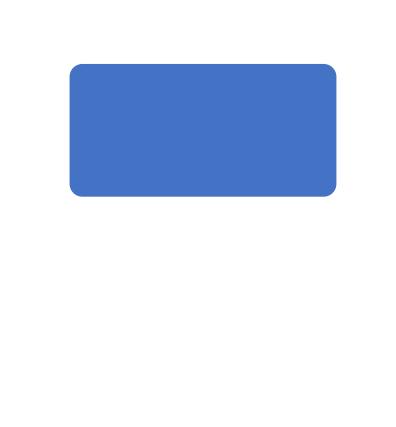
## Learning Outcomes

At the conclusion of today, participants will be able to:

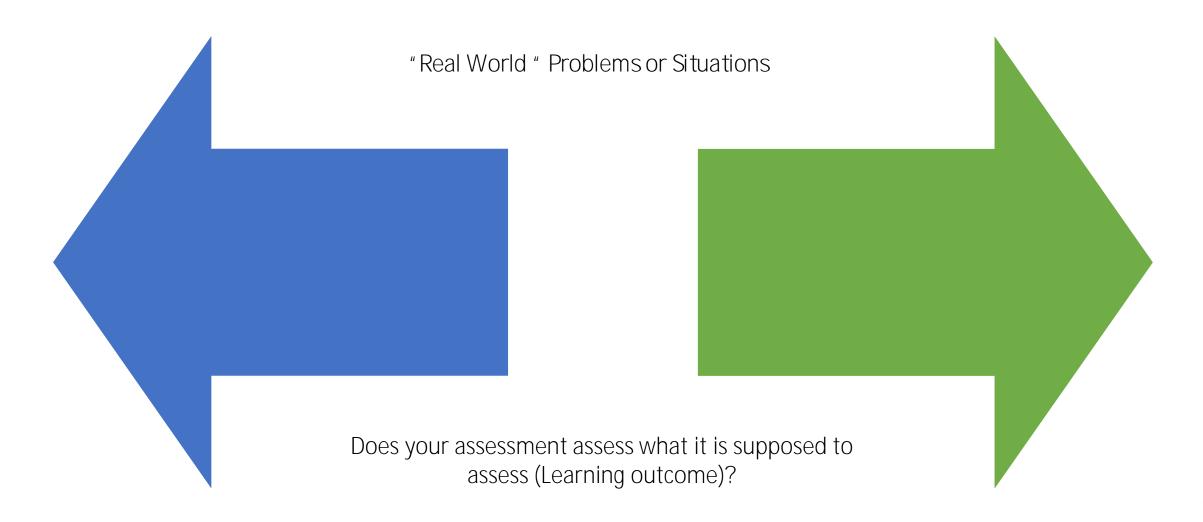
- Identify five innovative assessment strategies that engage students in illustrating their learning.
- Discuss why assessment strategies that engage students reduce cheating and plagiarism.
- Evaluate formative and summative assessment methods for online

# How can students show achievement of the learning outcome?

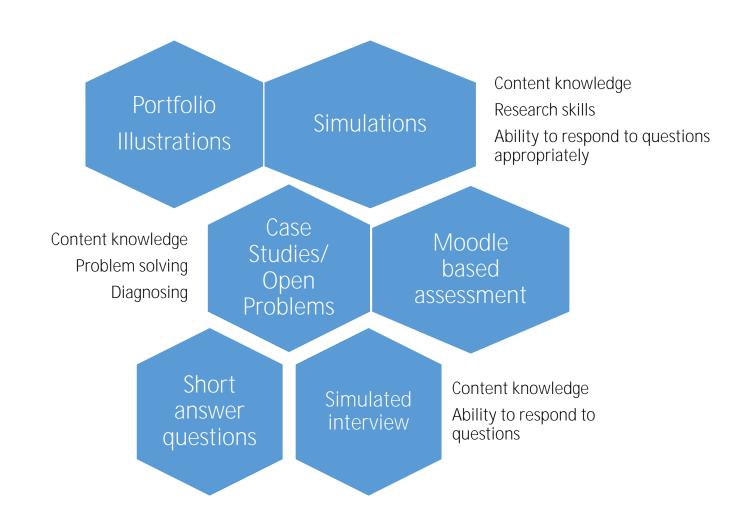
- Can you effectively assess the learning outcomes using alternative methods which promote better student engagement?
  - Is there a more efficient or effective method to assess the learning outcome? How do you scaffold the assessment?
    - Is there an essential aspect of the learning outcome that dictates a specific assessment format or can the learning outcome be shown in a variety of ways? For example Identify, Demonstrate, Produce?



### Authentic Assessment



# Types of Assessments



# Options for Formative Assessment Online

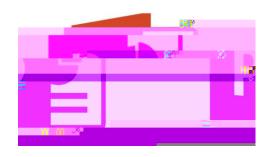
#### In Moodle

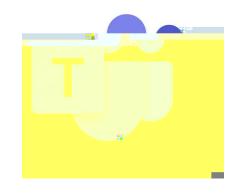
- Branched lessons
- Learner generated glossary
- Discussion forums
- Polls
- Choice
- Reflections in Assignment
- Self- evaluation Rubrics
- Practice Quizzes

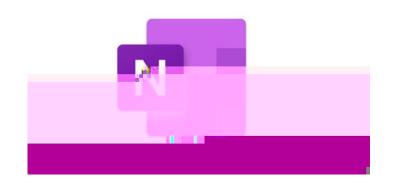
#### In Kaltura or Zoom

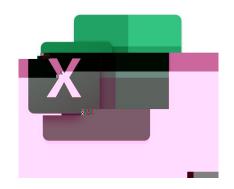
- Pair shares in breakout groups
- Polls
- PollEverywhere or Kahoot used in
- "Share Screen"
- Questions posted in the chat
- Individual or group interviews /
- oral assessments
- Microsoft Forms as links
- Brainstorming on whiteboards

## Microsoft Tools













### Ideas for further Consideration

Take questions from line exams to turn into to become a critical thinking activity

Perform a assessment

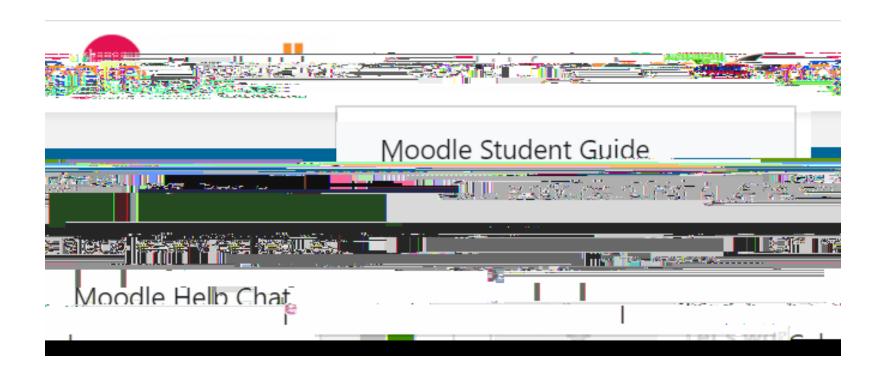
with outlined rubric for

Have students concept

to demonstrate an understanding of a

 find videos on YouTube and evaluate practice, approaches or content.

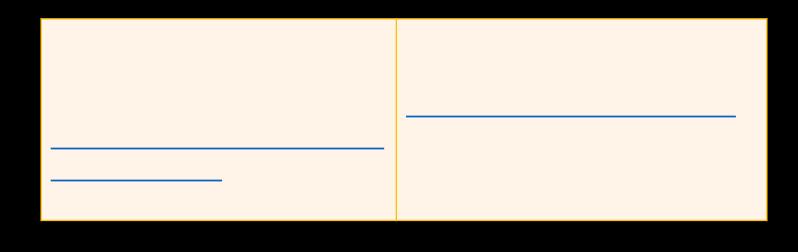
### Additional Resources

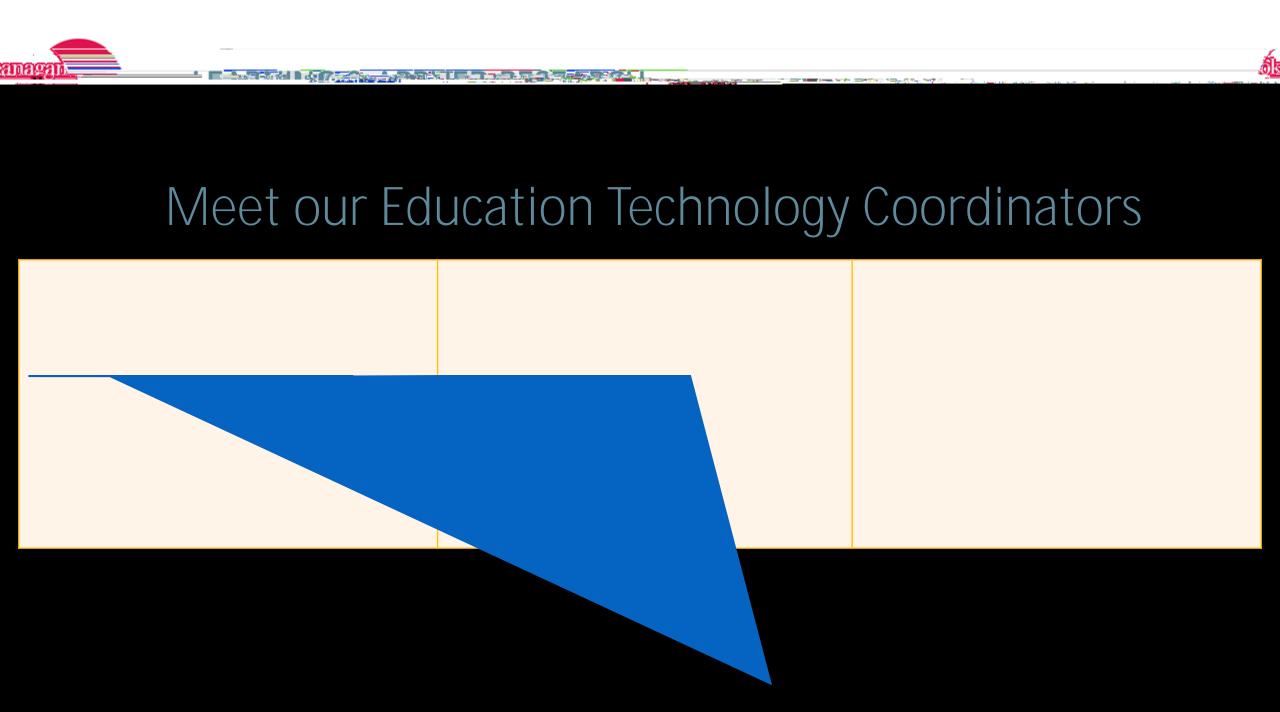






# Meet our Learning and Applied Research Team







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### More Questions?

Contact a member of the Learning and Applied Research Team.

