

# Objective Assessment

- “Objective questions” have definitive, predetermined **correct** answer(s)

Examples include:

- ✓ Multiple Choice
- ✓ True/False
- ✓ Matching



- Objective questions are best used to measure the ability to remember and understand information and data, such as:
  - vocabulary, taxonomies, dates, locations, etc.

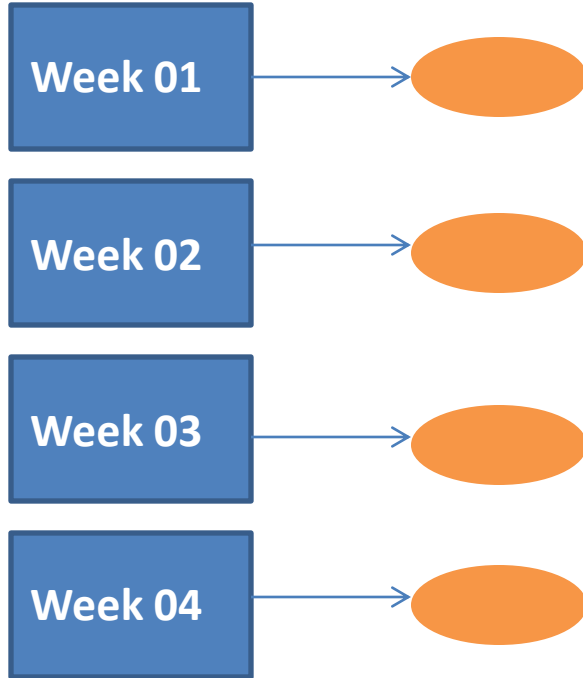
# Objective Assessment

- Objective questions are well-suited to computer grading.
- Similar questions can be compiled into pools.
- Questions in one or more pools can be randomly assigned to individual assessments.
- Assessments with random assignment of questions can be taken multiple times until a satisfactory score is achieved.
- A combination of these factors can be used to implement **Mastery Learning**.

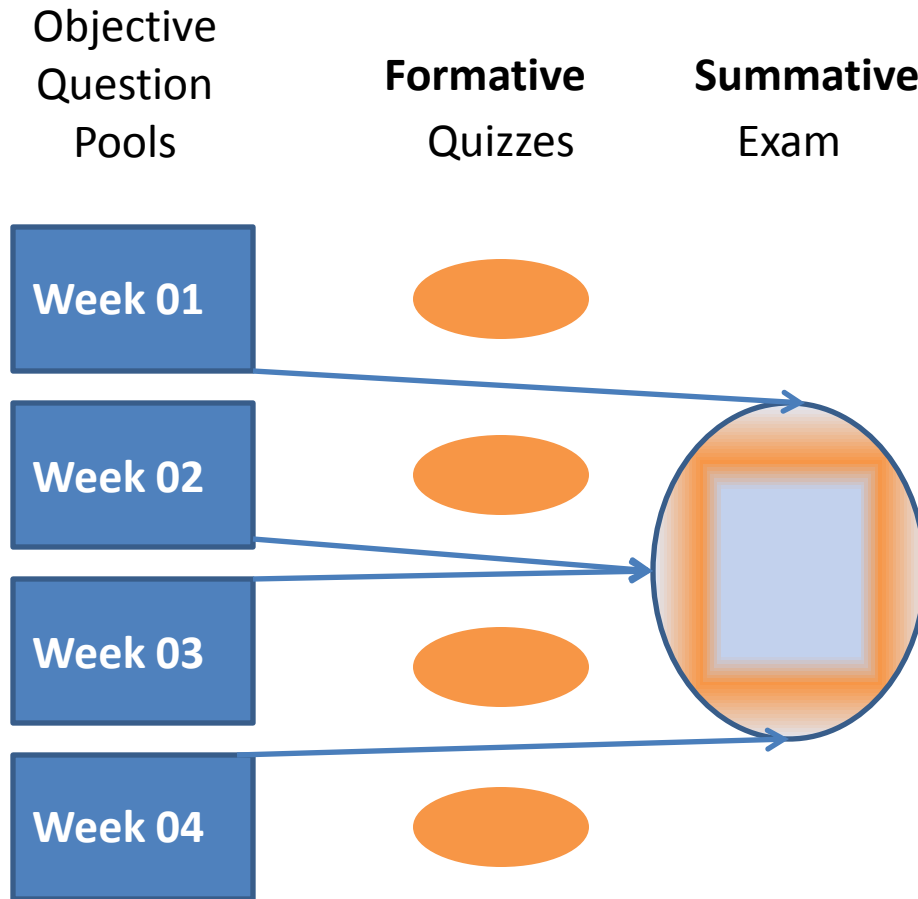
# Mastery Learning Models

Objective  
Question  
Pools

Quizzes

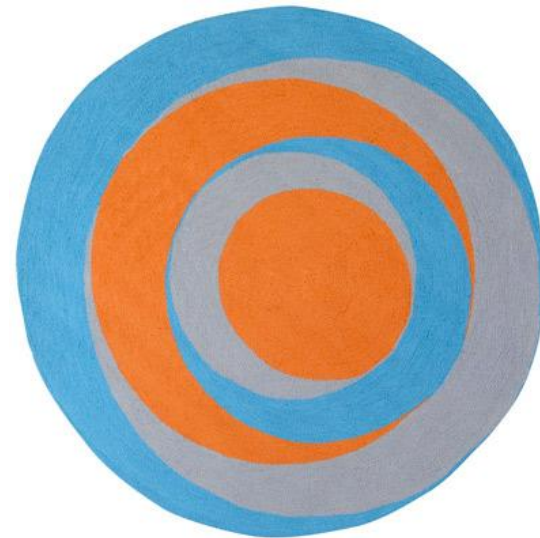


# Mastery Learning Models



# Subjective Assessment

- Subjective questions are typically open –ended with more than one way to state the correct answer(s)
- Examples include:
  - Fill in
  - Short written response
  - Calculated problem

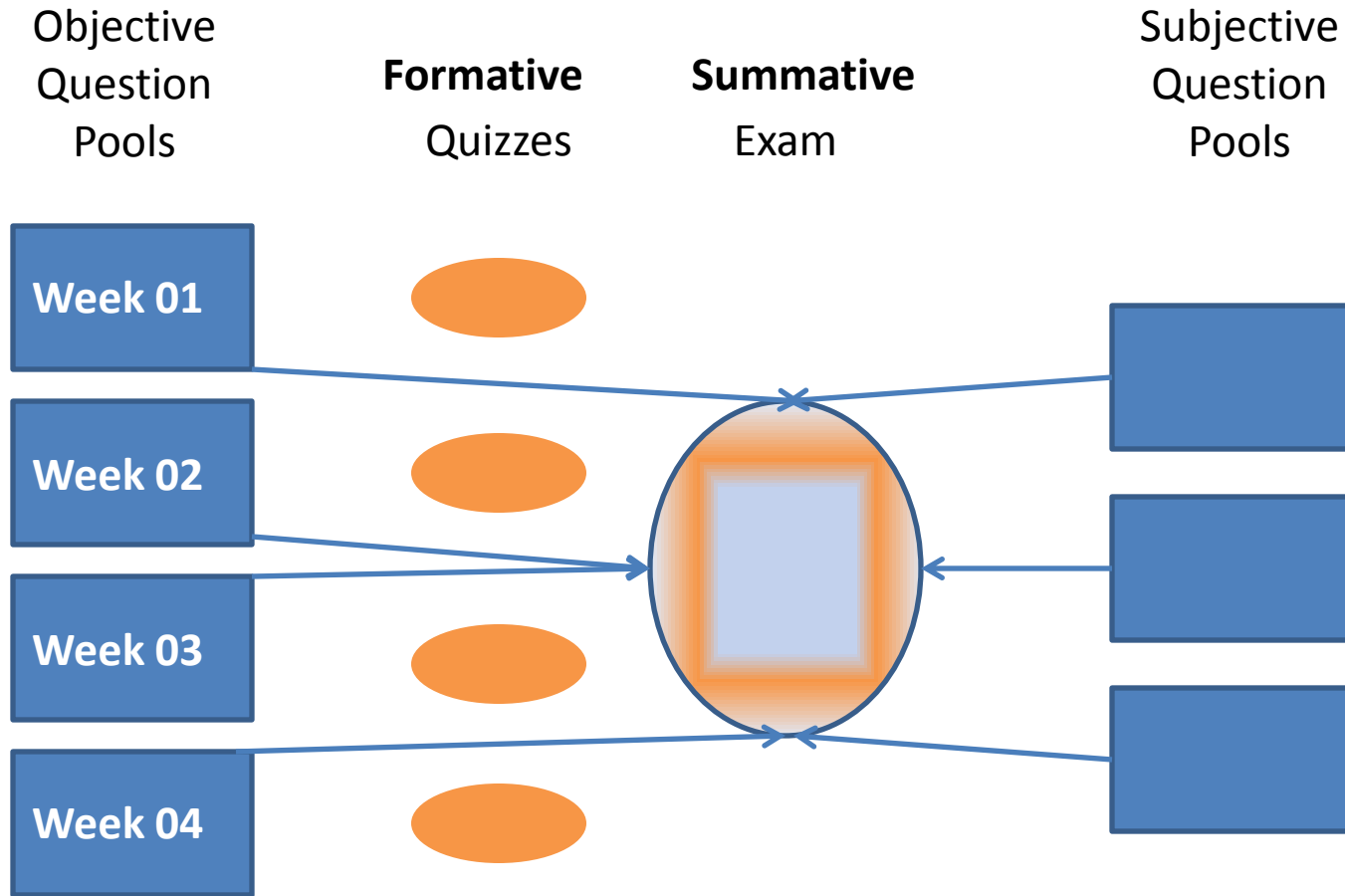


These types of questions move assessment toward higher order thinking by applying, analyzing, and evaluating what has been learned.

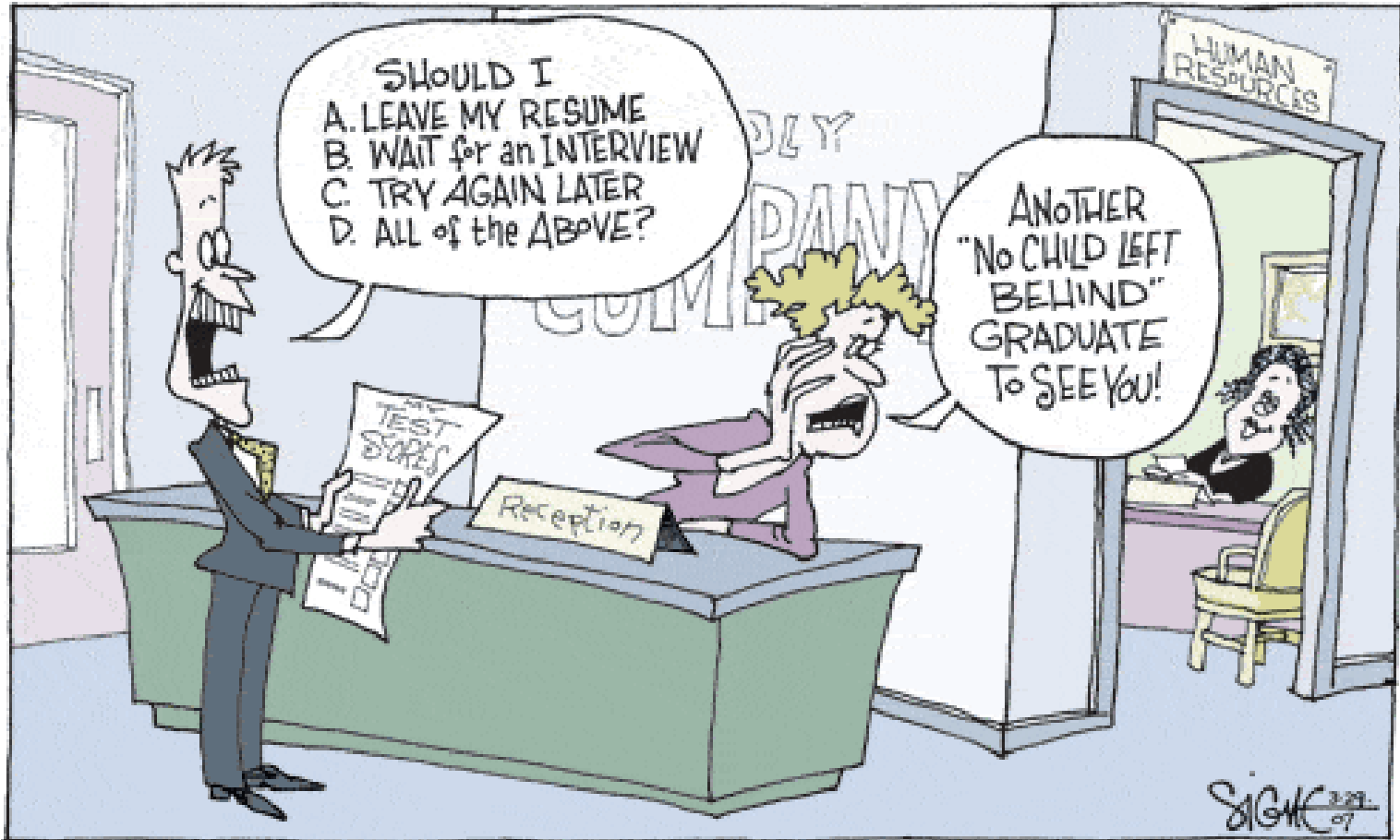
# Subjective Assessment

- Some subjective questions can be computer graded.
- Instructors must provide consideration & oversight for:
  - Alternate ways to answer correctly
  - Acceptable, minor incorrect detail in responses
- Some answers may be given partial credit manually.
- Questions in pools can be randomly assigned to individual assessments
- Manual points can be automatically added to final score

# Mastery Learning Models



# Critiques of Academic Testing



Some articles in response to *Academically Adrift* @ *Inside Higher Ed* online

[http://www.insidehighered.com/news/2011/01/18/study\\_finds\\_large\\_numbers\\_of\\_college\\_students\\_don\\_t\\_learn\\_much](http://www.insidehighered.com/news/2011/01/18/study_finds_large_numbers_of_college_students_don_t_learn_much)

[http://www.insidehighered.com/news/2011/01/25/defining\\_what\\_a\\_college\\_degree\\_recipient\\_should\\_know\\_and\\_be\\_able\\_to\\_do](http://www.insidehighered.com/news/2011/01/25/defining_what_a_college_degree_recipient_should_know_and_be_able_to_do)

<http://www.insidehighered.com/news/2012/01/27/academically-adrifts-testing-suggestions-spawn-resistance>



# Discussion Questions

- Create a Communications Forum:
  - Use the “Introductions” topic as an ice-breaker activity, and
  - To assure students familiarity with threaded discussions.

# Discussion Questions as Assessment

Discussion questions can:

- Increase student:
  - Motivation, critical thinking, and creativity.
- Leads to increased:
  - Retention, Students success in courses, and becoming life-long learners
- Achieve intended affective learning outcomes
- Can be graded directly in Sakai
  - w/limited statistical analysis

# Writing Effective Discussion Questions

Discussion questions should be designed to be:

- Thought-provoking to capture and hold student attention
- Relevant to students' daily lives and interests
- Elicit multiple possible responses rather than a single “correct” answer.
- Drawn from problem based case studies, simulations and/or role playing.

# Writing Effective Discussion Questions

- Situations which foster debate may be the most engaging.
- Ask students to reverse roles or to take opposite opinions to those originally held.
- Responses which can be supported by research or theory should request documentation.

# Writing Effective Discussion Questions

1. Use written or multimedia support materials as needed. Include these materials in the discussion topic immediately preceding the actual question.
2. Write each question to be just that—one question. Make it short, clear, and to the point.  
A discussion topic with multiple embedded questions may confuse the reader. It often results in a response which only addresses a portion of what the instructor intended.

# Writing Effective Discussion Questions

3. End discussion topic with a comment similar to:

Carefully consider your answer to this question based upon course content, personal experience, and additional research. Post your written response after it has been checked for spelling and grammar. Then read the responses of your classmates and reply in a professional manner to at least two of them.

# Writing Effective Discussion Questions

- *A Not-So-Effective Discussion Question*  
What is meant by “Global Warming”?

# Discussion Questions as Assessment

- *A More Effective Discussion Question*

Global climate change is a topic that is being debated throughout the world. Many of the world's scientists are in agreement that it is occurring and can have catastrophic effects. Further, they agree that it is largely due to activities in modern human societies. However, the official stance by some U. S. scientists has been that global warming poses no problems and, in fact, may not be substantiated by careful scientific studies.

If your last name begins with A through L, assume you are a scientist who believes global climate change is not occurring. If your last name begins with M through Z, assume you are a journalist at the *Miami Herald* who believes climate change to be a serious threat.

Prepare a news release which explains your stance on global warming and post it on the Discussion Board, citing scientific evidence for your position. Read and respond to your classmates' posts that take an opposing position to yours.