

Assessing Students Virtually

The following chart offers some ideas for how you might deploy existing ITS-supported technologies to transfer to an online modality what you might have done in a face-to-face class. These options are not “perfect” and will not be an exact replacement for what you might have done face-to-face; but they do offer some solutions you might consider using in the Learning Management System (LMS). You might find that this student-driven learning allows students to meet SLOs in surprising ways.

Learning Interactions	Low-Tech	Mid-Tech	High-Tech
“Conversation” About Readings	Email students a discussion prompt based on the readings/course-materials at the beginning of “class-time”; students compose and reply (or reply-all) a response within class-time (50-, 75-, or 150-minutes). Pro-Tip: Develop questions phrased to elicit a strong response (avoid yes/no; encourage taking a position with evidence from a reading or some other content). Create a rubric or performance level descriptor for what you expect in their emailed responses. Required tech: Use the email feature of the . (If you choose to use email to communicate directly with students, note that there might be privacy issues, so consider using the bcc function of your email for such communications.)	Post to LMS a discussion prompt based on readings or a video; set a timeframe within which students respond to that prompt; set the LMS to withhold others’ postings until a student has posted their initial response; ask students to respond to two other students. Pro-Tip: Develop rubric or description of what a response should look like. Model responses yourself to set a high bar for student interaction.	Synchronous use of Zoom; Students log in to Zoom session and participate in conversation as they would in face-to-face modality. This solution works particularly well for 70 or fewer students, but can be scaled up. Pro-Tip: See ITS Zoom video about how to adjust settings to keep conversation on track (mute audio/video, etc). For help with Zoom: https://its.sdsu.edu/zoom/
Lecture Delivery	Email your students or post an announcement in the LMS containing your lecture slides; before doing so, compose comments in the “notes” section along the lines of what you would have said about each slide in-class. Include in your email to students directions about how to “view” the notes section. Pro-Tip: Keep the “notes” section simple and readable. Resist the temptation to write like you would in a professional publication; keep it to a 250-word paragraph written like you would speak.	Record (using Zoom) yourself delivering your ppt lecture. Post recording to the LMS. Pro-Tip: Use various features of Zoom to include picture-in-picture (students see you as well as your content) and live captioning.	Deliver lecture (and push slides) “live” in Zoom. Students can attend synchronously and post questions (text or voice) OR view asynchronously afterwards. Pro-Tip: Set expectations for student interaction in the online environment.

Group Work	Instruct groups to use email to keep in touch with one another. Use Google docs or slides to collaborate; include the instructor in the link share.	Use LMS “Groups” tool: post assignments that include instructions for the collaboration and submission of any deliverables.	Student groups use Zoom to collaborate and record their sessions. Instructor meets with groups on Zoom or meets with class as a whole (on Zoom) and uses the Zoom breakout rooms for groups to meet and then share with the entire group on Zoom.
Essay Testing	Email: Email essay prompt to students at a set time (existing class time is fair game). Students compose in a Word/Google Doc and then cut-and-paste essay in reply (NOT reply-all) to you within the set time frame. Pro-Tip: Include in the essay prompt clear directions about word-count, level of formality, resources that can be consulted, and time allowed.	Use the tool Turnitin via the LMS: Email essay prompt to students at a set time, with clear directions about word-count, level of formality, resources that can be consulted, and time allowed. Students compose in a Word/Google Doc and then submit that essay via Turnitin within the LMS. Pro-Tip: This option discourages academic dishonesty by allowing a plagiarism check that will check student work against other students’ work and against materials on the internet.	
Multiple Choice Testing	Send your multiple choice test to your students via LMS email or announcement. Students e-mail you a numbered list of their answers to the MCQs. Pro-Tip: Develop MCQs that are not easily googleable or accept that students may use resources to take the test. Such issues can be mitigated by limiting the amount of time to take the test. Do not use this option if you want to maintain “test security” (i.e. the ability to use the test in the future with an assumption that students will not have seen the test questions before-hand). Once you email your test, it’s ‘out there’ (everywhere...including StudyBlue, Quizlet, and other test-sharing services students access).	Deploy your MCQs to your students using the LMS. Quizzes in Canvas Tests in Blackboard	Deploy your MCQs using Respondus. Upload quizzes and exams created in Word, imported to Respondus, and pushed up to the LMS for students to take. See instructions for downloading and installing Respondus, creating tests in Word, publishing to the LMS