

The slide features a dark blue background on the left side, decorated with various geometric shapes: a large solid circle, a dashed circle, a square outline, a dashed line, and a triangle outline. A large white semi-circle on the right side contains the text. The text is centered and reads "WCET Webcast" in a large, black, sans-serif font, with the website address "wcet.wiche.edu" in a smaller font below it.

# WCET Webcast

[wcet.wiche.edu](http://wcet.wiche.edu)



wcet

Webcast

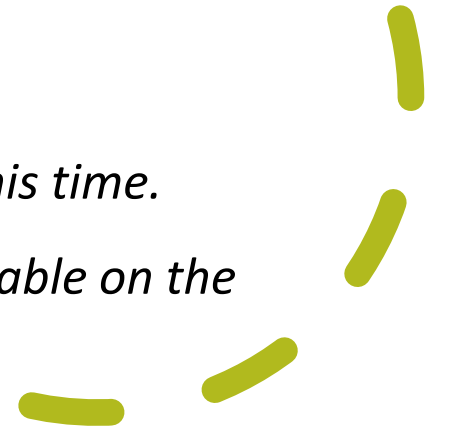
Welcome to today's  
#WCETWebcast


***April 14***

*The webcast will begin shortly.*

*There is no audio being broadcast at this time.*

*An archive of this webcast will be available on the  
WCET website next week.*





Technology-Enabled Alternative  
Assessment: What it Looks Like and  
How to Bring it to Your Institution

April 14, 2021



# Welcome!

*Use the question box for questions and information exchange.*

*Slides and resources available will be emailed to attendees next week.*

*Slides can be downloaded via the link in chat.*

*Follow the Twitter feed: #WCETWebcast.*



Megan Raymond  
Senior Director, Programs & Membership  
WCET  
[mraymond@wiche.edu](mailto:mraymond@wiche.edu)  
[@meraymond](https://twitter.com/meraymond)



Hosted in partnership with:



**ADVANCED  
LEARNING  
TECHNOLOGIES**



Live captioning provided by our sponsor:



# Questions from the Audience



*If you have a question during the presentation, please add it to the question box.*

*We will monitor the question box and have time for Q&A at the end of the webcast.*



# Moderator

## **Megan Raymond**

Senior Director, Programs  
& Membership

WCET





# Speakers

## **Steve Joordens**

Professor and Director  
Advanced Learning Technologies Lab  
University of Toronto Scarborough



## **Dwayne Paré**

CEO, Cogneeto, Inc. and  
Associate Director of Pedagogical Development  
Advanced Learning Technologies Lab  
University of Toronto Scarborough





## WHAT WE DO IN THE ALT LAB



### Assess Educational Technologies

Is your technology evidence-based? We can work with you to design and carry out research on your educational technology and provide the connection with research that all good educational technologies need



### Create Educational Technologies

Students in the ALT lab create education technologies based on research, then assess the efficacy and usability of those technologies. Click here to learn more about the technologies we are extremely proud of



### Provide Research Training

Are you an undergraduate, graduate or postdoc interested in performing research on educational technologies? Do you have either coding or research skills and a sincere interest in enhancing education?

[SEE ALL OUR SERVICES](#)



# ADVANCED LEARNING TECHNOLOGIES

@ the University of Toronto



## Research (Selected Publications)

Paré, Dwayne E., Velij, Aly, Joordens, Steve, & Collimore, Lisa-Marie (Submitted) Defining and quantitatively measuring critical thinking skills in terms of quality discrimination: Implications for research and application. *Journal of the Learning Sciences*.

Paré, D., Collimore, L., Joordens, S., Rolheiser, C., Brym, R., Gini-Newman, G. (2015). Put students' minds together and their hearts will follow" Building a sense of community in large-sized classes via peer- and self-assessment. Toronto: *Higher Educational Quality Council of Ontario*

Collimore, L-M., Paré, D., & Joordens, S. (2015) SWDYT: So What Do You Think? Canadian Students' Attitudes about Online Peer- Assessment. *Learning Environments Research Journal*

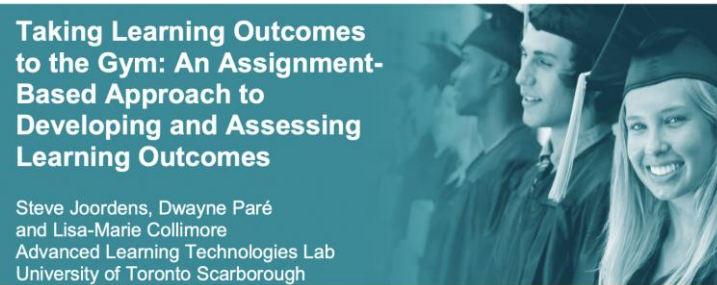
Joordens, Steve, Paré, Dwayne E., & Collimore, Lisa-Marie. (2014). Taking Learning Outcomes to the Gym: An Assignment-Based Approach to Developing and Assessing Learning Outcomes. Toronto: *Higher Education Quality Council of Ontario*.

Cheng, Cho Kin, Paré, Dwayne E., Collimore, Lisa-Marie, & Joordens, Steve. (2011) Assessing the effectiveness of a voluntary online discussion forum on improving students' course performance. *Computers & Education*, 56, 253-261.

Paré, Dwayne E., & Joordens, Steve. (2009) The Invisible Researcher: Using Educational Technologies as Research Tools for Education. *The Journal on Systemics, Cybernetics and Informatics (JSCI)*, 5(7).

Joordens, Steve, Desa, Shakinaz, & Paré, Dwayne E. (2009) The Pedagogical Anatomy of Peer-Assessment: Dissecting a peerScholar Assignment. *The Journal on Systemics, Cybernetics and Informatics (JSCI)*, 5(7).

Paré, Dwayne E., & Joordens, Steve. (2008) Peering into Large Lectures: Examining Peer and Expert Mark Agreement Using peerScholar, an Online Peer Assessment Tool. *Journal of Computer Assisted Learning*, 24(6), 526-540.



## Taking Learning Outcomes to the Gym: An Assignment-Based Approach to Developing and Assessing Learning Outcomes

Steve Joordens, Dwayne Paré  
and Lisa-Marie Collimore  
Advanced Learning Technologies Lab  
University of Toronto Scarborough



## Put Students' Minds Together and their Hearts Will Follow: Building a Sense of Community in Large-Sized Classes via Peer- and Self-Assessment

Dwayne E. Paré, Lisa-Marie Collimore,  
Steve Joordens, Carol Rolheiser, Robert Brym,  
Garfield Gini-Newman, University of Toronto



## Scaling the Development and Measurement of Transferable Skills: Assessing the Potential of Rubric Scoring in the Context of Peer Assessment

Steve Joordens, Dwayne Paré, Robin Walker  
University of Toronto Scarborough;  
Jim Hewitt and Clare Brett  
Ontario Institute for Studies in Education

### Cite this publication in the following format:

Joordens, S., Paré, D., & Collimore, L-M. (2014). *Taking Learning Outcomes to the Gym: An Assignment-Based Approach to Developing and Assessing Learning Outcomes*. Toronto: Higher Education Quality Council of Ontario.

### Cite this publication in the following format:

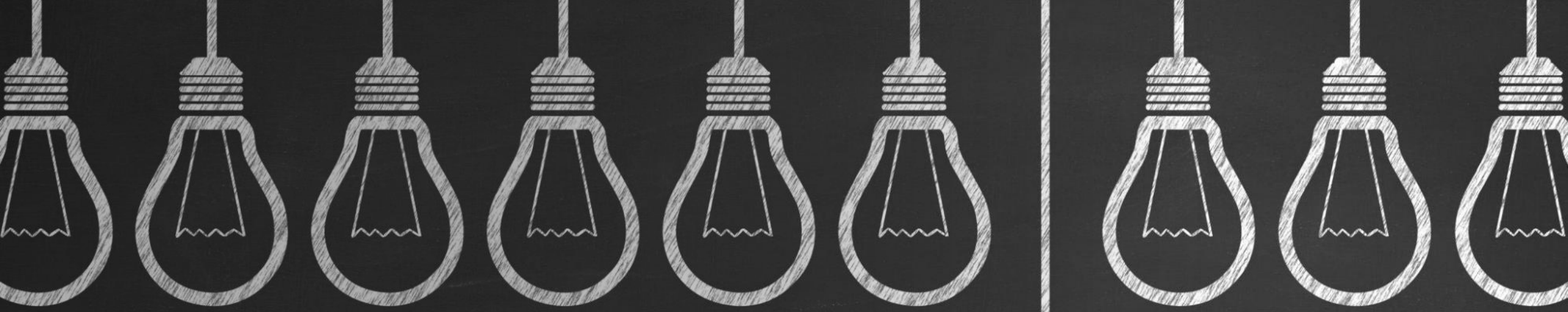
Paré, D. E., Collimore, L.-M., Joordens, S., Rolheiser, C., Brym, R., & Gini-Newman, G. (2015). *Put Students' Minds Together and their Hearts Will Follow: Building a Sense of Community in Large-Sized Classes via Peer- and Self-Assessment*. Toronto: Higher Education Quality Council of Ontario.

### Cite this publication in the following format:

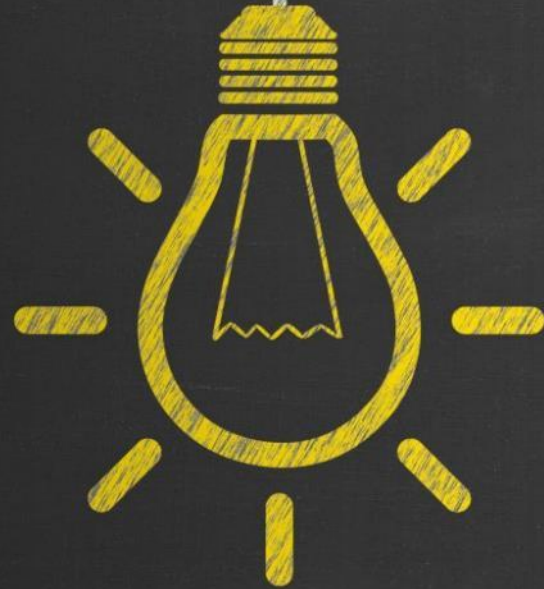
Joordens, S., Paré, D., Walker, R., Hewitt, J. & Brett, C. (2019). *Scaling the Development and Measurement of Transferable Skills: Assessing the Potential of Rubric Scoring in the Context of Peer Assessment*. Toronto: Higher Education Quality Council of Ontario.







Why all the excitement  
around  
Alternative Assessments?





# Focus on Information Learning

A photograph of a grid-in answer sheet for a math test. The sheet is titled 'EXAMPLE - NEW SHEET' and contains a grid of bubbles for marking answers. The grid is organized into columns and rows, with some cells containing numbers or symbols. The sheet is partially filled out with marks.

We know HOW to do it  
and HOW TO KNOW if its working



## The Jobs Landscape in 2022

emerging  
roles,  
global  
change  
by 2022

133  
Million

declining  
roles,  
global  
change  
by 2022

75  
Million

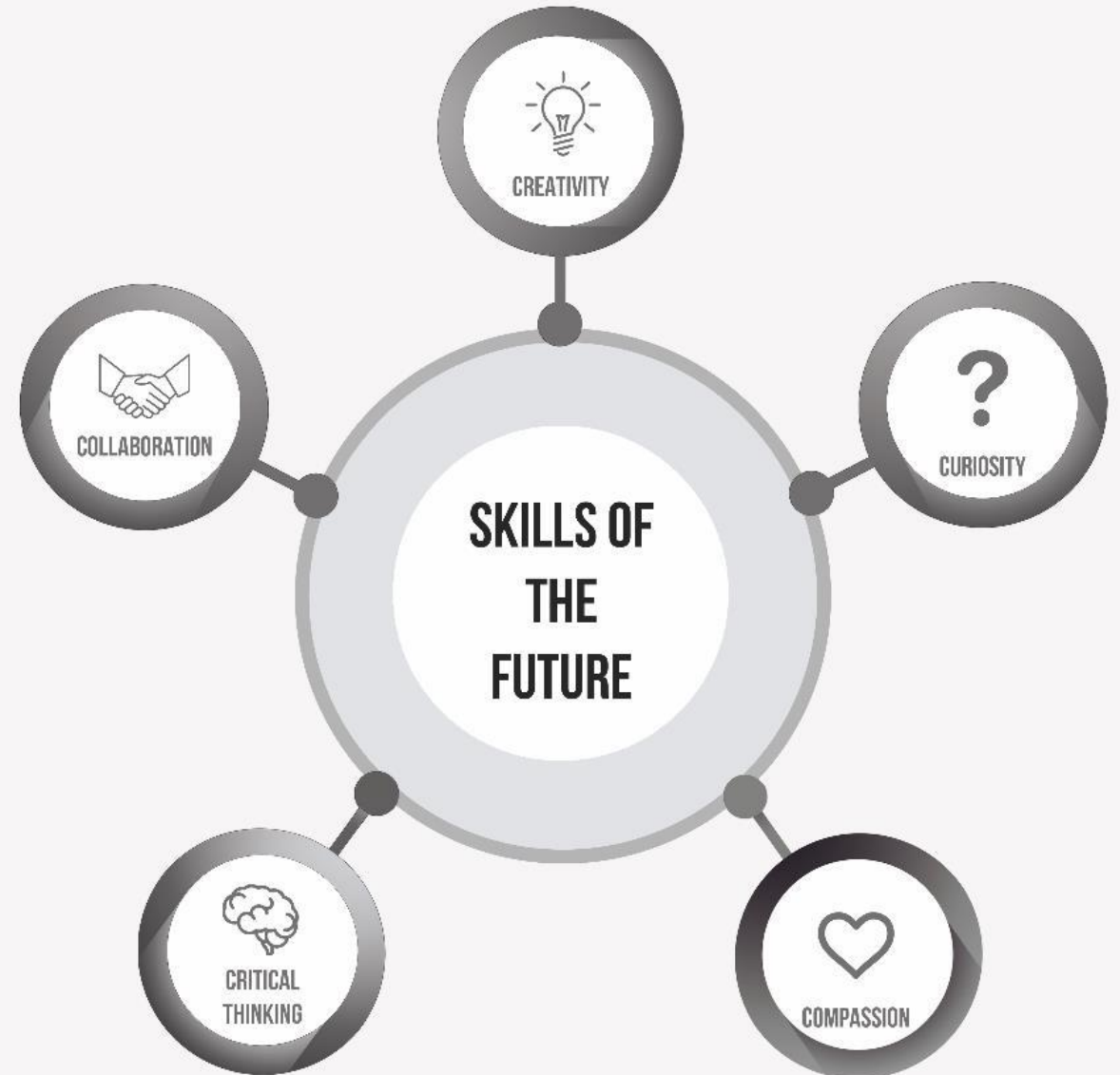
### Top 10 Emerging

1. Data Analysts and Scientists
2. AI and Machine Learning Specialists
3. General and Operations Managers
4. Software and Applications Developers and Analysts
5. Sales and Marketing Professionals
6. Big Data Specialists
7. Digital Transformation Specialists
8. New Technology Specialists
9. Organisational Development Specialists
10. Information Technology Services

### Top 10 Declining

1. Data Entry Clerks
2. Accounting, Bookkeeping and Payroll Clerks
3. Administrative and Executive Secretaries
4. Assembly and Factory Workers
5. Client Information and Customer Service Workers
6. Business Services and Administration Managers
7. Accountants and Auditors
8. Material-Recording and Stock-Keeping Clerks
9. General and Operations Managers
10. Postal Service Clerks

Source: Future of Jobs Report 2018, World Economic Forum





## Assessment for Learning

- enables teachers to use information about students' knowledge, understanding and skills to inform their teaching.
- teachers provide feedback to students about their learning and how to improve.

## Assessment as Learning

- involves students in the learning process where they monitor their own progress, ask questions, and practise skills
- students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding, and work towards learning goals.

## Assessment of Learning

- assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.

*and peer assessments!*





Engagement is the front door of learning

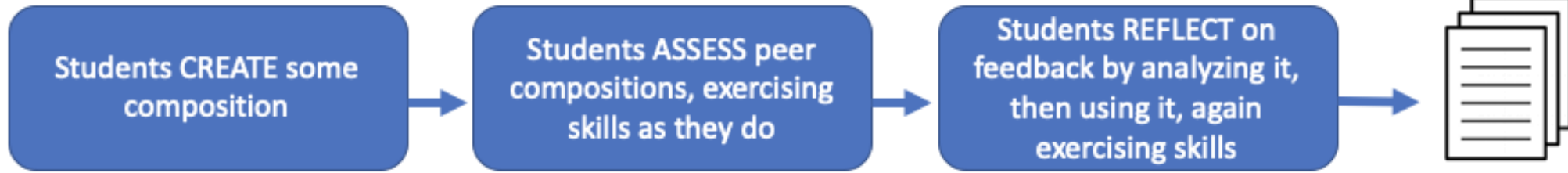
Students are never more engaged than they are while being assessed



Unlike concept learning, skills only develop through repeated structured practice, preferably in a feedback rich environment



## Traditional



## Formative Peer-Assessment



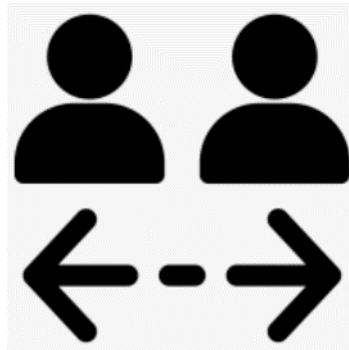
Repeated Structured Practice



# peerScholar<sup>®</sup>



Students can work as individuals or as groups



Assessments can be performed within or across groups (e.g., mentoring, case study)



Can also be used to support "360" peer evaluations after group work





**DEMO**

### Grading Options

**Instructor/Teaching Team Evaluations**  
These grades will be provided by the instructor and/or the teaching assistants.

**Peer Ratings**  
These grades will be generated by the students.

**Assess Phase** Hide Details

Calculate By: **Mean**

- Generate Assess Grades
- If you were grading this work on a five-point scale, what grade would you give it?
- On a 5-point scale, how interesting was the alternative explanation that this student provided?
- Check off that apply
- Consult the attached notes and select the notes that apply to this work.

**Reflect Phase** Hide Details

Calculate By: **Mean**

- Generate Reflect Grades
- How useful is this peer's assessment with respect to...
- Sometimes when others are critiquing our work it can make us feel...
- Right (helpful) was. How did you feel you after you read this constructive criticism? Click of that apply

**Summary**

Total: 2 Items

**Team Settings**

**Assign Grading**

**Extra Settings**

Show evaluation to all students  
Students will be able to review all feedback given to them. Your feedback will only be shared if all grades are awarded to students.

Enable in-context grading  
Allow team members to grade students who finished work from a course.

Enable late deductions  
Deduct marks depending on the number of an activity given.

Deduct: 10 Per Hour

**Apply to all phases**

Cancel
Save

peerScholar
Home > Jan 2018 > Group Test
Dwayne Max

- [Home](#)
- [Users](#)
- [Trade](#)
- [Setting](#)

### Overview

Activity Type

Number of peers

Group Test (Jan 2018)

Assessments

Setting

1 Create

2 Assess

3 Reflect

1 Create	2 Assess	3 Reflect
00:01 Wed 20 Jun 2018	00:01 Wed 20 Jun 2018	00:01 Wed 20 Jun 2018
23:59 Fri 22 Jun 2018	23:59 Fri 22 Jun 2018	23:59 Fri 22 Jun 2018

Manually Open And Close Phases

**SAVE**

**Grading**

⚠ Manually Open And Close Phases

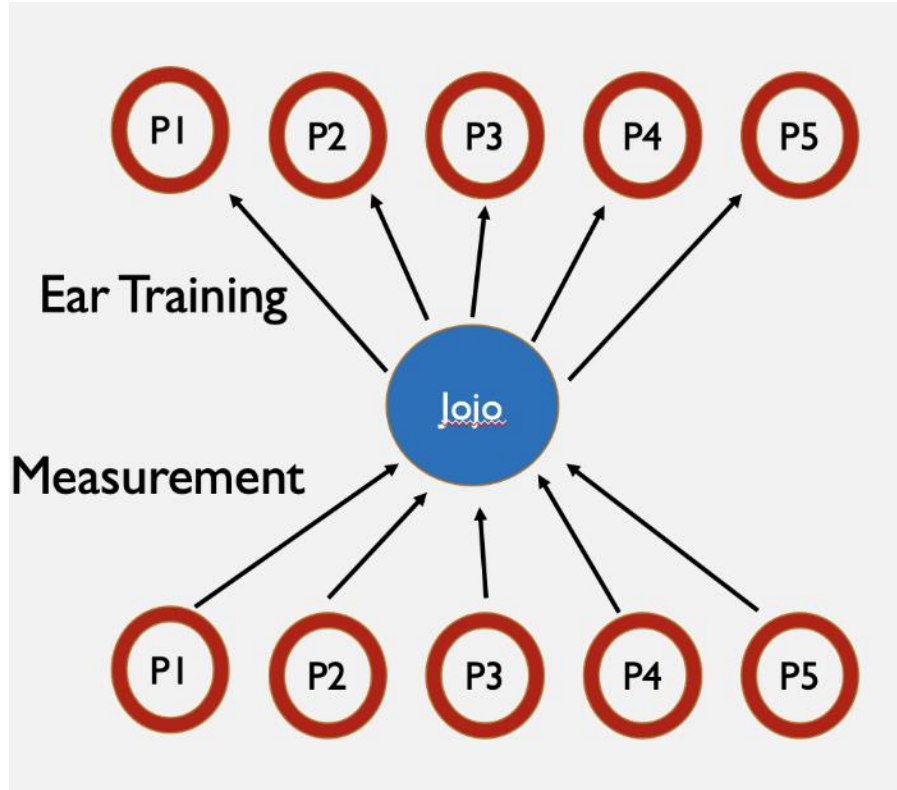
**GRADE**

**Analytics**

Peer Distribution      Progress



# Develop, Measure and Recognize Skills!



Students who demonstrate a skill to a high level can have that skill recognized in a digital portfolio

Institutions can use skill metrics to optimize and explicitly document the learning they provide.





Deepen concept  
knowledge



Learn how to give  
effective feedback



Exercise core  
transversal skills

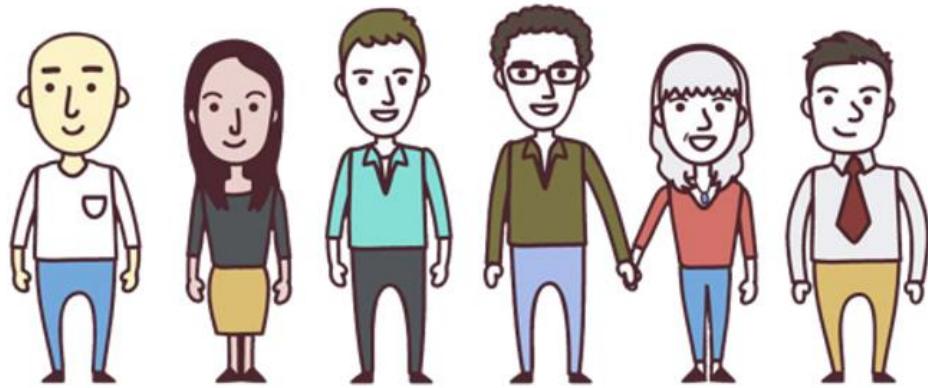


Learn to have a  
growth mindset

Measure  
Document  
Recognize  
Utilize







*We're here to help!*

Let's Chat.

info@**peer**Scholar.com





# Questions from the Audience





# Contact Information



Steve Joordens  
[steve.joordens@utoronto.ca](mailto:steve.joordens@utoronto.ca)  
[@SteveJoordens](#)



Dwayne Paré  
[dwayne@peerscholar.com](mailto:dwayne@peerscholar.com)



# WCET member resources

- Ask the Expert:
  - Ask your questions to our April Expert on Peer Assessment, Steve Joordens.
  - Access [Ask the Expert in wcetMIX](#); Steve will answer your questions asynchronously.
- Closer Look Guide on Alternative Assessment.



# Learn more and stay connected

Visit [wcet.wiche.edu](https://wcet.wiche.edu) to explore our Focus Areas, Initiatives, Events, Membership, and Sponsorship.

Learn more about the benefits of joining our community:  
[wcet.wiche.edu/join-wcet](https://wcet.wiche.edu/join-wcet)

Focus Areas ▼

Initiatives ▼

Events ▼

Get Involved ▼



Learn more



**ADVANCED  
LEARNING  
TECHNOLOGIES**

[altlab.ca](http://altlab.ca)



[peerscholar.com](http://peerscholar.com)



# Additional information and resources

The webcast recording and additional resources will be available next week:  
[wcet.wiche.edu/events/webcasts](http://wcet.wiche.edu/events/webcasts).



Next week at WCET:



***Celebrate OERth Week***  
*with NCOER and WCET*

Learn about global OER efforts  
April 19-23


New videos released daily.  
Sign up for notifications at  
[bit.ly/3d9GzI6](https://bit.ly/3d9GzI6).




Learn more at [wcet.wiche.edu/events/webcasts/celebrating-OERth-week](https://wcet.wiche.edu/events/webcasts/celebrating-OERth-week).



# Next week at WCET:



*WCET PRESENTS*



**Spring Policy Series**

---

Helping you navigate the shifting federal landscape

*Open to WCET and SAN Members*

March 17 | April 21 | May 19  
11:00 am MDT

For WCET and SAN members. Learn more at [wcet.wiche.edu/events/webcasts/virtual-policy-series](https://wcet.wiche.edu/events/webcasts/virtual-policy-series).

# Join us for the WCET 2021 Leadership Summit



*WCET Virtual Summit*

**WCET's 2021 Leadership Summit Series:**  
Practical Considerations for an Uncertain Future

**April 6:**  
The *EdTech* Gambit

**May 4:**  
WCET Discovery:  
Where No Educator Has Gone Before

 **wcet**

*Airing Soon!*

<https://wcet.wiche.edu/events/summit/practical-considerations-uncertain-future>



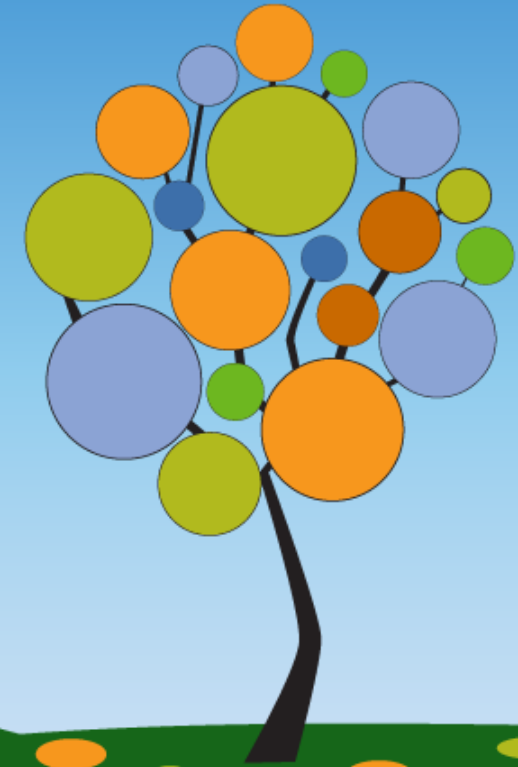
Save the date

# **WCET 33<sup>rd</sup> Annual Meeting**

**November 2, 2021**

A one-day virtual event.

Asynchronous sessions following  
the live event through the end of 2021.



Champion  
Sponsor

Blackboard



WILEY  
EDUCATION SERVICES

LearningMate™

Leader  
Sponsor



Friend  
Sponsor



straighterline.

Supporter  
Sponsor



GUILD

In-Kind



# Thank you WCET Annual Sponsors

Learn more:

[wcet.wiche.edu/get-involved/sponsorship/sponsors](https://wcet.wiche.edu/get-involved/sponsorship/sponsors)



Thank you **Supporting Members** for your commitment  
to WCET and digital learning

---

Colorado State University

---

Michigan State University

---

University of Florida





Thank you!

[wcet.wiche.edu](http://wcet.wiche.edu)