



THE UNIVERSITY OF  
WINNIPEG

PRINCIPLES OF ONLINE  
LEARNING ASSESSMENTS

UWinnipeg  
PACE

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## Principles of e-learning assessment

1. Evaluation should help students learn (Australian Universities Teaching Committee, AUTC);
2. Beyond the mark, students need specific and timely feedback (AUTC);
3. Evaluation is all the more efficient because it is continuous rather than episodic (AAHE);
4. Frequency and quantity of assessments must be balanced, productive and effective
5. Too many evaluations are unnecessary and can be counterproductive (AUTC);
6. The evaluation must be consistent with the objectives of the program and the course and with what is taught and learned (AUTC). This is what we explained in Module 2 under the concept of educational alignment.
7. The use of various assessment modalities allows for the evaluation of different types of learning and student interest (AUTC);
8. Students need to know clearly what is expected of them when conducting evaluation activities (AUTC);
9. The need to use or apply different varieties of assessment to respond to different types of learning ;
10. Correlation between formative evaluation and summative evaluation: summative should not differ too much from formative evaluation, this one will be used to prepare summative evaluation) ;
11. Evaluation criteria must be detailed, transparent and justifiable (AUTC);
12. Assessment scenarios and guidelines should be appropriate for all learners regardless of their cultural differences (AUTC).

## Most appropriate assessment methods

### Appropriate assessment methods to evaluate the achievement of specific objectives

Assessment modalities should be selected on the basis of the corresponding taxonomic levels. (See example in the following table).

N.B: These terms are just examples and are not exhaustive.

Taxonomic level (Bloom, Morzano,	Assessment modalities	Reviews
	True - false	

1. - <b>Knowledge</b>	Questions with objective corrections	Alternative Choice Questions Two choices of answer a true and a false	Some are not recommended Like the real-false.
		Multiple choice questions with a correct answer (MCQ)	
		Questions type sentence to be completed	
		Short-term issues	
2. - <b>Comprehension</b>	Questions with objective corrections	True - false	
		Alternative Choice Questions Two choices of answer a true and a false	
		Multiple choice questions with a correct answer (MCQ)	
		Questions type sentence to be completed	
		Short-term issues	
3. - <b>Application</b>	Open questions	Case study	Modalities must be adapted to level 3 application
		Project management	
		Role play, simulation etc.	
4. - <b>Analysis</b>	Open questions	Case study Project management Role play, simulation Problem solving Dissertation, etc.	Modalities must be adapted to level 4 <b>Analysis</b>
5. - <b>Synthesis</b>	Open questions	Case study Project management Role play, simulation Problem solving Dissertation, etc.	Modalities must be adapted to level 5 <b>Synthesis</b>
6. - <b>Evaluation</b>	Open questions	Case study Project management Role play, simulation Problem solving Dissertation, Comparative and evolutionary analysis, Evaluative research, etc.	Modalities must be adapted to level 5 <b>Evaluation</b>

Ensure your assignments and assessments are clear in direction, value and expectations

In general, students are very interested in the part of the assessment in the syllabus and ask questions for clarification. This opportunity should be used to explain summative evaluations

and to relate them to learning objectives and activities, but without going into the details of the educational alignment, the latter is much more relevant to the teacher.

Although the instructor or teacher has provided general explanations of the assessments in his / her welcome message, it is important to understand and explain to students the different types of assessments considered in the course and the difference between the formative evaluations (Not rated and not counting for the final grade of the course) and the summative evaluations that count towards the final grade of the course. Formative evaluations must be prepared for summative evaluations and therefore should not be very different from summative evaluations.

Formative evaluation is used to prepare summative assessment and to regulate learning. The purpose of this evaluation is to discover where and how students experience learning difficulties in order to propose or discover strategies that will enable them to progress and resolve these difficulties. The teacher should lead by example and involve learners and share with them feedback and feedback to the Forum, chat by email. It must be the most present in the course and in a constant and regular way to motivate the learners and maintain their commitment.

A tool that may be used for tracking the progress of learners consists of a personal learning journals, which must be completed by learners at the end of each month and emphasizes the need for the teacher to identify difficulties and learn from some learners to resolve them at the appropriate time before it is too late.

There is no learning without formative evaluation. What is also important for students is to tell them clearly what they will be evaluated on to motivate them to work. The summative evaluation is of a sanctioning nature; it informs and judges the progress of the learner in his or her course of study.