M1 What are some considerations to take into account when engaging in HyFlex assessment design

BRIAN BEATTY: There are a couple important things I think you should consider when you're designing your assessment approach. The first one, I think, is to acknowledge that there are multiple ways, or forms, of assessment that you're going to want to design. For its not just summative assessment, where you're assigning grades to students based on what their understanding levels are, I think you also have to plan for formative assessment, which means you're getting constant feedback from students as to how they're learning the progress of their learning and how well the course is working out for them. How well the instruction is being received by them and the other aspects of their student experience that's formative assessment. I think you have to plan for that as well, so you have to ask them on a regular basis. So, that's an important thing in a regular face-to-face classroom. You might do that informally all the time where you're you're getting body language. You're seeing facial expressions. You may be asking them before or after class. Well, online students don't get any of that unless you design it, so you have to ask them. That's an important part. Another important aspect of assessment, I think, is that you should try to find assessment forms and processes that work across all modes of your course consistently. If you have a class that you have an in-class test for a group of students, they're participating face-to-face, and you have the same class test, but you do it online for students asynchronously, it's likely that there's going to be some substantial grade differential, or it's possible, I should say, in part because of the different environments that the students are taking the test within. So, you have to design a test, if you're going to use tests that are robust enough to manage to be managed well in a fully asynchronous environment, and then you can actually have all students take that same test in either asynchronous environment or perhaps in class, but in the online world one form of assessment for all modes if you can design it.

TAPATI DUTTA: It has to evolve simultaneously. It has, to the most, it has evolved as a teaching methodology and not in terms of evaluating how the teaching is happening or teaching evaluation methodology. One, it has to evolve in that way in hyflex methodologies. How do we do our regular assessments exams with term finals?. How do we devise those that needs to be worked out more effectively? Again, as of now, it's again at the basic stage of giving or taking through the class that is fine. Hyflex also needs to integrate with other forms like pedec, like mural, and other all of those softwares. At times, it gets very, I would say possibly, messy, is the word which I should use in multiple technologies, which one is using plus in zoom which is being connected and especially for settings like these tribal and rural settings like this where the internet could be a huge problem. So, it's completely internet-dependent. Many of our students actually drive down a couple of miles and go down to the Walmart and the store to actually um access the um the internet, so I guess the whole flexibility of it needs to be a really critiqued and question that at this juncture if hyflex needs to come up as the leader in terms of a teaching-learning model.

GLORI HINCK: As always, you want to be sure and meet the learning objectives. I think an important thing to consider is don't try to make the LMS do what it is not designed to do. Keep it simple. We also use the structure of for each of our assessments on the assignment page in Canvas. We have a purpose task and criteria for each assessment so that students have a clear roadmap as to what they are supposed to do, why they're doing it, and how they're going to be graded.

SIDNEY SHAPIRO: I think flexibility is really key to ensuring that students understand when things are due, how the course operates, and when everything happens in advance. In the beginning, when you're giving them the syllabus, it's really important, unlike a normal course where perhaps nobody reads the syllabus, and it's not really a big deal, and a hyflex course is really critical because it sets out different expectations and different ways of engaging with the class in terms of attendance but may be very rigid in terms of assignments or assessments. So, I think that really being clear about your intentions and understanding how those pieces fit together helps and when designing each assessment or objective in the course, looking at how could I work with asynchronous tools to engage everyone. For example, having messages that students can exchange, uploading a video, talking to each other, working offline, or something else, so they're able to participate meaningfully in the course, even if they're not physically present in class.

DAVID RHOADS: You need to take into account where students are at and their level of learning, in addition to the things that I've been saying previously. What level says this of a freshman, sophomore, junior, senior? What are you actually trying to assess? And what's the experience and the knowledge coming into the assessment? You'll need to kind of know where they're at in that learning, and if it's an intro class, that's different than a higher level in the major course. But most of the additional planning because of this age level/grade level experience should be taken into account. It's the same kind of bloom's taxonomy. It just has a higher level of expectation for the rubric. What you're expecting of that particular student at a certain level is higher in the higher grades, higher experience levels, and even if there's an adult if you have an adult learner, and most learners are actually adults. So, we're talking about higher education anyway, but maybe 23 and not kind of learner have some work experience and things like that, you take that into account. So, if you were to build a course for a traditional age student 18 to 22, you probably don't want to ask too much about work experience because they don't have that much work experience, but you could, and then you just give another option, or you say if you have work experience would love to you speaking to this and then if you don't have work experience I would love to based on the theory that you know when you read. How do you believe that it'll apply out into the future? In addition to the other things I was saying, it's like it's a lot of these questions are flowing into each other, and I think kind of as we go through the questions, I think, we'll kind of really see them building on this more than just the pyramid of blooms, but like all of these techniques and kind of pedagogies that come together.

JASON CORCORAN: One of the considerations that are definitely really important when engaging in hyflex assessment design is to think about that keyword, flexibility. So, when we think about designing these assessments, again, we're moving away from the traditional model of having the assessments occur within the classroom period where we would typically sit there, we would write a test or a quiz, or do an activity that then gets handed in right at the end of the class as everyone leaves. So, moving away from that sort of traditional model and into a more flexible model, where these assessments may be discussed in class, but then provided for an opportunity for them to organically evolve over the course of an extended period of time. So, whether that means that an assessment might be available for a week or for the semestre, providing a little bit more flexibility and when the students have the opportunity to access the assessments, but also to complete the assessments and receive feedback on the assessments as they move throughout the course. So, I think that flexibility is a key piece when we think about not only the delivery of the content but also when we think about the assessments that are being provided to evaluate. The other key piece that I think works really well in hyflex and at least in the classes that I've taught is to think about assessment that's applicable in nature. So, rather than, again, the traditional model of having a midterm or a final exam that looks at the material that may have been discussed in the class, providing an opportunity for the students to engage in the content, in the class, or asynchronously as they watch the recordings afterwards, and then apply that material throughout the course of a week or a couple weeks to provide an opportunity to really engage in the process and become an active learner in the process, and I find that flexibility and that applicability become very important considerations as we're planning these assessments in that hyflex learning environment.

MELANIE LEFEBVRE: It's important to think about, is this assessment something that can be done across all modes of delivery? And, if not, are you able to make adjustments that'll still provide equitable learning experiences for students? So, the learning outcomes are the same across the board, but the way that different students and different modes of delivery achieve those outcomes might look different. For example, one of the things that I've done is I've done simulations that we're on campus, and I, in this particular situation, I only had one student at the time who wasn't able to come on campus, so what I did was I created a virtual version for that particular student. I had planned before the pandemic happened, I had planned to approach it moving forward where the students who were on campus would also be buddied up with a student who is not within the city, and they would be experiencing the simulation through something like facetime, that wasn't something that I actually got to do because of the pandemic, but there's a lot of different ways that we can leverage technology and help bring in students regardless of where they're living, and the other thing that can be really great to do is having asynchronous versions. So, in the beginning, this might feel like more work where you have an option for an in-person simulation, but you're also building an asynchronous simulation, but then you've got that for future use.