Soutenir une transition transformatrice vers l'apprentissage à distance et en ligne

Scaffolding a Transformative Transition to Distance and Online Learning

Symposium Virtuel | Virtual Symposium

Résumé du Google Doc collaboratif : **Concevoir et mettre en oeuvre des évaluations pertinentes**
Summary of the Collaborative Google Doc: **Designing and Implementing Meaningful Evaluations**

Questions de discussion | Prompt Discussion Questions:

1. Quels types de changements avez-vous apportés à vos évaluations et à vos rétroactions pendant la transition? Montant, type?

   *What kind of changes have you made to your assessments and to your feedback during the transition? Amount, type?*

I dropped the midterm, which was an in-class debate. I would love to be able to drop the final exam because I think it is a very bad measure of their learning. I think the best method of evaluation would be a building block approach covering all the required elements of putting together a research essay. Steps would include such things as writing an outline, developing a research question, learning to do academic research (library advanced search), annotated bibliography of peer-reviewed sources, developing a thesis based on the results of their research (rather than before they start the research), writing a proposal for the paper, peer-review, etc.

Have had students work in group and develop a 1.5 hr interactive presentation on Zoom - Went well

Will likely remove some of the data analysis assignments since it’s very hard to troubleshoot and the levels of each student will be varied. We usually have at least a couple of assignments and then a final group presentation at the end of the term. The presentation should be easier to facilitate and I find students are generally comfortable presenting online although connectivity issues may cause some challenges.

More use of audio and video recordings for feedback, drawing on uploaded assignments

Must diversify in amount and type of assessment methods – I’ve been asking students how they’re being/have been assessed in other courses. What works for them? Take their experiences into consideration.
2. Quels étaient vos défis lors de ces changements? Avez-vous pu les surmonter? Si oui, comment? Si non, pourquoi?
What were your challenges during these changes? Were you able to overcome them? If yes, how? If no, why?

Internet connectivity is a huge issue, both for teachers/students in rural areas of Canada and for students overseas.

Cheating on exams
- By creating an environment of trust we can be able to overcome cheating.
- Also, by rethinking the evaluation design, for instance evaluations that can give students opportunities to do research and create artifacts.
- By explaining and discussing the integrity.

3. Vos étudiants ont-ils des difficultés à gérer leur temps pour les évaluations en ligne?
Are your students struggling with time management regarding online assignments?

Yes! They are finding the amount of time online difficult; also challenging to manage all their online responsibilities and keep track of them.

I try to make sure that things are presented in modules with checklists so that it is easier to keep on track. Some students are falling behind in any case, perhaps partly because they have not been taught time management skills before now.

It can be hard to help students who are struggling, particularly if they do not engage or reach out for help. Setting up office hours or allowing them to schedule one-on-one meetings will be my main approach. Also, plan to use a calendar with upcoming assignments and deadlines, and sending reminders well ahead of time to give them ample time to prepare.

4. Comment équilibrer le nombre, la répartition et la fréquence des évaluations dans vos cours en ligne afin de ne pas surcharger vos étudiants?
How do you balance the amount, distribution/frequency of assessments in your online courses so as to not overwhelm your students?

Students work towards the final research essay for most of the term. There are quizzes on every chapter of the textbook to keep them on track.
Clearly laid out an assessment timeline for the course - with ‘am I on track?’ touchpoints - by X date should have X done etc. did this in a visual way also for students who struggle with executive function challenges

Adapt your assessments - increase, decrease if necessary. Be open in advance with students to the possibility of changing the assessments where possible, etc.

Prepare to engage in discussions you may not anticipate - mental health and wellbeing challenges, anxieties, increased office hours.

A clearly laid out syllabus and translating this to the online environment is so crucial - Visual kind of schedule.

Quelques liens utiles :
Some useful links :

**Online assessment** : [https://onlineteaching.ca/module-4-2/#4-1-Think-Big](https://onlineteaching.ca/module-4-2/#4-1-Think-Big)

**Online teaching in general** : [https://onlineteaching.ca/](https://onlineteaching.ca/)

Video on strategies to reduce academic fraud: [https://kputcommons.freshdesk.com/support/solutions/articles/43000564861--video-academic-integrity-strategies](https://kputcommons.freshdesk.com/support/solutions/articles/43000564861--video-academic-integrity-strategies)

[https://taylorinstitute.ucalgary.ca/resources/online-assessment-in-higher-education](https://taylorinstitute.ucalgary.ca/resources/online-assessment-in-higher-education)

Other resources on TLSS website:  
[https://uottawa.saea-tlss.ca/fr/continuite-de-l-enseignement/evaluer-l-apprentissage-des-etudiants](https://uottawa.saea-tlss.ca/fr/continuite-de-l-enseignement/evaluer-l-apprentissage-des-etudiants) (Look for the handout on the different type of evaluations. See screen capture below)