Professional Development Plan 2024

Assessment and Instructional Approaches in the Age of AI: Alternative Assessment to Foster Students Academic Performance (Asynchronous Workshop)

Designed and Delivered
by
Dr. Hany Zaky
"Office of Assessment and Instructional Effectiveness-OAIE"
(From March 2024 to August 2024)

Workshop Description

The Office of Assessment and Institutional Effectiveness (OAIE) has developed this workshop to examine creating inclusive assessments in the Age of AI (Artificial Intelligence). This five-leap workshop will cover alternative approaches to assessment in digital learning environments. The program will begin with a discussion of the current state and common concerns with digital learning assessment practices. Participants will explore alternatives to current practices, including authentic assessments, alignment of course materials, and broader strategies such as grading, learning contracts, and various approaches to each of these. Participants will also develop strategies to create inclusive assessments in the age of AI. By the end of the workshop, participants will create a plan for implementing an alternative assessment into College daily work.

Eastern International College Professional Development Plan 2023-2024 is formulated to address the following goals:

Goal 1: Provide faculty members with in-house/school seminars and workshops on content, pedagogy, and technology.

Goal 2: Give opportunity for each faculty member to demonstrate expertise in their field through periodic seminar presentations.

Considering the College professional Development Plan Goals, this workshop will address the following objectives:

Learning Objectives

By the end of this workshop, attendees will be able to:
- Examine historical and current practices of assessment at the course and institutional perspectives.
- Identify alternative forms of assessment at the course level to support student growth.
- Draft a plan for incorporating alternative assessments in daily work.
- Develop strategies to create inclusive assessments in the age of AI.

Key Workshop Takeaways

- Become reflective in your grading practices to promote student growth.
- Gain ideas for implementing alternative assessments.
- Walk away with a plan to begin incorporating alternative grading strategies in your daily work.

Asynchronous component - To access our EIC Learning Management System (LMS), you will need an Internet connection and a browser (we recommend the latest browser versions of Chrome).

In addition, you should be able to:
- Navigate in and use our LMS
- Create and save MS Word documents
- Find basic resources on the Internet
- Create and organize files & folders on your computer
- Send, receive, and manage email

The workshop is designed to be delivered asynchronously using the EIC Learning Management System, Canvas. There are five leaps to complete the workshop. Each leap includes an introductory video, reflection, research-related content, and required discussion. The attendees should complete all the shared content before submitting the required discussion. Below is the workshop schedule:

Workshop *Leap One-Assessment Content and Context*

Introduction

Research has shown that college students report stress from worrying about completing homework on time, grades, and studying for tests/quizzes (Connor, Pope, & Galloway, 2010). In the past, grades have been a measurement of student progress, participation, effort in class, and academic achievement (Guberman, 2021). But, we must ask ourselves, do these categories actually measure learning that has occurred? Recently, there has been a shift in how we view grades. Instead of focusing on effort and participation, educators have begun using grades as a measure of learning using alignment between course goals and assessments and the ability for student revisions. Today, you will explore different current concerns about grades and consider how grades have impacted you as a learner.

Workshop Objective
- Examine historical and current practices of assessment at the course and institutional perspectives.
- Identify alternative forms of assessment at the course level to support student growth.

Leap One Objectives

- Define the purpose of grading.
- Recognize how traditional grades impact student well-being.
- Describe growth mindset and how it relates to grades.
- Reflect on how traditional grading has impacted you.

Workshop Leap Two: Types of Inclusive Assessment

Description

There are many other strategies that you can implement to help your students showcase the knowledge they have learned in your course. For the next two days, you will explore three types of alternative inclusive assessment strategies: standards-based, (un)grading, and Universal Design for Learning techniques.

Workshop Objectives

- Identify alternative forms of assessment at the course level to support student growth.
- Develop strategies to create inclusive assessments in the age of AI.

Sub-Objectives

- List three different types of inclusive assessment strategies.

Workshop Leap three: Inclusive Assessment and Artificial Intelligence "AI"

Introduction

Artificial intelligence (AI). When discussing AI tools like ChatGPT, it's appropriate to let ChatGPT start the conversation.

"Creating inclusive assessments because students may be using AI tools involves a few considerations. The goal is to create assessments that respect and recognize the diverse range of student experiences and backgrounds while also ensuring that using AI tools doesn't give any student an unfair advantage or disadvantage. Remember, an inclusive assessment is not just about preventing the misuse of AI tools, but also about creating an environment where all students can demonstrate their understanding in a way that is fair and respectful of their diverse backgrounds and experiences." - GPT-4

"We are still in the early days of understanding how this technology will be used and what kinds of applications people might explore using it. While we are excited about many applications of generative AI within educational contexts, we think it's important that, like any technology, it be introduced into the classroom under the supervision of educators. We also understand that many educators have questions about what the technology is capable of and its limitations." - OpenAI Support Team.

https://help.openai.com/en/collections/5929286-educator-faq

https://help.openai.com/en/collections/5929286-edu

Workshop Objectives

- Examine historical and current practices of assessment at the course and institutional perspectives.
- Identify alternative forms of assessment at the course level to support student growth.
- Draft a plan for incorporating alternative assessments in daily work.
- Develop strategies to create inclusive assessments in the age of AI.

Sub- Objectives
- Describe the potential benefits and drawbacks of using AI tools in assessments.
- Identify strategies for mitigating the misuse of AI tools on assessments.
- Design inclusive assessments that are not easily gamed by AI tools.
- Use AI tools to support student learning in positive ways.

Workshop Leap Four: Creating Assessments that Address AI Tools and Support Student Success

Introduction

As you review the following resources, consider the following:
- How can you design inclusive assessments that are not easily gamed by AI tools?
- How can you use AI tools to positively support student learning?

Workshop Objectives

- Develop strategies to create inclusive assessments in the age of AI.

Sub-Objectives
- Describe the potential benefits and drawbacks of using AI tools in assessments.

Workshop Leap Five: Activating The Feedback Loop in the Age of AI to Make an Impact on Student's Academic Growth

Introduction

Regardless of the type of inclusive assessment you choose, feedback is essential. The feedback loop allows students to try, receive feedback, and try again until they have mastered the content you are teaching. For day 4, you will explore how the combination of a growth mindset and the feedback loop will help you provide feedback to students while incorporating inclusive assessment strategies. You will also have the opportunity to practice providing feedback on an assignment.

Workshop Objective:
- Examine historical and current practices of assessment at the course and institutional perspectives.
- Identify alternative forms of assessment at the course level to support student growth.

Sub-Objectives:
- Identify the components of the feedback loop.
- Practice providing feedback for a specific assessment.

Grading Expectation

Assignments will be due by the end of August 2024 (your time zone) on the date stated on the LMS course site.

If you cannot meet a specific deadline, please get in touch with the Director of Assessment and Institutional Effectiveness as soon as possible to determine a reasonable make-up deadline.

Assignments will be graded within three business days of the due date, and participants will receive an email notification of their grades.

Participants can revise assignments that don't achieve a passing grade but must submit their revisions within two days of posting the original grade.

Workshop Policies

Assignment Submissions

Assignments must be submitted by the designated due dates/times as outlined within the LMS course site.

Plagiarism

Plagiarism, passing other's words, ideas, research, or other intellectual or artistic work as your own (intentional or unintentional), is not acceptable at EIC. Participants are required to follow proper citation conventions when using outside resources.

Award of Completion

To receive an Award of Completion for this workshop, you must complete the following by the due dates:
- Discussion: Reflect on Your Grading Journey
- Assignment: Workshop Reflections
- Workshop Survey

Workshop Grading Policies

- Anyone who wants/needs to receive an Award of Completion for the workshop must complete all required and graded activities.
- Grades in workshops are based on a points basis. You need to pass all graded assignments if you wish to receive an Award of Completion.
- All participants will have the opportunity to revise and resubmit their work to achieve a passing grade, if necessary.

Eastern International College is committed to providing an inclusive learning environment and reasonable accommodations for all workshop participants. If you have any disability, whether apparent or non-apparent, learning, emotional, physical, or cognitive, and you need some accommodations or alternatives to the learning materials, please contact the OAIE at hany.zaky@eicollege.edu to discuss your needs.

<div style="background-color:orange; text-align:center;">

EIC Support Forum- Incorporated in Canvas Shell

</div>

During this workshop, as you work on the learning activities and assignments, you may need to communicate with the workshop facilitator about:
- Technical challenges
- Content-related questions

We encourage you to use this Support Forum to get assistance with any of the above. The workshop facilitator will respond within 12 hours of your post.

Note: *If you have questions regarding your grades or personal matters, please email your facilitator directly.*

The introduction forum discussion presents a wonderful opportunity to introduce yourself to the learning community, make connections with others, test out technology tools and strategies for engagement, and explore the topic.

Create an initial discussion post and include the following in your post:
- Provide an introduction for yourself!
- Share what your goal(s) are for taking this workshop.
- Tell us what experiences you have had with alternative assessments to date.

Netiquette Guidelines

" 'Netiquette' is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and the informal 'rules of the road' of cyberspace."

http://www.albion.com/netiquette/

Face-to-Face versus Online Communication

When communicating face-to-face with someone, we are used to having facial expressions, gestures, and tone of voice to communicate with and convey meaning. However when communicating online, all we have are words on the screen (which can be very easily misinterpreted!). So remember that you are talking to another human being when typing a message in a forum or email. Common courtesy, politeness, and appropriate behavior can be easily overlooked online, so always ask yourself if you would say what you are typing to that person face-to-face before you hit send!

Workshop Professionalism

There is a difference to how you communicate with your friends and family versus how you communicate with your colleagues. Remember that we are all professionals learning together in this space. Treat your colleagues and workshop facilitators with the same level of respect that you would like to receive.

Respect for Time

One of the benefits of online communication is that it can be instantaneous. However in an asynchronous (i.e., not occurring at the same time) workshop environment, you may not be working online at the same time as your colleagues and facilitator. So when replying to someone in the discussion forums or asking a question, remember that, like you, they may have other things going on in their lives that prevent them from replying right away.

Please allow your facilitator up to 24 hours to respond to any message posted in the Help Forum; see OLC's workshop grading policies *regarding turnaround time for grading.*

Quality and Content

Much like online communication etiquette and professionalism within a workshop, how you portray yourself online matters. Pay attention to the quality of your writing (such as grammar, spelling, punctuations, and not using texting language) as well as the content of what you write. People often overlook simple proofreading and fact-checking steps before posting something online.

Be Forgiving

Remember that everyone was once new to online, so think twice before reacting to someone else's mistake. If you feel strongly about the need to point out a mistake, be polite when informing the person (private email is better than a public forum). Consider as well that pointing out netiquette violations is often an example of poor netiquette behavior.

Be Inclusive

It is important to be intentional about making sure we "see" each other in an online community. You can do this by making sure that everyone has at least one response. If you are unsure who to respond to, try looking for posts that have not yet received a reply. Also, be sure to reply back to people who post questions or comments to you.

Adherence to Guidelines

Please note that the Online Learning Consortium strives to provide high-quality professional development in a positive learning environment, and failure to adhere to the guidelines stated here may result in the removal of the participant from the program.

Additional Resources

- The Core Rules of Netiquette
- 15 Rules of Netiquette for Online Discussion Boards