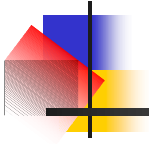


A Practical Approach to Assessment of Online Discussions

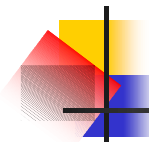


Sunil Hazari, Ed.D

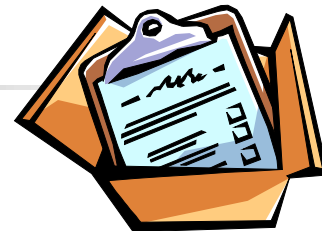
Associate Professor
Richards College of Business
State University of West Georgia

<http://www.sunilhazari.com/education>

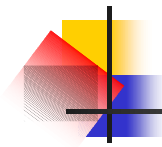
DPE National Conference
November 18 – 20
Washington D.C



Agenda



- n Need for assessment
- n Online discussion characteristics
- n Rubric
- n Results
- n Q&A



Online course advantages

- n Creates virtual communities to promote learning and interaction
- n Uses constructivist learner centered model where Instructor facilitates learning
- n Interactive pedagogy promotes communication skills and reasoning power
- n Preview of class materials provides deeper level of analysis in class
- n Constant access to course content, other students and instructor

3



Online course components

- n Text
- n Hypertext
- n Resource links
- n E-mail Links
- n Lecture Notes
- n Slides
- n Discussion Groups
- n Interactive Programs
- n Assessment
- n Multimedia
- n Conferencing
- n Database

4

ABED6120-01D Administrative Support Systems for Fall 2004 (Hazari) - WebCT 4.1.3 - Microsoft Internet Explorer

Address: http://webct.westga.edu/SCRIPT/00091200403/scripts/serve_home

Control Panel

ABED6120-01D Administrative Support Systems for Fall 2004 (Hazari)

Homepage > Bulletin Board > Week 4: Case Study Discussion - Group 1

- 7/8 Case Study-Cristi
- 7/7 NET Response - Crouse
- 5/5 Bateman - Case 4
 - Bateman - Case 4 Angela Bateman (abatema1) September 17, 2004 11:30pm
 - Re: Bateman - Case 4 Tonya Dennis (tdennis1) September 20, 2004 9:48am
 - Re: Bateman - Case 4 Jamie Fredrickson (jfredri1) September 20, 2004 10:15pm
 - Bateman - Case 4 Ethel Callen (ecallen1) September 20, 2004 10:56pm
 - Re: Bateman - Case 4 Ethel Callen (ecallen1) September 20, 2004 10:19pm
- 3/3 Case Study: week 4
- 6/6 Wireless case study-Shaheedah
- 3/3 Reasons to go Wireless from Dell-Shaheedah
- 3/3 Case Study: Wireless Technology - ET Callen
- 6/6 Week 4 Case Study - Fredrickson
- 4/4 Case Study - Tonya

Actions: Apply these actions to the message(s) selected above.

Complete Mark as read Mark as unread Delete Move to: -Select Topic-

5

Blackboard: Courses - Microsoft Internet Explorer

Address: http://webct.westga.edu/SCRIPT/00091200403/scripts/serve_home

Discussion Board

ADD NEW THREAD

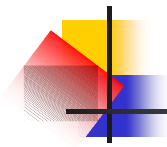
VIEW INEAD MESSAGES W

SEARCH ALL COLLAPSE ALL SEARCH

HIDE OPTIONS

<input type="checkbox"/>	Pat's Petunias mini case (Ch...	Hazari, Sunil	Sat Oct 9 2004 6:08 am	New
<input type="checkbox"/>	Re: Pat's Petunias mini cas...	Lu, Remy	Fri Nov 5 2004 0:51 pm	New
<input type="checkbox"/>	Re: Pat's Petunias mini ...	McKay, Shawn	Sat Nov 6 2004 4:55 am	New
<input type="checkbox"/>	Re: Pat's Petunias mini ...	Lamour, Jude	Sun Nov 7 2004 4:22 am	New
<input type="checkbox"/>	Re: Pat's Petunias mini ...	Westra, Donald	Sun Nov 7 2004 8:36 am	New
<input type="checkbox"/>	Re: Pat's Petunias mini ...	Cain, Kim	Sun Nov 7 2004 8:37 pm	New
<input type="checkbox"/>	Re: Pat's Petunias mini ...	Hamilton, Danny	Sun Nov 7 2004 4:33 pm	New
<input type="checkbox"/>	Re: Pat's Petunias mini ...	Kelderman, Carole	Sun Nov 7 2004 7:18 pm	New
<input type="checkbox"/>	Re: Pat's Petunias mi...	Lu, Remy	Sun Nov 7 2004 7:47 pm	New
<input type="checkbox"/>	Re: Pat's Petunias mi...	Cain, Kim	Sun Nov 7 2004 8:40 pm	New
<input type="checkbox"/>	Re: Pat's Petunias mi...	Edess, Bryan	Sun Nov 7 2004 11:39 pm	New
<input type="checkbox"/>	Re: Pat's Petunias mini cas...	Cain, Kim	Sat Nov 6 2004 8:59 am	New
<input type="checkbox"/>	Re: Pat's Petunias mini ...	Westra, Donald	Sat Nov 6 2004 7:08 am	New
<input type="checkbox"/>	Re: Pat's Petunias mi...	Cain, Kim	Sun Nov 7 2004 8:59 pm	New
<input type="checkbox"/>	Re: Pat's Petunias mini ...	Lamour, Jude	Sun Nov 7 2004 4:26 am	New

6



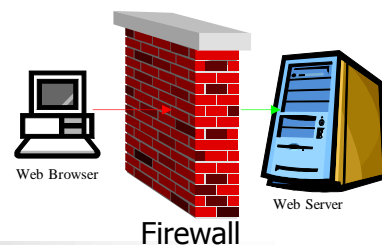
Effective discussion group strategy

- n Provide clear explanation of how assignment fits into overall course objective
- n Planned Q/A sessions
- n Planned opportunities for students to ask questions
- n Involvement activities & group projects

7



Bloom's Taxonomy of Learning



- n **Knowledge:** Define the term 'Firewall'
 - n **Comprehension:** Explain how firewalls work at the Application layer of the 7-layer OSI model.
 - n **Application:** Illustrate through examples, benefits of having a firewall outside versus inside network perimeter
-
- n **Analysis:** Compare/contrast features of two firewalls made by different vendors
 - n **Synthesis:** Propose a firewall setup for an online bank
 - n **Evaluation:** Compare results of intrusions between pre and post firewall periods

8

Instructor Role

- n Coach
- n Provide guidance
- n Observe
- n Offer hints, reminders
- n Regular feedback



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Why rubric needed?

- n Set clear expectation
- n Encourage online interaction
- n Evaluate research skills
- n Evaluation of communication skills
- n Assignment of final grades

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Sample Rubric

- n Assigns scores on 5 point scale
- n Weekly discussions graded
- n Feedback to students via score assigned
- n Criterion based assessment
- n Small groups and large groups

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S. Hazari
STATE UNIVERSITY OF
West Georgia



Use of Holistic scoring

- n Often referred to as "impressionistic" scoring
- n Involves the assignment of a single score to a piece of writing on the basis of an overall impression of it.
- n Individual features of a text, such as grammar, spelling, and organization, should not be considered as separate entities.
- n Has the advantage of being very rapid

Source: http://personal.uncc.edu/medomoto/4200/writing/holistic_writing.htm

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1 – 2 Points

- n Posted main topic information
- n Replied to one other student posting
- n No depth of presentation, no research base, opinion only
- n Information posted only one time or several posts at one time
- n Comments were barely related to main discussion question and/or other student posting
- n No constructive comments to help class discussion
- n All posts within 24 hours of assignment due date

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3 – 4 points

- n Posted main topic information and one response on same day [3 points]
- n Several posts, but all on same day [3 points]
- n Time between posting indicated student had read and considered substantial number of student postings before responding.
- n Replied to other student postings and provided relevant responses and constructive feedback to the student [3 or 4 points depending on quality of discussion]
- n Enhanced quality of discussion (i.e. illustrated a point with examples, suggested new perspectives on issues, asked questions that helped further discussion, cited current news events etc) [4 points]
- n **Referenced other research, gave examples**, evoked follow-up responses from other students. [4 points]

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5 points

- n **Demonstrated leadership in discussions**
- n Posted regularly during the week
- n Replied to main topic. Substantially enhanced quality of discussion (i.e. illustrated a point with examples, suggested new perspectives on issues, asked questions that helped further discussion, cited current news events etc.)
- n Replied to several other student postings on a regular basis and provided relevant responses and constructive feedback to the student posting.
- n Time between posting indicated student had read and considered substantial number of student postings before responding.
- n **Referenced other research, gave examples,** evoked follow-up responses from other students.

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Common student concerns

- n Too much participation required
- n Too much research required
- n Expectation is not clear
- n Family, job, other commitments make it difficult to post constantly
- n Other courses use different system

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Results ..1

I. How many thought it was a fair tool

Course	Data	Fair		Grand Total
		No	Yes	
ABED6106	Count of Fair	5	22	27
	%age of Fair	18.52%	81.48%	100.00%
ABED6146	Count of Fair	0	11	11
	%age of Fair	0.00%	100.00%	100.00%
Both	Count of Fair	0	8	8
	%age of Fair	0.00%	100.00%	100.00%
Total Count of Fair		5	41	46
Total %age of Fair		10.87%	89.13%	100.00%

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Results ... 2

II. How many thought it applied

Course	Data	Apply			Grand Total
		Alltimes	Majoritys	Sometimes	
ABED6106	Count of Apply	13	1	13	27
	%age of Apply	48.15%	3.70%	48.15%	100.00%
ABED6146	Count of Apply	8	0	3	11
	%age of Apply	72.73%	0.00%	27.27%	100.00%
Both	Count of Apply	2	0	6	8
	%age of Apply	25.00%	0.00%	75.00%	100.00%
Total Count of Apply		23	1	22	46
Total %age of Apply		50.00%	2.17%	47.83%	100.00%

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Lessons Learned

- n Use Discussion Board extensively
- n Include Rubric with syllabus
- n Spend time explaining it in first class meeting
- n Show model posts during first week
- n Provide feedback regularly using scores

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Author's Note



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- n You are encouraged to use any of this material for educational purposes
- n If you do use this material, please email me at 'shazari @ [westga.edu](mailto:shazari@westga.edu)' indicating for which course (or research) this material was used

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