



FACULTY DEVELOPMENT ACADEMY

Enabling Decisions for Tomorrow



Compiled and Edited By
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Assistant Program Officer



ASSESSMENT FOR ONLINE LEARNING

March 15, 2022

Introduction:

Faculty Development Academy, the training wing of COMSATS University Islamabad, CUI, organized a one-day online workshop on 'Assessment for Online Learning' for the faculty members of all campuses of CUI. The workshop was conducted by Dr. Shazia Awan, a Consultant Fellowship & Academic Leadership and lead instructor at NFDIP with HEC and NAHE. She is also serving as Assistant Professor at School of Education at LUMS, Lahore. There were 111 participants from all campuses of CUI.

Concept of Assessment:

The domain expert started her talk by sharing a link from James Pellegrino, founding co-Director of Learning Science Research Institute at University of Illinois, Chicago. The link explained the main focus of the day which was that assessments are not only for us to see the gaps in learning, but they are also for us to be informed about that how those gaps can be filled. She further shared that the link will elaborate James Pellegrino's inner views about assessment & assessments online.

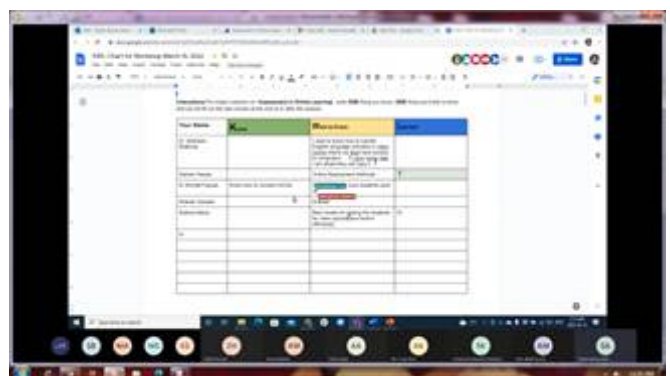


After explaining the concept of assessment, the speaker shared a link of Google Doc, where she wanted the involvement of all participants. She wanted to take the idea from participants that what do they think about assessment, what they want to learn and what skills do they already possess. Apart from involving the participants, another purpose of this was to introduce different

tools which can be used online.

Learning Outcomes:

As the activity got conducted, the speaker shared the expected Learning Outcomes. Later she posed a question that 'Why do we assess students?' On one side, there were teaching learning objectives and on the other side there were students learning objectives. The purpose of assessment is not only to check the learning of students, but also to know that how assessments should be designed. Here the speaker highlighted the idea that assessments are very good tool for teachers that how they should design their lectures. The philosophy behind purpose of assessment is that how much learning is occurring, what teachers can do to improve students' learning? So it's a tool which is useful for students as well as teachers. Assessment of learning also include that what students know and how well they know it? Assessment as learning includes; how students learn and how they imply their learnt information? If we want to look at the complete learning, we must check that whether the students are able to make sense of their learning and they can use it at higher levels.



Aspects of Assessments:

Two aspects of assessments were elaborated by the trainer. First, to help students learn and practice and this could be done throughout the course because we want to identify the gaps and improve learning, increase confidence and enhance learning of students. This could be done by choosing approaches that support students' needs. Secondly, we assess students' performance at the end of the instructional period. This instructional period could be a chapter, a project, a mid-term exam or a final exam. The purpose of conducting such assessments is to get the idea about student's knowledge, skill or proficiency. This can be done via exiting assessment tools or a cumulative assessment. Here the domain expert conducted an activity where she took a poll for 'Formative' and 'Summative' assessment.



Formative & Summative Assessments:

Formative assessments are quizzes and tests that evaluate how someone is learning material throughout a course. Summative assessments are quizzes and tests that evaluate how much someone has learned throughout a course/instructional period. One should always look at the purpose of assignment, the more purposeful it will be, the more thoughtful it's going to be. This will help you in assessing that whether your students are learning rather than auditing

their work because this will lead to penalize their work as a result of not being able to do their assignment. These ideas are related with summative or formative assessment.

The Q&A session was conducted after elaborating the types of assessment. A query was raised that if we conduct an assessment during the midterm, what type will it be? The reply to this question was that it will be named as formative assessment because these kinds of assessment help the teachers to improve their ways of assessing.

Models for Designing Course:

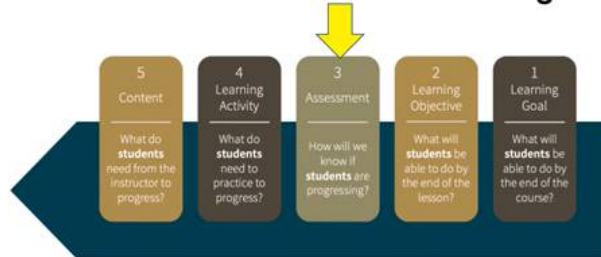
The domain expert shared a model which is used to design the course and asked the participants to share their views about that model. The response to this was that it seemed a complete model with almost all aspects covered and it is made with its own merits. Some responses were contrary to the previous view. Few participants shared that this kind of model doesn't seem to be proper for assessing the students.



Reference: <https://teachingcommons.stanford.edu/teach-teaching-guides/online-teaching-guides/teach-practice/teacher-centered-vs-student-centered>

Later some observations were made that it looks like a very traditional and self-centered model. The speaker elaborated that this model talks about teacher as the agent of learning and puts the teacher at the center of the process which is the main drawback of this model. The speaker then flipped the model and explained the concept again. After flipping the model, we can see that the 'Learning Goal' comes at first. Instead of making it teacher centered narrative, it will become able to see what students can learn and do at the end of lesson.

Student-centered Course Design



Reference: <https://teachingcommons.stanford.edu/explore/teaching-guides/online-teaching-guides/theory-practice/teacher-centered-vs-student-centered>

The learning goals and objectives become student-centered after flipping the model. The assessments must be designed by this model. Assessments come after determining the goals and objectives. Assessments are a pivotal part of our system and they determine the progression of our students. Our conventional way of marking the exams by checking the answers of students does not assess their learning. So this 'Student-centered Course Design' is also referred to as backward course design. We must see that how the students are connected with their learning and for this we need to see 'Constructive Alignment' model.

Constructive Alignment Model:

In this model, the intended learning outcomes are learner and learning focus. This model not only talks about knowledge, but also about learning skills. For example, if a student is writing a paper, you are not assessing their knowledge, but also their language skills, grammar skills, and their values are also shown whether they have written it by themselves or it is a copy of someone else. Secondly, if you are taking an assessment, what will be the feedback, how will you tell your students that they have achieved the learning outcomes and purpose of setting up the assignment for them? Then we have to see that what will be the teaching and learning activities. The activities must not be mere activities, but they must be the learning experience for the students. A teacher must be able to do more than render knowledge, skill as well as values. Here a question was raised that how the evaluation should be done for

students? The speaker replied that Rubric-criteria must be designed and shared with students so that they must know that how and on what grounds they are being assessed.

Constructive Alignment

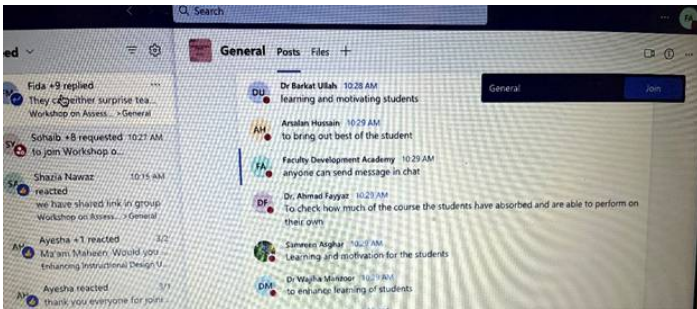


The domain expert then elaborated on Creating Constructive Alignment for Assessment. Whenever you are creating an assessment, it should always be kept in mind that whether you are evaluating factual knowledge, problem-solving skills, conceptual understanding or practical or interpersonal skills. The constructive alignment between the course outcomes, the lesson outcomes and assessment tools must tell you that what you are assessing.

The speaker shared the idea of Bloom's Taxonomy. If you are designing your assessment scientifically based on any framework shared earlier, your students would probably develop those skills that you want them to, through your coursework. As you go higher on Bloom's taxonomy, the skills become more refined and more advanced.

Dimensions of Assessments:

Then the trainer talked about the dimensions of assessments. These can be formal or informal, whether they can be counted in the class or will be included in final exams, they can be individual or in group, verbal or non-verbal, they may be graded or ungraded.



Purpose of Assessments:

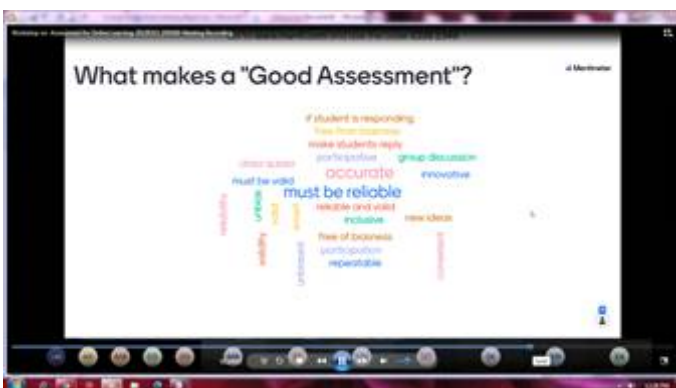
The teacher must have the purpose in his/her mind that why such assignment is given to student? What skills and knowledge will they gain from it? How this skill will help the student in their future? There has to be a clear articulation of task. The steps of the assignment should be clear so that the students know that how to make the best assignment. The criteria must be shared with the students. It's very important to breakdown ideas and then share with your students.

The online assignments must be designed thoughtfully. A Pre-Assessment Info/Quiz can be shared with the students where they can be asked questions like do they have access to computer or internet? Can they download assignment? Do they know how to submit it? etc. Then the timings must be flexible for students. The teacher may set 'Academic Conduct Expectations' which may include that whether your student can send you a message or not? Then the teacher has to decide what type of communication will be there during the assessment? Lastly, would the Technical Support be provided to students?

Conclusion:

In the end, Dr. Shazia, the domain expert, thanked all the participants and FDA team for providing her this platform. She willingly shared her contact details so that the participants may ask any questions later. On behalf of FDA, Ms. Faiqa Anwar presented gratitude to the domain expert and appreciated all the participants for their active participation.

An activity was conducted where the speaker asked the participants to use Mentimeter and answer the question 'What makes a good assessment?' The participants said that it must have reliability, validity, free from bias, measurable, accessible, participatory, smart, consistent, accurate etc. By this activity, the domain expert also showed how to use mentimeter in classroom with students. Points regarding 'What makes a good online assessment?' were also discussed. It was explained that it must focus on learning and progression in learning. It must balance structure with flexibility and assessability. The student must be able to do and upload it easily. There has to be clear instructions and quality feedback. Feedback needs to be constructive and leads to progression. There are many other ways of assessing your students online based on students' needs and capabilities. The work must be accessible for students. The most important thing is to teach academic integrity to the students.



Participants' Feedback

- Just facing one problem in session and that is I am unable to text in chat box. Overall it was great experience.
- This was a productive activity, however the objectives of the workshop and some details should be shared with the participants few days before for better learning.
- These type of sessions should be organized physically
- Innovative and informative workshop
- It was a good informative session
- Instructor were well prepared supportive and had excellent communication skills
- Nice session and this tradition should be continued in future
- It was useful session overall

Campus	No. of Participants
Lahore	3
Islamabad	13
Virtual	42
Wah	18
Vehari	9
Attock	5
Abbottabad	21

List of Participants

Sr. No.	Name	Designation	Department
CUI Lahore Campus			
1.	Mr. Muhammad Ashraf	Assit. Prof.	Art & Design
2.	Ms. Hira Nadeem	Lecturer	Art & Design
3.	Ms. Sophia Mairaj	APO	Art & Design
CUI Islamabad Campus			
4.	Dr. Syeda Mahlaqa Hina	Lecturer	Mangt. Sci.
5.	Dr. Tabassum Shaheen	Assit. Prof.	Art & Design
6.	Mr. Fida Muhammad	Assit. Prof.	Art & Design

7.	Ms. Samreen Asghar	Assit. Prof.	Art & Design
8.	Ms. Sarah Yousaf	Lecturer	Art & Design
9.	Dr. Saima Nawaz	Assit. Prof.	Economics
10.	Dr. Usman Shakoor	Assit. Prof.	Economics
11.	Dr. Wajiha Manzoor	Assit. Prof.	Economics
12.	Ms. Asma Jabeen	Lecturer	Economics
13.	Ar. Reema Shaukat	Assit. Prof.	Arch. & Design
14.	Ar. Lakht-E-Haider	Lecturer	Art & Design
15.	Ar. Arshia Mukhtar	Lecturer	Art & Design
16.	Ar. Adila Anwar	Lecturer	Art & Design

CUI Virtual Campus

17.	Mr. Ali Husnain	Lecturer	Comp. Sci.
18.	Mr. Muhammad Talal Hassan	Incharge	Comp. Sci.
19.	Mr. Irum Naz	Prog. Coord.	Comp. Sci.
20.	Ms. Moneeza Batool	RA	Mathematics
21.	Mr. Syed Kazim Usman	Lecturer	Mathematics
22.	Mr. Khurram Shahzad	Lecturer	Mathematics
23.	Ms. Muneeba Rahman	Lecturer	Humanities
24.	Ms. Uzma Naz	RA	Humanities
25.	Dr. Saima Shaheen	HoD	Humanities
26.	Mr. Mehmood Anwar	Lecturer	Mangt. Sci.
27.	Mr. Shahkar Ullah Khan	Lecturer	Mangt. Sci.
28.	Ms. Aruba Sharif	Lecturer	Mangt. Sci.
29.	Ms. Noor-E-Matin	Lecturer	Mangt. Sci.
30.	Ms. Rabia Shafaat	Lecturer	Mangt. Sci.

31.	Ms. Anam Sultana	Lecturer	Mangt. Sci.
32.	Ms. Nadia Khalid	Lecturer	Mangt. Sci.
33.	Ms. Sania Khalid	Lecturer	Mangt. Sci.
34.	Ms. Munaza Ambreen	Lecturer	Mangt. Sci.
35.	Ms. Sara Saeed	Lecturer	Mangt. Sci.
36.	Mr. Omer Azam	RA	Mangt. Sci.
37.	Mr. Fazal Ur Rahman	Dy. CoE	Content

CUI Sahiwal Campus

38.	Dr. Muhammad Rafi Raza	Assit. Prof.	Mech. Eng.
39.	Dr. Muhammad Salman Mustafa	Assit. Prof.	Mech. Eng.
40.	Mr. Hassan Iqbal	Lecturer	Mech. Eng.
41.	Mr. Salman Nawaz	Lecturer	Mech. Eng.
42.	Mr. Muhammad Nawaz	Lab. Engineer	Mech. Eng.
43.	Ms. Ramisha Sajjad	Lab. Engineer	Mech. Eng.
44.	Ms. Sara Batool	Res. Asst.	Mech. Eng.
45.	Mr. Shad Muhammad	Lecturer	Civil Eng.
46.	Mr. Muhammad Shakil	Lecturer	Civil Eng.
47.	Mr. Khadim Hussain	Lecturer	Civil Eng.
48.	Ms. Hiba Arshad	Lab. Engineer	Civil Eng.
49.	Dr. Abrar Hussain	Assit. Prof.	Biosciences
50.	Dr. Hassan Riaz	Assit. Prof.	Biosciences
51.	Dr. Shehzad Saleem	Assit. Prof.	Biosciences
52.	Dr. Muhammad Wasim Sajid	Assit. Prof.	Biosciences
53.	Dr. Shahid Qaisar	Assit. Prof.	Mathematics
54.	Dr. Rida Irfan	Assit. Prof.	Mathematics

55.	Dr. Afshan Kanwal	Lecturer	Mathematics
56.	Mr. Nasir Mehdi	Lecturer	Comp. Sci.
57.	Dr. Khurram Abbas	Assit. Prof.	Mangt. Sci.
58.	Ms. Maham Fatima	Lecturer	Elec. Comp. Eng.
CUI Wah Campus			
59.	Ms. Afsah Anjum	Lecturer	Elec.&Comp.Eng.
60.	Mr. Saad Hassan	Lecturer	Elec.&Comp.Eng.
61.	Mr. Muhammad Ali	Lecturer	Elec.&Comp.Eng.
62.	Dr. Nadir Shah	Assot. Prof.	Comp. Sci.
63.	Mr. Amjad Usman	Lecturer	Comp. Sci.
64.	Dr. Hassan Ashraf	Assit. Prof.	Civil Eng.
65.	Ms. Summera Fahmi	Lecturer	Civil Eng.
66.	Dr. Arslan Ahmad	Assit. Prof.	Mech. Eng.
67.	Dr. Barkat Ullah	Lecturer	Mech. Eng
68.	Mr. Abuzar Jamil	Lecturer	.Mech. Eng.
69.	Mr. Arsalan Hussain	Lecturer	Mech. Eng.
70.	Dr. Muhammad Sohail Khan	Lecturer	Mangt. Sci.s
71.	Dr. Ambreen Nasir	Lecturer	Mangt. Sci.s
72.	Dr. Muhammad Aamir Saeed	Lecturer	Mangt. Sci.s
73.	Ms. Farah Riaz	Lecturer	Mangt. Sci.s
74.	Mr. Abdullah Naeem	Res. Assot.	Mangt. Sci.s
75.	Ms. Maidah Kazmi	Assit. Prof.	Mathematics
76.	Dr. Mehvish Naz	Lecturer	Mathematics

CUI Vehari Campus			
77.	Dr. Muhammad Imran Khan	Assit. Prof.	Mangt. Sci.
78.	Dr. Orangzab	Assit. Prof.	Mangt. Sci.
79.	Dr. Muhammad Irfan Javaid	Lecture	Mangt. Sci.
80.	Dr. Hafiz Faiq Siddique	Assit. Prof.	Env. Sciences
81.	Dr. Ghulam Mustafa Shah	Assit. Prof.	Envi. Sciences
82.	Dr. Tahir Mushtaq	Assit. Prof.	Mathematics
83.	Mr. Saif Ullah Ijaz	Lecturer	Comp. Sci.
84.	Mr. Zain Ul Abidin	Lecturer	Humanities
85.	Ms. Zoobia Abbas	Lecturer	Humanities
CUI Attock Campus			
86.	Dr. Muhammad Imran Malik	Assit. Prof.	Mangt. Sci.
87.	Mr. Muhammad Usman Kokab	Lecturer	Mangt. Sci.
88.	Mr. Salman Yayha	Lecturer	Mangt. Sci.
89.	Dr. Asif Saeed	Lecturer	Mangt. Sci.
90.	Ms. Sameen Khalid	R.A.	Mangt. Sci.
CUI Abbottabad Campus			
91.	Dr. Muhammad Ikram	Assit. Prof.	Pharmacy
92.	Ms. Rabia Sajjad	Lecturer	Elec. Comp. Eng.
93.	Mr. Usman Khalid	Lecturer	Elec. Comp. Eng.
94.	Dr. Ahmad Fayyaz	Assit. Prof.	Elec. Comp. Eng.
95.	Dr. Ayaz Ali Shah	Assit. Prof.	Elec. Comp. Eng.
96.	Dr. Afsar Khan	Assit. Prof.	Chemistry
97.	Ms. Asmat Shaheen	Lecturer	Humanities

98.	Mr. Tanveer Jamal	Lecturer	Humanities
99.	Ms. Nazia Bashir	Lecturer	Humanities
100.	Ms. Sadaf Taj	Lecturer	Humanities
101.	Dr. Abda Khalid	Assit. Prof.	Dev. Studies
102.	Mr. Abu Turab Khan	Assit. Prof.	Dev. Studies
103.	Dr. Zahid Hussain	Assit. Prof.	Dev. Studies
104.	Mr. Abdul Ghafoor	Lecturer	Mangt. Sci.
105.	Syed Sheraz Ali Shah	Lecturer	Mangt. Sci.
106.	Ms. Romana Jamshed	Lecturer	Env. Sciences
107.	Dr. Iftikhar Zeb	Assit. Prof.	Biotechnology
108.	Dr. Muhammad Qasim	Assit. Prof.	Earth Sciences
109.	Dr. Nangyal Ghani Khan	Assit. Prof.	Earth Sciences
110.	Dr. Mohib Ur Rehman	Lecturer	Earth Sciences
111.	Dr. Faizan Ur Rehman Qaisar	Lecturer	Earth Sciences



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