

Below, you will find a list of resources related to the Oct. 20, 2020 session of the LEFLC. If you would like access to edit this document, please contact Lindsay Onufer at lro8@pitt.edu. You will retain access to this living document.

Innovative Assessment Strategies

- [Teaching Center Assessment Strategy Resources](#)
- [Gradescope](#) (Recording of [Gradescope Training](#))
- [Peerceptiv](#) (peer review tool that allows students to assess and offer feedback on writing assessments; no required grading by instructor)
- Forms:
 - To [request a meeting with an Ed Tech specialist](#)
 - To [request a consultation with pedagogical specialist](#)
- [Alternatives to papers and exams](#)
- [Assessing large classes](#)
- Alternatives to Slack: [Microsoft teams](#), Discord
- Consider using [stimulus content](#) in Canvas' New Quizzes. Stimulus content creates a common question stem that you can use for a group of questions. Students will see the same question stem, even if you shuffle question order.
- One instructor has begun using group essay exams in place of standard objective question exams.

Assessment Strategies that Reinforce Academic Integrity

- [Assessments, Exams, and Finals in an Online Environment \(see handouts: Final Exam Decision Tree and Strategies to Address Cheating Online\)](#)
- [Pitt Library's Canvas Academic Integrity Module](#)
- [Writing Center](#) (as support for writing assignments)
- One instructor holds "office hours" during remote exams. They encourage students to drop in to ask them questions if they are confused about the exam. They discourage cheating with classmates by explaining that students have the person who created the exam on-hand to answer questions. It makes more sense to ask their instructor questions rather than to ask other students.
- One instructor offers a low quantity of bonus points to the entire class if none of their exam questions are posted online at the end of the semester. So far, this strategy has been successful.

Lessons Learned/General Useful Resources

- [Educational Accessibility and Equity Resources](#)
- [Assessment and Student Engagement Resources](#)
- [Creating Accommodations in Canvas Exams](#) (see the Moderating subheader)
- Some instructors have tested the lockdown browser tool in Top Hat. While they have had some success using this tool during face-to-face classes in the past, attempting to use it remotely has created too much of a troubleshooting burden. For example, students might receive a low battery warning while taking an exam. This triggers the lockdown browser, which the faculty member then must manually unlock. Some instructors have had more luck asking students to take Top Hat exams on phones rather than laptops because there are fewer pop ups that trigger the lockdown browser.
- If a student gets locked out of a timed Canvas exam mid-attempt, give them a new attempt rather than additional time on the first attempt. Although this means that the student needs to restart the exam (which is something instructors should warn students of before they take the first exam), when adding time to the first exam, the added time begins at the point when the student stopped the first attempt.