Captions

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Adequate Testing and Evaluation of On-Line Learners

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1

1 6/25/01

2 NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

3 ADEQUATE TESTING AND EVALUATION OF ON-LINE LEARNING

4 PRESENTER: JAMES MALLORY.

5 >> ARE WE READY TO GO?

6 >> HOLD ON A SECOND.

7 >> GOOD AFTERNOON AND WELCOME, I WOULD LIKE

8 TO INTRODUCE JIM MALLORY, WHO IS GOING TO BE TALKING

9 ABOUT TESTING AND EVALUATION OF ON-LINE LEARNERS. AT

10 THE END OF THE SESSION, I WOULD LIKE TO ENCOURAGE YOU TO

11 PLEASE GO TO THE NTID LEARNING CENTER. BUT IF YOU

12 PREFER PAPER ONES, YOU COULD GET THEM FROM ME. HERE IS

13 JIM MALLORY.

14 JAMES MALLORY: THANK, I'M GOING TO RELY ON

15 THE INTERPRETERS FOR SIGNING TO HELP THINGS GO SMOOTHLY

16 AND AT THE ENDS, I WILL SIGN IMPORTANT MYSELF FOR

17 QUESTIONS AND ANSWERS. SO, IT'S GOING TO BE HARD, IT'S

18 HARD TO STOP SIGNING.

19 INTERPRETER: YOU CAN SIGN ALSO.

20 JAMES MALLORY: OBVIOUS TOPIC IS TESTING AND

21 EVALUATION OF ON-LINE LEARNERS. REALLY, THE

22 EXPERIENCE -- WELL, THREE, FOUR, DIFFERENT TYPES OF

23 TESTING. THREE. FIRST, REP-R-O-C-T-O-RING, IS THE MOST

24 COMMONLY USED IN THE BEGINNING, WE HAVE THE GROUP WARE

25 WHERE WE UP LOAD AND DOWN LOAD AND WE HAVE ON-LINE

2

1 ASSESSMENT TOOLS AND YOU HAVE A COMBINE OF THESE THREE.

2 I'M GOING TO GO THROUGH THESE INDIVIDUALLY, THE

3 POSITIVES AND NEGATIVE FROM OUR EXPERIENCE, BOTH ON-LINE

4 LEARNERS AND TRADITIONAL STUDENTS WE WILL GO FROM
THERE.

5 .

6 THE MAIN ISSUES WITH ON-LINE TESTING, THE

7 BIGGY IS SECURITY. OKAY? SECURITY, A LOT OF TEACHERS

8 HAVE PROBLEMS WITH DOING THESE TYPE OF TESTINGS BECAUSE

9 IT'S NOT TEACHER STUDENT SITTING THERE AND ACTUALLY

10 GOING THROUGH THE TEST. SO, THAT'S THE BIGGEST ISSUE

11 AND WE WILL GO INTO THAT A LITTLE BIT. THE EASE OF TEST

12 DEVELOPMENT BY FACULTY, IT'S ADDITIONAL WORK TO GET THE

13 TEST IN THAT TYPE OF FORMAT. AND IMPLEMENTATION, HOW

14 EASY AS TO SEND TO THE STUDENTS? EASE OF USE BY

15 STUDENTS, THAT'S A BIGGY TOO, THE STUDENTS, IS IT EASY

16 FOR THEM TO GET IN AND USE IT AND BE DONE WITH IT?

17 CONCEPTUAL LIMITATIONS, HOW DOES THIS EFFECT MY TESTING?

18 IS THE TAIL WAGGING THE DOG? -- RATHER THAN HOW I THINK

19 WOULD BE MOST BENEFICIAL TO MY STUDENT AUDIENCE,

20 TIMELINESS OF FEEDBACK, TIMELINESS OF GRADING IT, AND

21 OTHER POTENTIAL PROBLEMS, THAT'S WHAT WE WILL GO THROUGH

22 WITH THE THREE DIFFERENT KINDS OF TESTING. .

23 REMOTE PROCTORING, IS PROBABLY THE EASIEST,

24 IT REQUIRES THE MOST ADMINISTRATIVE TYPE OF THINGS,

25 BASICALLY TAKE A TEST, LIKE IF ALL OF YOU HAVE DONE A

3

1 PAPER TEST, YOU GIVE IT TO A PROCTOR AND REMOTE ONE

2 SOMEWHERE AND THEY ADMINISTER IT TOLD STUDENT. VERY

3 IMPORTANT ASPECTS OF REMOTE PROCTORING, HERE WE HAVE

4 QUITE AN ELABORATE SYSTEM SET UP, THEY TAKE CARE OF

5 CONTACT CAN THE PROCTORS, THEY SIGN CONTRACT, AND SO

6 THAT'S QUITE A LOT OF ADMINISTRATIVE OVERHEAD WITH IT,

7 IT DOES WORK OUT QUITE WELL.

8 HERE IS FOR IMPLEMENTING REMOTE PROCTORING,

9 WE HAVE A DIAGRAM HERE THAT SHOWS YOU WHAT HAS TO

10 HAPPEN, FIRST YOU HAVE TO DESIGN THE TEST, SUBMIT THAT,

11 THE DISTANCE LEARNING OFFICE, AND THEY MAIL IT OUT TO

12 THE, YOU KNOW, THE PROCTORS OFFICE WHO GIVES IT TO THEM,

13 WHO IMPLEMENTS IT WITH THE STUDENTS. SO, IT WORKS

14 PRETTY WELL FOR, GETTING IT THERE, IT'S ONE OF THE

15 HIGHER SECURITY OF THE THREE METHODS.

16 AGAIN, IT'S VERY EASY TO DEVELOP, BECAUSE IT

17 REALLY FITS HOW WE HAVE LEARNED TO DESIGN AND DEVELOP

18 TESTS SO FAR. SO, IT'S VERY EASY TO DEVELOP, EASY FOR

19 THE STUDENTS, JUST LIKE SITTING DOWN WITH PAPER AND

20 TAKING THE TEST. IT'S VERY SECURE, THERE'S REALLY NO

21 CONCEPTUAL LIMITATIONS. BUT THE BIGGEST NEGATIVE I SEE

22 FOR THIS KIND OF ASSESSMENT IS THE FEEDBACK, I HAVE SEEN

23 A WINDOW, A TIME PERIOD OF BETWEEN ONE TO ONE AND A HALF

24 WEEKS, BEFORE I ASSIGN THE TEST AND GET IT BACK BECAUSE

25 OF THE PROCESS IT HAS TO GO THROUGH, THE DIFFERENT

4

1 PHASES TO GO THROUGH. THAT'S PROBABLY THE WORST PROBLEM

2 WITH THE REMOTE PROCTORING, IS THE TIME TO GET FEEDBACK

3 TO THE STUDENT. THEY ARE REALLY NOT VERY PATIENT AND

4 WANT IMMEDIATE FEEDBACK.

5 OKAY. GROUP WARE, UP LOADING AND DOWN

6 LOADING, IS ANOTHER WAY THAT'S PRETTY EASY TO USE AND I

7 AM IMPLEMENT, YOU CAN DO THAT WITH ANY OF THE DIFFERENT

8 KINDS THAT ARE AVAILABLE NOW, FIRST CLASS, BLACKBOARD,

9 PROMETHEUS, WEB CT, ARE FOUR OF THE MOST COMMONLY USED,

10 AND I DON'T KNOW GOING TO GIVE YOU A DEMO OF HOW THAT

11 WORKS. .

12 LET'S GO INTO CONFERENCE, THE COURSE'S NAME,

13 301 C PLUS PLUS PROGRAMMING., THAT WOULD SHOW UP ON THE

14 STUDENT'S DESK TOP.

15 WHEN I GO INTO ON-LINE TEST, OKAY. AND TO

16 SAVE TIME, I ALREADY POSED IT FOR YOU. DO YOU SEE THE

17 TOP ONE, THE RED FLAG MEANS IT'S NOT READ YET, THAT'S AN

18 EXAMPLE OF A PAPER TEST IN MICROSOFT WORD THAT IS

19 DEVELOPED AND POSTED THERE. LET'S TAKE A LOOK. SO,

20 IT'S AN ATTACHMENT, BOOM.

21 OKAY. THERE IS A STANDARD TEST. SO, WHAT

22 THE STUDENT HAS TO DO IS DOWN LOAD THE TEST, TYPE IN THE

23 ANSWER AND UP LOAD IT. SO, LET'S GO THROUGH FROM THE

24 STUDENT PERSPECTIVE NOW.

25 OKAY. NOW I'M A STUDENT, I WANT TO TAKE THE

5

1 TEST, SUPPOSE IT'S 9:00 AT NIGHT, MY FAMILY, MY KIDS ARE

2 ASLEEP, I FINISH WORKING ALL DAY, NOW I WANT TO GET IN

3 AND TAKE THE TEST, I KNOW IT'S GOT A TWO HOUR TIME

4 LIMITATION.

5 GO INTO MY CLASS, I GO INTO THE FOLDER MARK

6 ON-LINE TESTING, AND THERE IS MY TEST.

7 SO, I GO THROUGH AND ANSWER THE QUESTIONS,

8 AND THERE'S MANY QUESTIONS, BUT SOME OF THEM LIKE YOU

9 SEE HERE, ONE VERY POSITIVE THING RELATE TO THIS, THAT

10 CAN BE VERY CREATIVE CONCEPTUALLY, I CAN ASK A STUDENT,

11 EACH TEACHING A PROGRAM, PLEASE WRITE A PROGRAM THAT

12 WILL ACCOMPLISH THIS, THIS AND THIS, WHEREAS MANY

13 ON-LINE ASSESSMENTS I'M GOING TO SHOW YOU CAN'T DO THAT.

14 IT'S ONE VERY POWERFUL PART OF THIS. LET'S FINISH IT.

15 AND I GO INTO THE DROP BOX AND I WILL UP LOAD

16 IT FOR THE TEACHER TO SEE NOW.

17 YOU SEE, I CAN'T GET IN. AS STUDENT, I CAN

18 SEND IT TO THE DROP BOX, BUT I CAN'T SEE ANYTHING THAT'S

19 INSIDE OR CAN'T READ IT. SO, IT'S VERY PROTECTED.

20 SO, LET'S GO BACK AND TAKE THE TEACHER'S

21 PERSPECTIVE NOW AND SEE WHAT IT WOULD LOOK LIKE FROM THE

22 TEACHER'S PERSPECTIVE.

23 NOW, THERE IS THE TEST, THERE IT IS, I CAN GO

24 IN AND CORRECT IT NOW AND PRINTOUT EVERYTHING. SO, AND

25 I CAN CHECK IT. BUT, YOU SEE THE TIME HERE, I CAN SEE

6

1 WHAT TIME THE TEST WAS UP LOADED. I CAN ALSO CHECK AND

2 SEE WHAT TIME THE TEST WAS DOWN LOADED ALSO.

3 SO, THAT'S VERY POWERFUL, SO, IF YOU HAVE A

4 TIME LIMIT OR YOU WANT TO SO IF THERE IS A TIME LINE,

5 IT'S AN EASY WAY TO IMPLEMENT THAT.

6 OKAY. ONE OF THE POSITIVES, IT'S VERY EASY

7 TO DEVELOP. VERY EASY TO IMPLEMENT, IT'S EASY FOR THE

8 STUDENTS TO USE, IT'S VERY SECURE, REALLY NO CONCEPTUAL

9 LIMITATIONS. BUT THE TIMING, THE CORRECTING, THE

10 FEEDBACK, REALLY GAVE IT A D, BECAUSE IT'S VERY LOW.

11 IT'S VERY TOUGH, THE TIME TO GET IT OUT AND GET IT BACK,

12 AS BIG CHALLENGE AND STUDENTS ARE OFTEN NOT PATIENT

13 ENOUGH, WHERE IS MY TEST? HOW DID I -- WHAT DID I DO?

14 SO, THAT'S THE BIGGEST PROBLEM WITH THAT. OTHER THAN

15 THAT, IT SEEM TO BE A SMOOTH SYSTEM.

16 OKAY. THE THIRD ON-LINE ASSESSMENT TOOLS,

17 THERE'S MANY DIFFERENT, DIFFERENT TYPES OF TOOLS. I USE

18 THE IDEA TOOLS, DEVELOPED BY SIMON TING FROM NATIONAL

19 TECHNICAL INSTITUTE FOR THE DEAF, I HAD PRETTY GOOD LUCK

20 WITH THAT. THERE'S OTHER POWERFUL TOOLS, ALSO. YOU

21 HAVE QUESTION MARK, IT'S VERY POPULAR, SOME PEOPLE FEEL

22 IT'S TOO MUCH POWER THERE. THERE'S FLASHLIGHT, AND

23 THERE IS A VARIETY OF OTHER METHODS, I'M GOING TO SHOW

24 YOU ONE THAT I USE. BUT THERE'S A VARIETY OF PRODUCTS

25 THAT YOU CAN TAKE ADVANTAGE OF THAT ARE AVAILABLE.

7

1 OKAY. I'M GOING TO SHOW YOU THAT NEXT, BUT

2 FOR THOSE TOOLS, LITTLE BIT TOUGHER TO DEVELOP, MORE

3 CHALLENGE UP FRONT IN THE BEGINNING. IT'S HARDER FOR

4 THE FACULTY TO DEVELOP, WHEN YOU FINISH AND DEVELOP IT

5 AND IT'S ALREADY IMPLEMENTED, IT'S EASY FOR THE STUDENTS

6 TO USE, IT'S VERY FAST TO GRADE AND GET IT BACK.

7 AND IT'S VERY FAST FOR EVALUATION PURPOSES.

8 SO, LET ME SHOW YOU THAT NOW. YOU CAN, MOST OF THEM ARE

9 ON-LINE WITH THE WEB, AND THEY ARE VERY EASY TO ACCESS.

10 OKAY. OKAY. HERE AS C PLUS PLUS PROGRAMMING

11 CLASS WE TAUGHT ON-LINE AND WE COMBINE ON-LINE CLASSES

12 WITH TRADITIONAL, BOTH HEARING AND DEAF STUDENTS IN THE

13 SAME CLASS. WE HAD ONE GROUP OF 15 STUDENTS FROM

14 PENNSYLVANIA, TECHNICIANS, CONFUSED WITH THE TECHNICAL

15 STUDENTS ON CAMPUS, THE TRADITIONAL AGE COLLEGE

16 STUDENTS.

17 THIS KIND OF TEST IS EASILY COMBINED WITH

18 MULTIPLE CHOICE, TRUE/FALSE, IT HAS MULTIPLE WEIGHTS,

19 AND WHEN YOU FINISH, IT'S CORRECTS IT FOR YOU. IT'S

20 DIFFICULT TO GET SET IT UP, BUT WHEN YOU ARE FINISHED

21 SETTING IT UP, IT'S A NICE SYSTEM. SO, YOU CAN SEE --

22 ONE OF THE PROBLEMS WITH BIG PROGRAM, GETTING EVERYTHING

23 TO FIT ON ONE SCREEN, WITH -- YOU COULD SEE, BE YOU

24 CAN'T SEE THE WHOLE PROGRAM. ONE OF THE STRUGGLES WE

25 HAD WAS BEING ABLE TO SEE THE WHOLE PROGRAM AND THE

8

1 ANSWERS, BOTH, WE HAD TO EXAMINE THEM AND MAKE SURE IT'S

2 CLEAR FOR THE STUDENTS.

3 SO, HERE YOU CAN SEE I CAN'T QUITE FIT

4 EVERYTHING ON ONE SCREEN, THAT'S ONE OF THE CHALLENGES

5 WITH THAT.

6 AND THE SAME HERE.

7 ONE OF THE NICE THINGS, WHEN THE STUDENT

8 FINISHES, COMPLETING THE TEST, MANY NICE THINGS THAT YOU

9 CAN USE TO EVALUATE.

10 YOU WANT TO GET A LISTING OF ALL THE

11 STUDENTS, THEIR PERCENTAGES, VERY NICELY, YOU KNOW,

12 CALCULATES EVERYTHING FOR YOU.

13 SUPPOSE I WANT TO PICK ON ONE STUDENT, OR

14 SELECT ONE STUDENT'S GRADE. I CAN SEE IF THAT TEST, HOW

15 THEY ARE DOING. AND YOU CAN ALLOW STUDENTS TO GET THEIR

16 GRADE OR NOT, YOU CAN SET UP THE TIME OF WHEN THEY WANT

17 TO SEE THE GRADE. THE ONE NEGATIVE WITH THIS SYSTEM, IS

18 SUPPOSE A STUDENT GETS LOGGED OFF FROM THEIR INTERNET

19 CONNECTION? WHAT HAPPENS? WELL, THIS ACCEPTS WHEREVER

20 THEY LEFT IT LAST TIME AND GOES AHEAD AND CALCULATES A

21 GRADE, IT'S NOT PERFECT, BUT IT'S NOT BAD. .

22 REALLY, IT'S ABOUT ALL -- THE SECURITY ISSUE,

23 FOR THE STUDENTS, I THINK THIS IS PERFECT FOR REMOTE

24 STUDENTS, ADULT STUDENTS WHO WANT TO, YOU KNOW, SELF

25 ASSESSMENT FOR ON-LINE LEARNING, I WOULDN'T RECOMMEND IT

9

1 FOR STUDENTS THAT, IN HIGH SCHOOL, WOULD NOT BE

2 APPROPRIATE, OR FOR LIKE PROFESSIONAL CERTIFICATIONS FOR

3 DOCTORS OR LAWYERS OR PILOTS OR SOMETHING LIKE THAT.

4 BUT FOR THE PURPOSE WE HAVE HERE, IT'S FINE, IF YOU READ

5 THE PAPER THAT I POSTED ON THE CONFERENCE, THE SECURITY

6 IS NOT A BIG CONCERN, IF YOU LOOK AT WHO IS THE AUDIENCE

7 WITH THIS KIND OF TESTING.

8 ANOTHER THING TO REMEMBER IS THIS IS ONLY ONE

9 PIECE OF THE WHOLE PICTURE.

10 YOU HAVE MULTIPLE ASSESSMENT, THIS IS ONE

11 PART, THEY ALSO SUBMIT PROGRAMS, THEY ALSO DO ON-LINE

12 INTERACTIONS, WE ALSO USE DESK TOP CONFERENCING WITH

13 VIDEO, YOU KNOW, CAMERAS, SO, IF YOU LOOK AT THE WHOLE

14 PICTURE, IT'S AN IMPORTANT PIECE, BUT IT'S NOT STAND

15 ALONE, THE ONLY THING YOU WOULD WANT TO DEPEND ON.

16 ANY QUESTIONS? WE WENT THROUGH THAT KEEN OF

17 THE, QUICK, BUT I WANT TO STEER IT TOWARDS YOUR INTEREST

18 AND MAYBE ANSWER QUESTIONS AND SHARE YOUR EXPERIENCE.

19 OPEN IT UP TO QUESTIONS?

20 >> I HAVE A QUESTION ABOUT THE --

21 JAMES MALLORY: OH, SUSAN, HI.

22 >> I HAVE A QUESTION ABOUT THE TIME LINE

23 ISSUE. YOU SAID BEFORE THAT YOU CAN TELL IF SOMEBODY,

24 OR WHEN SOMEBODY IS DOWN LOADED, WHEN THEY HAVE UP

25 LOADED IT. NOW, I NOTICE THAT SOMETIMES IF PEOPLE SEND

10

1 ME E-MAIL, I CAN TELL THAT THEIR COMPUTER CLOCK WAS NOT

2 SET RIGHT, BECAUSE THE TIME IS JUST OFF LIKE, WAY AHEAD

3 OF WHERE I AM AND THEY ARE SUPPOSED TO BE IN THE SAME

4 TIME ZONE. IS THAT THE MAIN FRAME TIME OR IS IT THE

5 TIME LIKE WITH E-MAIL, WHERE IT'S REALLY RELATED TO

6 THEIR COMPUTER?

7 JAMES MALLORY: I THINK IT WOULD BE THE

8 SERVER TIME, BECAUSE YOU ARE LOOKING AT FIRST CLASS

9 ITSELF, TELLS YOU WHEN TO UP LOAD, YOU KNOW, -- THE

10 SYSTEM TIME, UP LOAD AND DOWN LOAD, IT WOULD DEPEND ON

11 THE SERVER. AND, DEPENDING, IN SITUATIONS WHERE IT

12 DEPENDS, THEIR CLOCK IS A LITTLE BIT OFF, IT'S GOING TO

13 BE OFF AN EQUAL AMOUNT.

14 >> RIGHT, FOR THE START AND TOP, YES.

15 JAMES MALLORY: THAT'S A GOOD QUESTION, YES.

16 NONE OF THESE ARE PERFECT, BUT WHEN USED TOGETHER, THEY

17 SEEM TO WORK OUT FINE.

18 JAMES MALLORY: CHRIS?

19 >> I HAVE A QUESTION ABOUT FIRST CLASS. YOUR

20 GRADING SYSTEM, A, B, C, D, YOU GAVE IT A C FOR

21 SECURITY, I'M KIND OF CURIOUS AS TO WHY.

22 JAMES MALLORY: BECAUSE IN FIRST CLASS, I

23 SUPPOSE FOR ANY OF THOSE, THE PROBLEM IS YOU ARE YOU ARE

24 SITTING ON A COMPUTER AND YOU COULD HAVE ANOTHER PERSON

25 SITTING THERE WITH YOU. I COULD DOWN LOAD THE FILE, I

11

1 COULD SEND IT TO YOU, MAYBE YOU TYPE IN THE FILE AND

2 SEND IT BACK TO MY LINK IT, IT'S A LITTLE BIT MORE ROOM

3 FOR FLEXIBILITY THERE.

4 >> SO, YOU ARE TALKING MORE ABOUT CHEATING

5 AND NOT NECESSARILY THE SECURITY OF THE SYSTEM, BUT THE

6 STUDENT HAS ACCESS TO THINGS THAT HE OR SHE --

7 JAMES MALLORY: RIGHT, RIGHT, IT'S THE

8 BIGGEST CONCERN FOR PEOPLE I HAVE TALKED WITH, IS, I

9 DON'T KNOW IF I TRUST THEM, WELL, HOW DO YOU KNOW THE

10 PERSON SITTING IN THE BACK OF YOUR CLASSROOM IS CHEATING

11 ALSO? SO, BUT, THE DEMOGRAPHICS, THE CHARACTERISTICS OF

12 THE PEOPLE WE ARE WORKING WITH, THAT'S NOT BEEN A

13 PROBLEM.

14 AND IF YOU READ THE PAPER THAT'S POSTED FOR

15 THIS SYMPOSIUM, IF YOU LOOK AT THE PURE NUMBERS, THAT

16 ONLY ABOUT 35 PERCENT OF ALL THE DISTANCE LEARNING

17 FACULTY USE THE REMOTE PROCTORS, WHICH IS THE MOST

18 SECURE. SO, AND AGAIN, IT'S, YOU CAN USE KNIT

19 COMBINATION WITH OTHER THINGS, YOU CAN USE IT ON-LINE

20 ASSESSMENT AND HAVE A PROCTOR THERE. LIKE IN A LAB

21 ASSESS ASSISTANT OR A BOSS OR LIBRARIAN OR SOMEBODY WHO

22 IS MONITORING IT, YOU COULD USE IT WITH ANY COMBINATION

23 TO MAKE IT MORE STRICT. .

24 >> MY QUESTION RELATED TO FIRST CLASS, YOU

25 SAID STUDENT, TIMELINESS OF FEEDBACK AND EVALUATION

12

1 TIMELINESS, YOU GAVE IT D'S, AND I'M NOT SURE WHY. WHY

2 WOULD IT TAKE SO MUCH LONGER TO GIVE FEEDBACK FOR THIS

3 TEST THAN IT WOULD FOR A REGULAR FACE TO FACE?

4 JAMES MALLORY: FIRST CLASS?

5 >> YES.

6 JAMES MALLORY: LET ME GO BACK, I GET OUT OF

7 THE PRESENTATION MODE, MORE FLEXIBILITY FOR JUMPING

8 AROUND.

9 OKAY.

10 >> GO TO THE --

11 >> THREE SLIDES FORWARD FROM THAT.

12 JAMES MALLORY:

13 JAMES MALLORY:

14 >> YOU HAVE GONE BACKWARDS, YOU NEEDED TO GO

15 FORWARD.

16 JAMES MALLORY: RIGHT THERE. OH,

17 >> THERE.

18 JAMES MALLORY: RIGHT THERE. OKAY, NEW

19 QUESTION, WHICH ONE?

20 >> EVALUATION TIMELINESS, DOWN AT THE BOTTOM

21 THERE AND STUDENT TIMELINESS OF FEEDBACK.

22 JAMES MALLORY: THAT'S A GOOD QUESTION, I

23 HAVE THIS TEST WHICH A STUDENT DOWN LOADED, TYPED IN,

24 NOW I HAVE TO PRINT IT OUT, CORRECT IT, AND THEN I HAVE

25 TO ACTUALLY, YOU HAVE TO INFORM THE STUDENT THEIR NUMBER

13

1 GRADE, BUT THE ACTUAL TEST ITSELF, I'M NOT GOING TO GET

2 INTO THE COMPUTER TO GRADE IT, I'M GOING TO MARK IT UP

3 BY PAPER AND SEND IT TO THEM, SO THEY HAVE A BETTER --

4 >> YOU DON'T DO THAT ON --

5 JAMES MALLORY: I HAVE DONE BOTH, I FOUND

6 MORE DETAIL IF I CAN HAND WRITE IT AND MAKE COMMENTS,

7 MAYBE IT'S MY TOPIC, BUT I WANT TO SHOW IN MEMORY, IF

8 YOU THOUGHT ABOUT IT, YOU PUT A BOX IN HERE WITH MEMORY

9 AND POINT TO THAT, IT'S AWKWARD ON MICROSOFT WORD, I

10 KNOW IT'S A TECHY WAY TO UP LOAD AND DOWN LOAD, I GET A

11 PAPER COPY, CORRECT IT, BECAUSE I WANT THE QUALITATIVE

12 FEEDBACK WHEN I CORRECT THEM, SO, ENDS UP GOING US MAIL

13 OR FAX BACK TO THEM ANYWAY. SO, REALLY SLOWS IT DOWN A

14 LITTLE BIT.

15 >> RIGHT, IT DOESN'T HAVE TO GO THAT WAY,

16 THAT'S YOUR CHOICE.

17 JAMES MALLORY: DEPENDS ON YOUR TOPIC, SOME

18 TESTS I HAVE DONE THAT WAY AND IT'S QUICKER, BUT THEN

19 YOU LOSE SOME OF THE QUALITATIVE FEEDBACK.

20 >> OKAY. OTHER QUESTIONS?

21 >> THANK YOU.

22 JAMES MALLORY: SURE. YES?

23 >> WOULD ALL -- COULD YOU ASK THE KIND OF

24 QUESTIONS WHERE COULD YOU GIVE PARTIAL FEEDBACK --

25 PARTIAL CREDIT FOR THE STUDENT'S ANSWER IN ALL THREE OF

14

1 THESE METHODS OR NOT?

2 JAMES MALLORY: GOOD QUESTION.

3 >> YOU WANT TO SEE THEIR WORK OFTEN IN ORDER

4 TO GIVE THAT PARTIAL CREDIT.

5 JAMES MALLORY: I WOULD SAY WE ARE ACTUALLY

6 FOCUSING ON THREE, BECAUSE THE FOUR IS A COMBINATION, I

7 WOULD SAY NUMBER THREE, NO. ONE OR TWO, YES. WITH THE

8 REMOTE PROCTORING, AND GROUP WARE UP LOAD DOWN LOAD, YOU

9 CAN DO, THAT BUT WITH THE ON-LINE ASSESSMENT, EITHER

10 IT'S RIGHT OR WRONG, BECAUSE OF THE AUTOMATIC NATURE OF

11 THAT, IT'S GIVING IT FIVE POINTS OR NO POINT, THERE'S NO

12 IN BETWEEN. SO, ONE AND TWO, YES, ABSOLUTELY.

13 OTHER QUESTIONS?

14 >> DO YOU FIND THAT THERE ARE LIMITATIONS

15 WITH THIS TYPE OF TECHNOLOGY TO THE TYPE OF QUESTIONS

16 YOU COULD ASK OR, SEEMS LIKE IT'S MORE, IT FITS BETTER

17 WITH QUESTIONS THAT ARE CUT AND DRY LIKE TRUE AND FALSE,

18 MULTIPLE CHOICE, VERSUS MAYBE ESSAY TYPE ANSWERS OR

19 WHATEVER.

20 JAMES MALLORY: RIGHT, AND NUMBER THREE, YOU

21 ARE EXACTLY RIGHT, I AGREE WITH YOU, BUT NUMBERS ONE AND

22 TWO, I COULD DO THOSE. AND NUMBER THREE, THAT'S ONE OF

23 THE NEGATIVES OF NUMBER THREE, IT'S CONCEPTUALLY VERY

24 LIMITED, GOOD POINT, BUT VERY FAST, STUDENTS WHO ARE

25 TECHY, STRAIGHT FORWARD, THEY WANT TO KNOW WHEN THEY

15

1 FINISH THE TEST HOW DID THEY DO? AND WITHIN ONE MINUTE

2 THEY KNOW, THEY FINISH IT, IT COMES BACK, OH, GOT A B,

3 THE OTHER ONE TAKES MORE TIME TO EVALUATE AND THE FIGURE

4 OUT WHAT THEY ARE DOING. ONE OR TWO IS GOOD, BUT THE

5 STUDENT CAN'T FIND OUT RIGHT WAY, YOU CAN'T IMMEDIATELY

6 GRADE AN ESSAY, THERE'S PLUS AND MINUSES OF BOTH.

7 >> I WAS GOING IS TO SAY, IT SUPPORTS WHAT

8 YOU SAID AT THE ENDS, THIS IS ONLY ONE WAY OF DOING IT

9 AND THE MORE VARIETY YOU HAVE, THE MORE OPTIONS YOU

10 HAVE.

11 JAMES MALLORY: YEAH.

12 >> IT'S ONLY ONE PICTURE OF A STUDENT'S --

13 JAMES MALLORY: SOME OF THE PROBLEMS WE

14 ENCOUNTERED, STUDENTS WILL GET LOGGED OFF, THEIR ISP

15 GOES DOWN OR SOMETHING, I HAD A FEW GUEST ACCOUNTS SO

16 THEY CAN START OVER, I ENCOURAGE THE STUDENT WITH THE

17 ON-LINE ASSESSMENT TO PRINT A PAPER COPY FOR EACH

18 MONITOR, TO KEEP OUR RECORD, MOST OF THEM DO IT

19 NATURALLY ANYWAY.

20 IF YOU MAKE A MISTAKE, YOU KNOW, LIKE, YOU

21 KNOW, I KNOW NONE OF YOU HAVE MADE A MISTAKE ON A TEST

22 BEFORE, BUT IF YOU MAKE A -- TRYING TO FIGURE OUT LIKE

23 IF YOU ARE GOING TO WAKE IT A LITTLE BIT BECAUSE YOU

24 MADE AN ERROR ON SOME PART OF THE TEST, NUMBER 3 DOESN'T

25 WORK. YOU HAVE TO HAND DO EVERYTHING. BILL?

16

1 >> THAT WAS ANOTHER QUESTION I HAD, WITH

2 NUMBER 3. OR MAYBE ALL OF THEM, BUT I GUESS ONE AND

3 TWO, THE STUDENT HAS MORE CONTROL OVER WHEN THEY UP LOAD

4 AND DOWN LOAD. BUT COULDN'T THEY BE PROGRAMMED TO GIVE

5 STUDENTS THE OPPORTUNITY TO CORRECT THEIR ANSWER, TO GO

6 BACK OVER IT AND CHANGE IT? OR ONCE THEY ENTER AN

7 ANSWER PER QUESTION, IT'S DONE?

8 JAMES MALLORY: IT'S DONE. FROM THE THINGS I

9 HAVE USED.

10 >> I THINK YOU COULD PROGRAM IT, LIKE, YOU

11 KNOW, WHERE THEY SAY SUBMIT ANSWER AND UNTIL PRESS THAT

12 ANSWER --

13 JAMES MALLORY: RIGHT, AND AT THE BOTTOM,

14 THERE IS AN IDEA TOOLS, THERE IS A CEMENT BUTTON RIGHT

15 THERE AND WE TELL THEM, FOR EXAMPLE, TWO HOUR TEST, I

16 PROGRAM FOR TWO AND A HALF HOURS, BUT REALLY, YOU KNOW,

17 TIME OUT, IT SUBMITS IT IS AUTOMATICALLY, I'M TRYING TO

18 THINK OF SOME OF THE OTHER CHALLENGES. THAT'S REALLY --

19 MOST OF THE THINGS THAT HAVE HAPPENED, YOU KNOW,

20 MISTAKE, YOU ARE NOT THERE TO CLARIFY, YOU HAVE TO BE

21 VERY, VERY CLEAR, TRY TO MAKE THEM AS PERFECT AS

22 POSSIBLE. BILL?

23 >> I HAVE JUST -- MAYBE BECAUSE I REALLY

24 HAVEN'T GOTTEN INTO THIS YET, BUT THE QUESTION THAT

25 COMES TO MIND, AS YOU WORK THROUGH THIS, HAVE THEIR BEEN

17

1 THINGS THAT YOU COULD DO AS A TEACHER BEFORE, WHEN

2 EVERYTHING WAS PAPER AND PENCIL, IN TERM OF THE TYPES OF

3 QUESTIONS YOU COULD ASK, VERSUS WHAT YOU ARE ABLE TO ASK

4 USING A TECHNOLOGY TOOL? OR ARE YOU PRETTY FREE, FOR

5 EXAMPLE, I DON'T KNOW, COY IMAGINE QUESTIONS THAT

6 REQUIRE DRUG OR SOMETHING, DIAGRAMS, ARE THEY MORE

7 DIFFICULT TO GET UP ON-LINE OR --

8 JAMES MALLORY: YEAH. ONE AND TWO YOU COULD

9 DO THAT. THREE, IT WOULD BE TOUGH. SO, THREE IS REALLY

10 THE HIGH TECH ASSESSMENT, THAT PEOPLE, YOU KNOW, MOST OF

11 THE TIME TALK ABOUT, BUT THERE'S OTHER OPTIONS, KIND OF

12 INTEGRATING THE OLD WAY WITH NEW TECHNOLOGY THAT BLENDS

13 THOSE TWO, AND WE HAVE EXPERIMENTED ALL THREE, SOMETIMES

14 A COMBINATION OF BOTH IS BEST. IT DEPENDS ON, LIKE I

15 TEACH PROGRAMMING. WHAT YOU TEACH MAY BE DIFFERENT.

16 BECAUSE OF JUST OF THE NATURE OF YOUR CONTENT. BUT

17 COMPUTER PROGRAMMING IS PRETTY EASY TO DO, NUMBER 3, TO

18 SELECT THE RIGHT ANSWER. ONE OF THE CHALLENGES, TOO, I

19 WAS THINKING IF I WAS A STUDENT, AND I REALLY WANTED TO

20 CHEAT, I'M ON THE COMPUTER, I WOULD HAVE THE PROGRAM

21 BOTTLE BOOTED UP AND PARALLEL, AND I THOUGHT ABOUT MY

22 STUDENTS DOING THAT, BUT THE ONE QUESTION THAT WAS THE

23 HARDEST, ONLY ONE PERSON GOT IT RIGHT. THE OTHER 22

24 PEOPLE WERE NOT CHEATING. SO, ON THE CAMPUS CLASS, THE

25 SAME ONE, I WAS NOT HERE, I WAS AT A CONFERENCE, AND I

18

1 HAD THE LAB ASSISTANT SIGN OFF AND THEY STAYED THERE

2 WHILE THEY USED THE SAME TEST, BECAUSE I KNOW THAT, THAT

3 GROUP MAY BE MORE, POLITICALLY CORRECT WAY, MOTIVATED TO

4 WORK TOGETHER ON THE TEST. SO I HAD A PROCTOR FOR MY ON

5 CAMPUS GROUP THERE, MY REMOTE STUDENTS, IT'S NOT A

6 CONCERN. AND IT WORKED OUT PRETTY WELL.

7 >> THIS IS A FOLLOW-UP ON BILL'S QUESTION.

8 I HAVE USED, IN MY OWN TEACHING, I HAVEN'T

9 USED ANY OF THESE THINGS, BUT I HAVE USED WEB SITES FOR

10 VARIOUS COURSES THAT I HAVE TAUGHT. AND I FOUND THAT I

11 HAD FOUR SPECIAL THINGS LIKE DRAWINGS OR EVEN UNUSUAL

12 FONTS. I HAD TO USE ACROBAT, AND THAT THAT WOULD WORK,

13 THAT'S JUST MAKING A WHOLE THING A PICTURE. HOW WOULD

14 YOU INTEGRATE, SAY, A PDF FILE INTO SOMETHING LIKE --

15 JAMES MALLORY: NUMBER TWO, IT WOULD BE EASY.

16 BECAUSE YOU SAW WHEN I CREATED A MESSAGE THERE, I JUST

17 ATTACHED, IT WAS A -- IT HAPPENED TO BE A MICROSOFT

18 WORD, I JUST ATTACHED PDF, SO, IT WOULD BE EASY, IT'S

19 JUST THE WAY TO ATTACH THE FILES. SO, THAT WOULD BE

20 PERFECT, NUMBER 2 WOULD BE EASY, IF YOU ALREADY HAVE

21 EXPERIENCE WITH FIRST CLASS YOURSELF, RIGHT?

22 >> NO.

23 JAMES MALLORY: JUST ANY OF THOSE PRODUCTS,

24 YOU CAN INCORPORATE IT EASILY, IT'S KIND OF LIKE DRIVING

25 YOUR CAR, I MEAN, YOU TURN THE KEY AND DRIVE IT. YOU

19

1 DON'T CARE FIT HAS ELECTRONIC FUEL INJECTION OR

2 CARBURETOR, YOU TURN THE KEY AND GO, UNDER THE HOOD, WHO

3 CARES IF IT ACCOMPLISHES WHAT YOU WANT, YOU DON'T NEED

4 TO BE A TECHY HEAD TO USE MANY OF THOSE.

5 OTHER QUESTIONS?

6 OKAY. I THINK TIME IS ABOUT UP. I WILL

7 STATE -- IS SOMEBODY ELSE COMING BACK UP?

8 >> I HAVE THE EVALUATION FORMS ON PAPER.

9 JAMES MALLORY: OKAY. THANKS AND GOOD LUCK,

10 I WILL STAY HERE IF YOU HAVE MORE QUESTIONS