Assessment Matters!
Evaluation Tools and Feedback Strategies in a Blended Classroom

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Content

✓ Terminology; subject background; students and classes;
✓ Evaluation, Assessment, Feedback: students’ motivation; strategies, tools and practical examples;
✓ Pedagogical implications for enhancing the interactive learning environment.
I. Terminology and Definitions

☑ Blended (hybrid) classroom
☑ Assessment
☑ Feedback
☑ Evaluation
☑ Communication
What is “Hybrid” or “Blended”?

1. Web-based learning activities are introduced to complement face-to-face (FTF) work;

2. FTF time is reduced, though not eliminated altogether;

3. Web-based and face-to-face components are designed to interact pedagogically.
“Hybrid” or “Blended” classroom by

**% Content Delivered Online**

**Blended/ Hybrid**  **30 to 79%**

- blends online and face-to-face delivery;
- substantial proportion of content delivered online;
- uses online discussions and some face-to-face meetings.
What is Assessment?


**Synonyms:** evaluation, appraisal, estimation, measurement, judgment, review, consideration, opinion.

What is Feedback?
- response, comments in the form of opinions about and reactions to something, intended to provide useful information for future decisions and development.

**Synonyms**: response, reaction, comment, criticism, advice, pointer, opinion, view, reply.
What is Evaluation?
- assessment of value: the act of considering or examining something in order to judge its value, quality, importance, extent, or condition.

**Synonyms**: assessment, appraisal, estimation, calculation, valuation, estimate.
What is Communication?

- the exchange of information between people, e.g. by means of speaking, writing, or using a common system of signs or behavior;

- rapport: a sense of mutual understanding and sympathy.

Synonyms: contact, interaction, transfer, consultation, exchange, transmission.
"The single biggest problem in communication is the illusion that it has taken place."

~ George Bernard Shaw
II. Assessment of Learning Outcomes

What do we assess:

1. Students’ Competencies
2. Students’ Behavior
3. Students’ Skills
4. Instructors’ effectiveness of teaching
5. Quality of classroom communication
“Feedback is the breakfast of champions.”

~ Ken Blanchard
The Importance of Giving Feedback

1. To promote learners’ motivation.
2. To provide learners with the sense of their own achievement.
3. To extend the learning and thinking process beyond the (final) grade.
Problems with Assessment/Feedback

✓ What exactly is grading: commenting, marking, giving feedback, assessing, evaluating, correcting, etc...

✓ Instructor’s role: coach or referee, counselor or judge?

✓ How to make A/F objective?
Types of Feedback

✓ Statistical feedback
✓ Personal (human) feedback
Statistical feedback

- is quantifying students’ performance:
  a) study habits comparison;
  b) correlation: completed activities and performance on the assessment;
  c) characteristics of learners’ behavior.
Personal feedback

- is individually tailored feedback.

Challenges:

✓ emotionally charged;
✓ time consuming;
✓ explicit or implicit?
✓ verbal or non-verbal?
Assessment /Feedback and Technology

Advantages:

✓ using technology, data can be collected and analyzed quickly;

✓ fast turnaround time for providing more meaningful feedback;

✓ saving paper and... time.
III. Students and classes

Fall 2009
Elementary Russian 001 (language class, instruction in Russian) – 19 students.

Spring 2010
Russian Civilization 360 (upper level humanities class, instruction in English) – 19 students.
IV. Evaluation and Assessment Tools

Examples:

1. First email and initial survey (Russ 360)
2. Grade survey (Russ 001)
3. Self-assessment (Russ 001)
4. Blogs (Russ 360)
Student - instructor interactions

1. Email invitation to class and Blackboard postings (syllabus, etc.);
2. Request to fill out online survey;
3. Print out, sign and bring to class “Permission to use” forms;
4. Finally, first face-to-face meeting in class.
Student Permission-to-Use Form

Date__________ Student’s Name_________ Course and Term_____________ Instructor’s Name__________________

I grant the instructor identified above unlimited permission to make public or reference those items checked in the list below. This permission applies to work I have completed in the course indicated.

________ Sound recordings of my voice
________ Examples of my written work
________ My comments in e-mails
________ My comments in chats
________ My comments in electronic forums
________ My name as part of a directory listing of students in the class
________ My blog postings on Blackboard
________ My postings on Wiki pages on Blackboard

I understand that when my work is used, if possible, an acknowledgement identifying the work as mine will be included.

Signature___________________ Date___________________
The First Email

From: Irina Ivliyeva [mailto:ivliyeva@mst.edu]
Sent: Saturday, January 09, 2010 1:53 PM
To: "MST-RUSSIAN-360-1A-71282-SP2010"
Subject: Welcome to “Russian Civilization 360” in the Spring semester 2010!

Please log into the Russian 360 class on Blackboard and follow the instructions below:

1) Under “Course information” you will find your syllabus. Please read it before you come to your first class on Tuesday, January 12.

2) Under “Course information” you will find “Permission to Use Form”. Please print this page out, fill it out and bring with you to your first class meeting.

3) Under “Staff Information” you will find your instructor’s weekly schedule and contact information. Do not hesitate to contact your instructor when necessary.

4) Please complete this confidential online survey before our first class meeting. Click on the link below to take survey.

http://www.surveymonkey.com/s/JHXBLS2

I am looking forward to seeing you in class on Tuesday, January 12 at 11 am, in 103 EMGT!

-- Dr. Irina Ivliyeva
Class profile:

✓ 19 enrolled, 11 surveys completed;
✓ 18 males, 1 female;
✓ 8 Americans (native language – English);
✓ 11 foreign students (native language – Arabic).
Question 6. How did you first learn about Russian Civilization 360?

<table>
<thead>
<tr>
<th>Source</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>From a friend</td>
<td>63.6%</td>
<td>7</td>
</tr>
<tr>
<td>From your advisor</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Directly from the instructor</td>
<td>27.3%</td>
<td>3</td>
</tr>
<tr>
<td>From the Registrar’s web page</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>From the Undergraduate catalogue</td>
<td>9.1%</td>
<td>1</td>
</tr>
<tr>
<td>Flyer advertisement in the building</td>
<td>18.2%</td>
<td>2</td>
</tr>
<tr>
<td>Email</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Search Engine</td>
<td>0.0%</td>
<td></td>
</tr>
</tbody>
</table>

http://www.surveymonkey.com/s/JHXBLS2
Question 7. Give at least one example of an image, impression, or concept of Russian culture you may have had before signing up for this course.

✓ Group-orientated society.
✓ Less concerned about individual rights and more focus on the entire nation and government.
✓ The buildings and the cone tops. Not sure what they are actually called.
✓ I find the Kremlin to be a ubiquitous icon of Russia.
✓ Nothing (2 responses).

http://www.surveymonkey.com/s/JHXBLS2
Question 7. Give at least one example of an image, impression, or concept of Russian culture you may have had before signing up for this course.

✓ New culture.
✓ Russians love American gangster cinema.
✓ Russians like things that are big.
✓ Well i dont really know much about Russia beside its really big country, and that why i am taking this course to learn more.
✓ Not a lot. i know the every one have to be with army. beautiful country.
✓ None.
Russian 001 Fall 2009

The Grade Survey (after the midterm exam)

19 students enrolled, 14 completed this survey between November 5-18, 2009

Web link to Survey Monkey:

1. How did you study for this exam and when? Mark all that apply.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the book</td>
<td>92.9%</td>
<td>13</td>
</tr>
<tr>
<td>Listened to the sound recording</td>
<td>35.7%</td>
<td>5</td>
</tr>
<tr>
<td>Practiced reading aloud</td>
<td>42.9%</td>
<td>0</td>
</tr>
<tr>
<td>Made flash cards</td>
<td>21.4%</td>
<td>3</td>
</tr>
<tr>
<td>Participated in a study group</td>
<td>14.3%</td>
<td>2</td>
</tr>
<tr>
<td>Studied alone</td>
<td>78.8%</td>
<td>11</td>
</tr>
<tr>
<td>Came to LEAD</td>
<td>35.7%</td>
<td>5</td>
</tr>
<tr>
<td>Worked with a tutor</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Looked over notes</td>
<td>71.4%</td>
<td>10</td>
</tr>
<tr>
<td>Wrote out sentences/words</td>
<td>28.6%</td>
<td>4</td>
</tr>
<tr>
<td>Memorized rules</td>
<td>42.9%</td>
<td>6</td>
</tr>
<tr>
<td>Re-did homework and translations</td>
<td>14.3%</td>
<td>2</td>
</tr>
<tr>
<td>Memorized vocabulary</td>
<td>78.8%</td>
<td>11</td>
</tr>
<tr>
<td>Other</td>
<td>7.1%</td>
<td>1</td>
</tr>
<tr>
<td>answered question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>skipped question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>showed replies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other (please specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Question 5: How much time do you spend every week studying Russian? Select all that apply.

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>One hour for each contact hour in class</td>
<td>28.6%</td>
<td>4</td>
</tr>
<tr>
<td>Two hours for each contact hour in class</td>
<td>21.4%</td>
<td>3</td>
</tr>
<tr>
<td>30 minutes for each contact hour in class</td>
<td>64.3%</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td>7.1%</td>
<td>1</td>
</tr>
</tbody>
</table>

- **Answered Question:** 14
- **Skipped Question:** 0
### Question:
8. What do you think would help you bring your grade up on the next exam?

<table>
<thead>
<tr>
<th>Response</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studying more</td>
<td>Wed, Nov 18, 2009 3:56 PM</td>
</tr>
<tr>
<td>Rework the translations</td>
<td>Tue, Nov 17, 2009 1:58 PM</td>
</tr>
<tr>
<td>more studying</td>
<td>Tue, Nov 17, 2009 8:00 AM</td>
</tr>
<tr>
<td>more studying</td>
<td>Mon, Nov 16, 2009 6:58 AM</td>
</tr>
<tr>
<td>vocab studying</td>
<td>Mon, Nov 16, 2009 6:53 PM</td>
</tr>
<tr>
<td>Having more time. In some ways the test schedule seems exhausting, in other/s it does make sure you are keeping up. I feel like I'm slowly falling behind.</td>
<td>Mon, Nov 16, 2009 5:32 PM</td>
</tr>
<tr>
<td>Better memorization of grammar and vocabulary</td>
<td>Mon, Nov 16, 2009 4:07 PM</td>
</tr>
<tr>
<td>More effective studying/reviewing</td>
<td>Mon, Nov 16, 2009 3:53 PM</td>
</tr>
<tr>
<td>Keep Studying</td>
<td>Mon, Nov 16, 2009 3:51 PM</td>
</tr>
<tr>
<td>more study time</td>
<td>Mon, Nov 15, 2009 3:40 PM</td>
</tr>
<tr>
<td>More time after class to study</td>
<td>Wed, Nov 11, 2009 10:08 PM</td>
</tr>
<tr>
<td>Studying more</td>
<td>Tue, Nov 10, 2009 5:56 PM</td>
</tr>
<tr>
<td>Study in Florida</td>
<td>Tue, Nov 10, 2009 5:12 PM</td>
</tr>
<tr>
<td>Study more, and study longer</td>
<td>Tue, Nov 10, 2009 4:14 PM</td>
</tr>
</tbody>
</table>
8. What do you think would help you bring your grade up on the next exam?

1. Studying more       Wed, Nov 18, 2009 3:58 PM Find...
2. Rework the translations  Tue, Nov 17, 2009 1:59 PM Find...
3. more studying       Tue, Nov 17, 2009 8:00 AM Find...
4. more studying       Mon, Nov 16, 2009 6:58 PM Find...
5. vocab studying      Mon, Nov 16, 2009 5:26 PM Find...
6. Having more time. In some ways the test schedule seems exhausting, in others it does make sure you are keeping up. I feel like I'm slowly falling behind. Mon, Nov 16, 2009 5:22 PM Find...
7. Better memorization of grammar and vocabulary Mon, Nov 16, 2009 4:07 PM Find...
8. What do you think would help you bring your grade up on the next exam?

8. More effective studying/reviewing  Mon, Nov 16, 2009 3:53 PM Find...
9. Keep Studying  Mon, Nov 16, 2009 3:51 PM Find...
10. more study time  Mon, Nov 16, 2009 3:40 PM Find...
11. More time after class to study.  Wed, Nov 11, 2009 10:08 PM Find...
12. Studying more  Tue, Nov 10, 2009 5:56 PM Find...
13. Study in Russia  Tue, Nov 10, 2009 5:12 PM Find...
14. Study more, and study longer  Tue, Nov 10, 2009 4:14 PM Find...
Self-Assessment

“A man cannot be comfortable without his own approval.”

~ Mark Twain
V. Self-assessment guidelines (in syllabus)

Describe your reasons for taking the class, your goals and expectations, and compare them with practical outcomes/results. Describe (briefly) your reading, writing, comprehension and speaking skills in Russian. Please share when and how you may be able to use the skills (job, graduate school, further studies, studies abroad, interpersonal communication, etc.). Evaluate your knowledge about Russia’s culture, traditions and customs before and after taking this class. Please tell us about your future plans (if any) regarding Russian.
Self-Assessment sample
(Russ 001, male student, Math major)

I really enjoyed my semester taking Russian 001. I originally signed up for the class to fulfill a degree requirement because my department would not take my two years of Japanese as a foreign language credit. However over the course of the semester I found it every interesting. I had a very limited knowledge of Russian culture and language. I did not expect to learn much as we did in a semester, and was pleasantly surprised. I will continue in Russian 002, unfortunately I will graduate and be unable to take further courses after that.
Self-Assessment sample
(Russ 001, male student, Math major)

I am hoping the graduate school I end up choosing has a Russian program so I can continue learning. One thing that has always bothered me about foreign language classes in the Midwest is the lack of native speakers to communicate with. However when I am not at school (summers, semesters off) I live and work in California. I was very surprised with how many Russian speakers I met in California.
Working at NASA has provided a surprising amount of Russian encounters. One night I had dinner and drinks with a former astronaut and a Russian laser physicist. I also found myself in a meeting with a former Russian cosmonaut. My knowledge of Russian culture before this class was very limited and may have even included some ideas from your talk on stereotypes.
Self-Assessment sample
(Russ 001, male student, Math major)

My knowledge of the Russian language was also very limited. I feel more comfortable with Russian now, though some words that are full on consonants trip me up. I also worry about sounding "funny" when I speak, sounding with an American diction. After May, before returning to work and graduate school, I plan on taking a trip to Russia. I would really enjoy using what I learned, and getting more confident in my Russian language skills.
Blog

VI. Definition

online diary on Web site; a frequently updated personal journal chronicling links at a Web site, intended for public viewing.

Functions

1. To promote interaction;
2. To share ideas / peer evaluation;
3. To create the sense of community in class;
4. To reduce turnaround grading / feedback time;
5. To extend learning and communication beyond the classroom space and time;
6. To be available 24/7;
7. To save paper and ink.
After reading “A Russian Bylina” about Stavr Godinovich, it reminded me of a love story I’ve watched on Lifetime TV. She came to save the day using her womanly wit. I found this story to be positive in the way of love sacrifice, and I found Stavr being jailed for no good reason. He wasn’t the kind of person to boast about what he had and he was essentially understood at times, with the names of the people in the story, but I understand since it’s written in poetic form and by professional musicians-story tellers. I like the poems and writings. They are very full of beautiful imagery. As I read, I was intrigued to learn about the similarities of what I’ve read about in other courses taken.

I don’t know a lot about Christianity, but from what I do know, there are a lot of similarities between how Christians live and how the Russian Orthodox Church do things according to the class handout. I know churches here in the states have the iconic picture of “The Last Supper” in them. There are also crucifixes in the churches along with this handout to be the most interesting because of the similarities. There are no pews or chairs in the Russian Orthodox Church. Musical instruments either. However, some churches here in American do have musical instruments and have pews which is what Christians believe in... the Father, Son and Holy Spirit.

To conclude my thoughts on Russia’s cultural acquisitions, I feel there are a lot of things in common. I enjoyed reading the Frog Princess. America does have similar myths/stories/legends. The story of Stavr and the Frog Princess reminds me of movies I’ve seen.
Benefits of Peer and Self-Assessment

- improve students’ motivation and understanding of the assessment process;
- increase students’ sense of involvement and ownership of the assessment process;
Benefits of Peer and Self-Assessment

✓ practice advanced communication skills;
✓ learn to be autonomous learners;
✓ promote active learning;
✓ be able to evaluate critically the quality of their own work – now and forever.
VII. Pedagogical Implications

“Good teachers are costly, but bad teachers cost more.”

~Bob Talbert
3 Ps of Good Teaching

P - Personal contact
P - Positive reinforcement
P - Peer pressure

- Dr. Lance Haynes, ALP, Missouri S&T
In Lieu of Conclusion

Teaching from a Student's Perspective
(1 min. 37 sec.)
http://www.youtube.com/watch?v=K2lwKdKz2DY&feature=related

Traditional teaching (1 min. 17 sec.)
http://www.youtube.com/watch?v=C-S54bbX6eA&feature=related
In Lieu of Conclusion

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

~William Arthur Ward
References


Acknowledgments

✓ Missouri S&T Arts, Languages, and Philosophy Department
✓ Dr. W. Lance Haynes
✓ My students
✓ Missouri S&T Education Technology Department
Questions?