FACULTY TOWN HALL
COVID-19 Dashboard

Total number of student tests since March 1, 2020: **54,484**

Students diagnosed at UC San Diego Health since March 1, 2020: **148**

Residential Undergraduate Move-In Testing (9/19-9/28)
Tests performed: **5,730**
Positive cases identified: **10**
Rate of positivity: **0.17%**

Total number of campus employee tests since March 1, 2020: **14,529**
Campus employees diagnosed at UC San Diego since March 1, 2020: **61**

Updated November 16, 2020
TODAY’S TOWN HALL IS HOSTED BY:

UC San Diego Chancellor
Pradeep K. Khosla
Opening Remarks

Executive Vice Chancellor for Academic Affairs
Elizabeth H. Simmons
Host

Associate Vice Chancellor for Educational Innovation
Carlos Jensen
Panel Moderator

Using your camera or QR reader, scan for complete instructions to install on iOS and Android.
TODAY’S TOWN HALL WILL INCLUDE THE FOLLOWING PANELISTS:

- **Steven Constable**, Chair, Academic Senate
- **David Ruiter**, Faculty Director, Teaching + Learning Commons
- **Karen Flammer**, Director, Digital Learning Hub, Teaching + Learning Commons
- **Caryn Neiswender**, Senior Instructional Designer, Digital Learning Hub, Teaching + Learning Commons
- **Josephine Relaford-Doyle**, Education Specialist, Engaged Teaching and Learning Hub, Teaching + Learning Commons
- **Tricia Bertram Gallant**, Director, Academic Integrity Office
- **Carolyn Sandoval**, Associate Director, Teaching + Learning Commons
- **Geoff Cook**, Chair, Educational Policy Committee
- **John Moore**, Dean of Undergraduate Education
- **Jim Antony**, Dean of the Graduate Division
- **Maruth Figueroa**, Assistant Vice Chancellor for Student Retention and Success
FALL PLAN
Employees working remotely should continue to do so.
Certain low-density research and other endeavors may resume on campus.
Wear a face covering

Complete symptom screening

Maintain physical distancing in all areas

Limit one person per elevator
We’re bringing data science to the fight against COVID-19.

Anonymous data in your iPhone or Android device can help alert you to a possible exposure to COVID-19. Add CA COVID Notify to your phone and trust in data science to help keep you safe and informed.
WARREN MALL: INSTRUCTIONAL TENT COMPLEX
REVELLE PLAZA: INSTRUCTIONAL TENT COMPLEX
Classroom Culture and Assessment - Models and Resources

Faculty Town Hall

Presented by the Teaching + Learning Commons and Academic Integrity Office
Thursday, November 12, 2020
Introductions
● Role of Assessment in Learning
● Promoting Academic Integrity in Remote Assessment
● Building Positive Classroom Culture
● Resources for Instructors
**Assessment**: process of gathering information from multiple and diverse sources to understand learner knowledge, skills and dispositions (Huba & Freed, 2000).

Assessment communicates to students what you (really) think is important, and should be aligned with key learning objectives.
# Learning Outcomes Example

<table>
<thead>
<tr>
<th>General</th>
<th>Better</th>
<th>Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Hard to Measure</td>
<td>Difficult to Measure</td>
<td>Fairly Easy to Measure</td>
</tr>
</tbody>
</table>

**Understand** the hydrologic cycle.  

**Apply** principles of hydrologic cycle to solve problems.  

**Explain** how processes of the hydrologic cycle contribute to the production of lake effect snow and the potential impact on weather.

(Source: T.Banta personal communication, October 20, 2010 cited by IUPUI)
Learning outcome:
• **Explain** how processes of the hydrologic cycle contribute to the production of lake effect snow and the potential impact on weather.

Assessments:
• Short answer exam question
• Presentation that includes examples from historical snow storms
“Students are less likely to cheat if the assessment has meaning, that is, it is individualized, interesting, unique, current, and engaging; it is not easily copied from a solutions manual or from the Internet.”

- Academic Integrity Office
Open-Resource Exams

- These exams tend to ask students conceptual questions that require them to apply their knowledge, combine course concepts, or justify their reasoning.

- Looking up some aspects of the answers might be possible, but students will need to be able to manipulate that knowledge appropriately to be successful on the exam.
Question types for open-resource exams

- Analyze a **unique graph, image, data set, or scenario** and respond to questions about it
- **Spot-the-error** questions, identify missing information, or select relevant information for a solution from a set
- Ask students to **draw answers** to questions (e.g. draw a force diagram, genetic model, or chemical reaction starting at a specific step)
- Ask students to **reason through their choices**:
  - “Explain your reasoning…”
  - “Describe the best approach, and why…”
  - “Explain how ______ would affect ______…”
Open-Resource Requires Clear Expectations & Guidance

- Remind students which learning objective(s) the assessment is intended to measure

- Go over the expectations for completing the assessment
  - What does “open book” or “open resource” really mean?
  - Can students talk to each other? Post the questions online? Search the internet for the question?
Ask students to cite their sources (highlights honesty)

Add meta-cognition process question(s). For example,
- What resources did you use that you found most helpful and why?
- What resources did you use that turned out not to be helpful and why?
- Now that this assessment is completed, how will you prepare differently for the next one?
What is Authentic Assessment?

● “Authentic assessments are characterized by open-ended tasks that require students to construct extended responses, to perform an act, or to produce a product in a real-world context—or a context that mimics the real world.” (Koh, 2017)
Authentic Assessment complements Traditional Assessment

Traditional
- Selecting a Response
- Contrived
- Recall/Recognition
- Teacher-Structured
- Indirect Evidence

Authentic
- Performing a Task
- Real-Life
- Construction/Application
- Student-Structured
- Direct Evidence

Drills
Scrimmages

“The Authentic Assessment Toolbox” (Mueller, 2018)
Examples of Authentic Assessment

<table>
<thead>
<tr>
<th>Product</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated bibliography</td>
<td>Interview</td>
</tr>
<tr>
<td>Musical composition</td>
<td>Speech</td>
</tr>
<tr>
<td>Experiment proposal</td>
<td>Product pitch</td>
</tr>
<tr>
<td>Book/article review</td>
<td>Debate</td>
</tr>
<tr>
<td>Artist statement</td>
<td>Musical performance/audition</td>
</tr>
<tr>
<td>Design a survey</td>
<td>Conduct an experiment</td>
</tr>
<tr>
<td>Data analysis/visualization</td>
<td>Book talk</td>
</tr>
<tr>
<td>Analysis of media</td>
<td>Teach a concept</td>
</tr>
<tr>
<td>Policy recommendation</td>
<td>Panel discussion</td>
</tr>
<tr>
<td>Letter to representatives</td>
<td>Self-introduction</td>
</tr>
<tr>
<td>Podcast</td>
<td>Skit</td>
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</tbody>
</table>

For more inspiration, see examples available [here](#)!
## Assessment Tools Available at UC San Diego

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Additional Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canvas Quizzes</td>
<td>Students respond to questions; can be autograded</td>
<td><em>Additional options:</em> Time Limit, Randomization</td>
</tr>
<tr>
<td>Canvas Assignments</td>
<td>Students create artifacts, then submit online</td>
<td><em>Additional options:</em> Group-submission, Peer-Review</td>
</tr>
<tr>
<td>Canvas Discussions</td>
<td>Students provide text / multimedia responses to prompt</td>
<td><em>Additional options:</em> Group-based, Peer-Review</td>
</tr>
<tr>
<td>Gradescope</td>
<td>Students provide pictures / scans of written work</td>
<td><em>Additional Options:</em> Connect to Canvas Assignments, Group-based</td>
</tr>
<tr>
<td>Perusall</td>
<td>Social annotation of Documents / Videos</td>
<td><em>Additional Options:</em> Creates community, Algorithm-based grading</td>
</tr>
<tr>
<td>Turnitin</td>
<td>Students submit work for comparison to literature, web, etc</td>
<td><em>Additional Options:</em> Connect to Canvas Assignments, Peer-Review</td>
</tr>
</tbody>
</table>
Timely Classroom Culture Tips

- **Integrity affirmations**
- Reach out to students who may be struggling
- Make the most of your office hours
- Congratulate yourselves and your students for making it this far!
- Reach out to us:
  - [Office hours](#) with Teaching + Learning Commons
  - [Request a one-on-one consultation](#)
Resources for Instructors

assessment design

Digital Learning Hub
online@ucsd.edu

Engaged Teaching Hub
engagedteaching@ucsd.edu

academic integrity

aio@ucsd.edu
https://academicintegrity.ucsd.edu
Virtual Front Desk
Monday-Friday: 9-4:30

technology

Ed Tech Services
canvas@ucsd.edu
UPCOMING TOWN HALL:
FACULTY TOWN HALL
Hosted By
Elizabeth H. Simmons
Executive Vice Chancellor
Wednesday, December 9, 2020
3:00 – 4:00 PM

Add CA COVID Notify to your phone. Help fight COVID-19

Using your camera or QR reader, scan for complete instructions to install on iOS and Android.