



Authentic and Relevant Assessments to Engage Online Students

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1. Student Creation of Content: Screencast

- Early in the semester students sign up for a topic and week for presenting their screencast and 2-3 screencasts are due each week of the course.
- When asking students to use a new technology tool, it is recommended to go through the entire process yourself first. This also gives you the opportunity to write accurate instructions for the assignment. Example of instructor model: https://youtu.be/rXNZNZCr_Ic
- Students post their screencast to blog and receive feedback from course peers.
- For this assignment students used a free tool called Screencast-o-Matic.

2. Student Created Infographics

- Allows students to visually show their learning.
- Students use a tool called Piktochart
- [Here is a blog](#) about an infographic that actually got used. This assignment was created because it was suggested by this student.

3. Photo Discussion

- Helps to build students observational skills.
- Is good to use at the end of the semester when writing (and reading) fatigue can set in for both faculty and students.
- More information on how this is [used in an online course](#), starting at minute 12:28.

4. Elevator speech

- Another good strategy to use at the end of the semester when writing fatigue sets in for faculty and students.

5. Role play in peer review

- Allowing for peer review to take place before a final assignment is due provides students with an opportunity to practice providing constructive feedback to peers.
- For some assignments students are given a specific role by which to provide feedback.

6. Online Mapping Tools

- There are many online databases with built-in mapping tools available for students to use.
- Students post their map to the blog for peer review.

7. Scientific Reports Using Online Databases

- Creation of an Environmental Justice Report.
- This assignment requires students to generate their results using an online environmental justice database.
- Forces students to think in scientific format, which is something they are required to do as part of their final Public Health capstone project.

- Students are expected to use Microsoft Publisher, using an instructional template.

8. Fishbone diagram

- Another way to use images to communicate. Students were asked to draw or use their favorite computer software to create a [fishbone diagram](#) to demonstrate health risks along the life of a manufactured good (pick anything).

9. Movie or Book Reviews

- Critical review of a book or movie
- Done toward the end of class as a jumping point for students to continue to explore the topic (many books and documentaries on food systems).

10. Student creation of Interactive Images

- Allows students to be creative in choosing images and elements of images they make interactive
- Requires student to use a tool called Thinglink.
- Here are a few examples of student created interactive images:
 1. Moving in Urban Nature: <https://www.thinglink.com/scene/907789205227175938%20>
 2. Charlottesville: <https://www.thinglink.com/scene/910346731747540994>