

WebCOT Tip Sheet: Evaluation Category Options

What are Evaluation Categories?

This tip sheet lists the types of categories for evaluations found in WebCOT and provides definitions to support you in determining how to classify the evaluations you are using in your course(s).

Assignment

Focuses on analyzing and organizing information for ones' self, communicating information to an audience in writing, possibly including visual aids, and generating an entire document in a prescribed format, like essays. Or, the production, management, curation, or participation in an artistic presentation or performance, or portfolio exhibit for an audience.

- DC, <https://experiential.durhamcollege.ca/definitions/>

Case Study

A description of a real and complex situation that provides a context to explore decision-making in light of socio-technical issues, such as environmental, political, and ethical issues. An intensive, systematic investigation of a single individual, group, community, or some other unit in which the student examines in-depth data relating to several variables.

- DC, <https://experiential.durhamcollege.ca/case-studies/>
- University of Michigan, <http://assessment.engin.umich.edu/assessment-handbook/conducting-direct-assessments/casestudy>

Experiential Learning (EL) Documentation

The completion of all documents and certifications (e.g. CPR, WHMIS, vaccinations, legal or contractual documents, resumes, proof of partnership) required to engage in an experiential learning project.

Exam

Typically, these occur in the mid-point/midterm of the course and at the end. A focus on knowledge of facts, figures, and other discrete information crucial to a course and can involve engagement in higher order demonstrations of comprehension, problem solving, analysis, synthesis, critique, and even creativity.

- *Vanderbilt*, <https://cft.vanderbilt.edu/assessing-student-learning/>

Types of questions or formats include multiple-choice, case studies, essays (with the prompts given in advance or only during the exam), or take-home tests.

- *University of Toronto*, <https://teaching.utoronto.ca/cd-guide/assessment-design/>

In-Process

Low stakes assessments that work toward meeting the course learning outcomes. Typically, in-process assessments are used to provide feedback to faculty about the students' understanding of the course material.

Lab Activity

An on-campus lab environment where observation, testing, application of course concepts, collaboration, and/or experiencing using hands-on learning with tools, equipment, and resources authentic to a specific field of study.

- *DC*, <https://experiential.durhamcollege.ca/definitions/>

Online Activity

An evaluation completed via an online platform (e.g., DC Connect) that includes synchronous (occurring at the same time) and asynchronous (not at the same time) discussion, individual assignments, texts, or quizzes, and group assignments.

- *Vanderbilt*, <https://cft.vanderbilt.edu//cft/guides-sub-pages/blended-and-online-learning/>

Portfolio

A compilation of artefacts and reflection on some or all achievements in a course. Demonstration of a student's achievement of course learning outcomes, reflective self-assessment (i.e. thinking about one's own learning), and a showcase of achievements.

- *University of Michigan*, <http://assessment.engin.umich.edu/assessment-handbook/conducting-direct-assessments/portfolios>

Presentation

An activity where a student presents their ideas, explains a process, provides information, or raises questions regarding a subject. This can be completed individually or as a group.

Project

An authentic assessment in the field of study and the application of course concepts and theories, a focus on project-management tasks, and, in the case of team projects, interpersonal skills.

- *University of Michigan*, <http://assessment.engin.umich.edu/assessment-handbook/conducting-direct-assessments/projects>

Quiz

Short, content specific assessments using a variety of methods (e.g., multiple choice, short answer, etc.).

Simulation

An interactive and authentic representation of a field specific situation or process. Simulations are non-linear in nature and require students to utilize critical thinking skills to respond to ambiguity through direct decision-making.

- <https://experiential.durhamcollege.ca/definitions/>

Test

Content specific assessments using a variety of methods (e.g., multiple choice, short answer, etc.). Typically, tests are longer in duration and number of questions than quizzes and explore more deeply the course content.