

**American University of Beirut**  
**Recommendations Regarding Assessment Activities**  
**Spring 2020-2021**

1. Design assessment activities that serve both as evaluation tools and activities that promote student learning.
2. Caution must be used not to overwhelm students with too many assessments. Estimate the time needed by students to study, prepare for class and do assignments when planning the course.
3. Refer to the 2020-2021 University Undergraduate Catalogue (page 59) regarding the percentage of the overall course assessment that is expected to be issued by the faculty member before the last day of course withdrawal.
4. Avoid relying on exams as the sole method of assessment of student learning.
5. Diversify the methods of evaluating learning, which will help address the serious issues students continue to face with limited and interrupted access to the internet. These methods include take-home exams, open-book home assignments, writing assignments, short online quizzes, videotaped role-play activities, structured discussion forums, and oral presentations or demonstrations, among others.
6. Provide clear criteria for assessment and assessment methods, and clarify the relationship between the assessment methods and the course learning outcomes to minimize student anxiety and enhance learning.
7. Specify in the syllabus if timed online exams will be used to assess student learning. If you plan to use timed online exams please exercise the utmost flexibility by providing alternative assessment options to students unable to take them.
8. Engage with students who may need accommodations, or with mental health challenges, early on to identify the best types of assessment
9. If you plan to use digital tools to proctor online exams please indicate explicitly this information in the syllabus. Those who adopt Respondus or any other remote proctoring tool that uses video recordings should also include in their syllabi the following statement: *“By signing up for this course, you confirm that you have read and accepted the terms and provisions of AUB’s Privacy Statement”*.
10. If students have issues with Respondus, an alternative would be to have a Moodle-based locked exam with a 3G connection on the cellphone for Webex or Zoom monitoring/proctoring where the student is being viewed at an angle that shows his/her screen and profile view (hands and face apparent). This works better for smaller classes (especially graduates) but can be accommodated for classes of up to 30 students with the help of Gas.
11. For online sequential exams, allow students to navigate between questions within the same section (e.g. MCQ, fill in the blanks, etc..). For a stricter option, one can allow navigation for every 5 questions. This suggestion is best achieved when the MCQ options

(a, b, c, d) are shuffled (an option in Moodle) and when the sections are timed. Some faculty members allow navigation between all questions of an exam but limit it to the last 15 minutes.

## **12) Resources on remote assessment available at AUB.**

### **a) Center for Teaching and Learning (CTL) online assessment resources**

- i) Webinar Series on Online Assessment and Teaching
  - (1) [Assessment in Online Learning](#)
  - (2) [Tools and Strategies to Engage Students in Online Learning](#)
  - (3) [Experiences of a Department in Using Tools to Engage Students in Online Learning](#)

### ii) CTL Blended Courses

- (1) Developing Program Learning Outcomes:  
<https://lms.aub.edu.lb/course/view.php?id=8388>
- (2) Assessment of Program Learning Outcomes:  
<https://lms.aub.edu.lb/course/view.php?id=8564>

### b) Selected Articles on Assessment of Online Learning

- i) <https://www.aub.edu.lb/ctl/Pages/Selected-Articles-on-Teaching-and-Learning-.aspx>

### c) Office of Information Technology: Teaching and learning with technology

- i) <https://www.aub.edu.lb/it/teachingwithtech/Pages/default.aspx>

### d) FAS Online Teaching Resources

- i) [https://www.aub.edu.lb/fas/Pages/Online\\_Learning\\_Resources.aspx](https://www.aub.edu.lb/fas/Pages/Online_Learning_Resources.aspx)

### e) FAFS Assessment of Virtual Learning and Plan of Action

- i) <https://www.aub.edu.lb/fafs/news/Documents/2020News/20200317-LDEM%20Virtual%20Learning%20Plan.pdf>

### f) Jafet Library Online Teaching Support: Teaching Resources

- i) <https://aub.edu.lb/libguides.com/LibrarySupportforOnlineTeaching/TeachingResources?preview=ee3c603abe4797dad685c526c5e94ee0>

## **13) Resources on Remote Assessment from Other Universities**

### a) Brown University: The Harriet W. Sheridan Center for Teaching and Learning

<https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/course-design/classroom-assessment/guidelines>

### b) Rutgers University: SAS Office of Undergraduate Education Teaching and Learning

<https://sasoue.rutgers.edu/teaching-and-learning-guides/remote-exams-assessment#10-alternatives-to-exams>

### c) Iowa State University: Center for Excellence in Learning and Teaching

<https://www.celt.iastate.edu/teaching/teaching-with-technology/instructional-strategies/remote-assessment/>

- d) Boston University: Center for Teaching and Learning  
<https://www.bu.edu/ctl/assessment-and-remote-teaching/>
- e) University of Colorado, Boulder: Center for Teaching and Learning  
<https://www.colorado.edu/center/teaching-learning/teaching-resources/assessment/creating-and-administering-online-or-remote-exams-considerations-and>
- f) McGill University: Teaching and Learning Services  
<https://www.mcgill.ca/tls/instructors/class-disruption/strategies/assessment>
- g) University of Pennsylvania: Center for Teaching and Learning  
<https://www.ctl.upenn.edu/adapting-your-exam-online-teaching-environment>