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In either a face-to-face class or online, getting students to invest in achieving learning outcomes is the foremost consideration in designing effective assessment. Students will strive to achieve if they see that assignments are **relevant** to the course of study and their life.

Time, space, and learning pace are stretched in comparison to learning experience in a physical classroom (Bates, 2019), so plan ahead. Students need both formative and summative assessment. An important component of formative assessment is feedback, which can be given in different formats in an online environment, such as written, audio-recorded, or video-recorded.

Educative (formative) assessment is immediate, forward looking (how to improve future work), and provides scaffolding. Some online examples are web quests, discussion activities, peer review and peer assessment, group assignments, reflection journals, artifact analysis or data analysis, and quizzes related to pre-reading in a flipped class format.

Summative Assessment examines learning with a backward-looking view (i.e., what has been achieved). Examples are individual or group projects, e-portfolio, and exams (midterm & final).

Design Tips

A fair number of weekly assignments with relatively low stakes is better for students than a heavily weighted final paper or exam towards end of term.

> Calibrate number and placement of formative assignments with low or staggered weighting and summative assignments with higher weighting. For example, rather than a final exam, consider strategic placement of multiple mid-term exams through the term for summative assessment in order to overcome academic integrity and contract cheating concerns.

> Be explicit in communicating expectations from students.

> Ensure instructions and rubrics are clear and complete. **Provide a space for students to ask questions**, such as a discussion board, so that all students have equal access to information.

> Consider running an orientation session on group work at the start of term if team assignments are given.

> Educate students about strategies for self-directed learning, metacognition and giving/receiving feedback.

> Consider using a communication channel to support assessment – like the Discussion tool in Canvas – so that you are available to students while they are working on a high-stakes assessment item.

> Vary your mix of