

INTERACTIVITY ASSESSMENT & FEEDBACK

Defining the terms

Interactivity

- In this context interactivity is meant to refer to degree to which course material is able to elicit frequent, active responses from a learner.

Assessment

- In the context of creating ODL course materials, assessment is meant to refer to using either self-assessment or instructor-led assessment methods to determine student progress.

Defining the terms

Feedback

- Refers to responses made to learners' submissions and self-study activities included in the course materials.

Rationale for Use of Instructional Activities in DE Materials

- Guide learner through learning objectives (understand scope and relevance of course, assist learner to achieve a specific level of competency)
- Reinforce learning
- Encourage learner's active participation (learning by doing!)
- Promote curiosity & learner motivation
- Provide opportunities to apply newly introduced concepts

Rationale for Use of Instructional Activities in DE Materials

- Promote critical thinking skills
- Measure learner performance
- Build quality control into self-instructional materials
- Encourage self-directed learning
- A variety of instructional methods should be utilised to avoid monotony

Forms of Assessment

- Tutor-marked assignments (TMAs)
- Self-marked activities (SMAs)
- In-text questions (ITQs)

Self-Mark Activities (SMAs)

- Tasks in materials which make the learning process interactive
- Developed by course writer immediately after objectives have been written
- Enables learner to check progress
- Should test learning at cognitive, affective and psychomotor (if appropriate) levels
- Feedback is critical

Different Types of SMAs

- Writing (list/record)
- Reflect on own experience
- Consult other sources (eg. local expert)
- True/false questions
- Ticking boxes (agree/disagree)
- Multiple choice questions
- Matching items, underlining
- Completing blanks, tables, crossword puzzles, number puzzles, tables
- Perform a calculation
- Examine experiment results
- Practical activity

In-Text Questions (ITQs)

- Questions which are included in the text that relate to the theme/topic being explained
- Used in self-instructional materials to replace the quick question that form part of effective face-to-face teaching

In-Text Questions (ITQs)

- ITQs appear at regular intervals in the text - no formal policy on the number of ITQs, but remember the following:
 - The number of ITQs depend on the nature of the subject and the level of difficulty
 - Use ITQs when you consider it important for the student to think about something first before carrying on
 - Ask yourself whether you would have deemed it necessary to ask a question of this nature in a face-to-face session
 - Keep the concentration span of learners in mind – they need a stimulus every 10 – 15 minutes

How Do You Generate SMAs and ITQs?

- Keep the learning objectives in mind to test understanding or apply a concept
- Anticipate a problem/misconception learners might face and ask a question or design an activity to break the misconception
- Involve learners in a dialogue as they study through the materials
- Ask learners to interpret diagrams, tables, charts, etc.
- Think of your own learning experiences (what kind of activity would have been useful to you to understand the ideas/procedures under discussion)
- Adapt suitable face-to-face group exercises

How Do You Generate SMAs and ITQs?

Important Don'ts:

- Do not ask vague questions
- Do not ask irrelevant questions
- Do not set an activity unless you are sure that learners have a reasonable chance at attempting it
- Make it worth spending their time on it

Technical Issues:

- Be clear on how long you expect learners to spend on each activity and the length of the expected answer
- Keep the balance between short and long activities
- Give ample feedback: it is the only way for your learners to assess their own progress
- Give clear instructions and always have your learner in mind!!

THE END