

## **List of Assessment Alternatives**

The following table (pg2) outlines different types of assessment, among others, that can be applied in place of or in complement to traditional exams. The table provides a description of each assessment type and a specific example of its application. It's important to make sure that the assessments are aligned with learning outcomes, reflect authentic tasks, and fit the learning context. Additionally, providing clear instructions is essential to help students complete the assigned tasks. Finally, the development of grading rubrics or success criteria is recommended to provide students with a clear understanding of the evaluation process.

The table includes the assessment type and description along with example; also included to support online learning design is how these strategies may be implemented via education technology tools available through LAU's Center for Innovative Learning (CIL). For ideas about how to tailor anyone of these assessment types to your particular needs, please reach out to the CIL, [cil@lau.edu.lb](mailto:cil@lau.edu.lb).

Assessment Type	Description	Example	Suggested Online Strategy
<b>Projects</b>	Hands-on assignments that require students to tackle real-world problems.	<p>Students work individually or in groups to record or describe a phenomenon observed “in the wild” and then analyze what they observed applying course principles.</p> <p>Students create a short documentary, infographic, or podcast presenting a key topic in the course.</p>	<p>Students create posts exemplifying the observed phenomenon on a <a href="#">Padlet Board visible via Blackboard</a>. Students may include commentary or analysis of the observed phenomenon in the comments to each post on Padlet.</p> <p>If broader engagement is required, consider setting up the project as a multi-step process with assessments of each step <a href="#">posted as assignments on Blackboard Ultra</a>.</p> <p>If students will be working in teams on a project, <a href="#">Trello</a> can be used as a way for the teams to organize and complete their work – the teams may give faculty access for progress tracking.</p> <p>If the final deliverable is a video, <a href="#">Capcut is an useful, free editor</a>. For design deliverables, both <a href="#">Figma</a> and <a href="#">Miro</a> are highly recommended. For infographics, AI tools such as <a href="#">Venngage</a> may be helpful. For apps and websites, AI tools such as <a href="#">Lovable</a> may be helpful.</p>

Assessment Type	Description	Example	Suggested Online Strategy
<b>Case Studies</b>	Assignments that present complex scenarios for students to analyze and solve using course concepts.	Students are given a case study highlighting a particular phenomenon and must propose an alternative explanation or strategy for the case. To manage AI use, students could also be encouraged to use AI to solve the case and instead hand in their critique of the AI generated solution.	<ol style="list-style-type: none"> <li>1) For a case study to be discussed synchronously, post the case study as a document on Blackboard<sup>1</sup>. Host the class discussion in a synchronous <a href="#">online session via Webex</a>.</li> <li>2) For a case study which can be discussed asynchronously, post the case study as a document on Blackboard<sup>1</sup>. Have students record and post their answers to case study related questions as well as comment on the answers of others on a <a href="#">Padlet Board visible via Blackboard</a>.</li> <li>3) For a richer, AI-enabled experience, create the main character(s) in the case study as <a href="#">an AI Role Play Character in Blackboard Ultra</a> and have the students engage with the character to learn about and reflect on the challenge facing the case study's main character.</li> </ol>
<b>Presentations</b>	Oral and visual presentations where students share their knowledge or findings with peers.	Students are made responsible for teaching their classmates a particular concept – this can be done through the use of video content and explanatory visuals/text.	<p>Students may record themselves and post their video to a <a href="#">Padlet Board visible via Blackboard</a>.</p> <p>Students may record using the built-in recorder on Padlet or via their cell phones uploading to Padlet. For high quality, well edited videos, <a href="#">Capcut is an useful, free editor</a>.</p>

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<sup>1</sup> To upload documents: On the Course Content area, locate where you would like to upload file(s) and select the plus sign > Upload or Cloud Storage. Browse and select the desired files. You can edit the display name, and select a file option.

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<b>Oral Exams</b>	Rather than writing and submitting their answers, students must appear synchronously before the instructor to deliver their answer to a given question.	Students sign up for an appointment with the instructor who at the time of the appointment randomly selects a question for the student to answer while explaining their reasoning.	Host the oral exams in a synchronous <a href="#">online session via Webex</a> . It is recommended that you schedule the student meetings using the meeting schedule function and “lock the webex” room to avoid uninvited individuals from entering.
<b>Lab Reports</b>	Structured documents that detail experiments, methodologies, results, and analyses for a pre-recorded lab session	Students perform an experiment and write a lab report summarizing and analyzing the findings.	Post a <a href="#">recorded Panopto video</a> of the lab experiment being conducted along with data results of the experiment. To prevent unapproved student collaboration, unique datasets can be generated using student ID numbers. The “Mock Study” tool in <a href="https://www.eduaide.ai/">https://www.eduaide.ai/</a> can facilitate the design of experiments along with datasets.
<b>Essays</b>	In-depth written arguments or analyses on specific topics, requiring critical thinking.	For all written reports, essays, or literature reviews, we recommend grading the process rather than the final product in order to manage the use of AI. As an example, you could require that the students do the following four step-by-step assignments each with an appropriate percentage of points:	Each assessment in the step-by-step writing process may be <a href="#">posted as an assignment to Blackboard Ultra</a> .  It is highly recommended to <a href="#">post and use rubrics in Blackboard Ultra</a> when assigning and grading each step of this writing process.
<b>Reports</b>	Detailed documents presenting research findings or analyses on a specific topic.		

<p><b>Literature Reviews</b></p>	<p>Comprehensive surveys of existing research on a specific topic, evaluating sources and trends.</p>	<ol style="list-style-type: none"> <li>1) Submit a document with at least three potential topics. (If open to the idea of using AI, you can have the students derive these topics based on a “conversation” with an AI tool like ChatGPT or the AI Conversation tool built into Blackboard. The prompts used and quality of resulting topics can be the basis of the grade.) In this deliverable, the student states the topic selected with at least three reasons why the selected topic attracted the student.</li> <li>2) Submit an outline for the essay/report/literature review. The student may use AI to help generate the outline, but the submission must include justification as to why the proposed outline is the most logical relative to the topic selected and the main thesis of the planned output.</li> <li>3) Submit a first draft of the essay/report/literature review along with an AI generated critique in which the student responds to each comment made by AI.</li> <li>4) Submit the final draft of the essay/report/literature review along with a personal statement on what the student would have done differently were they to do this project again.</li> </ol>	<p>To help students generate their topics for an essay, report, or literature review, create an <a href="#">AI Socratic Character in Blackboard Ultra</a> and have the students engage in brainstorming with the AI bot.</p>
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Assessment Type	Description	Example	Suggested Online Strategy
<b>Reflections</b>	Written reflections that encourage students to analyze their learning experiences and insights.	Students reflect on an article or video and discuss key takeaways. In such an assessment students should be encouraged to include their own perspective or personal insights to guard against AI use as much as possible.	Students create posts exemplifying the observed phenomenon on a <a href="#">Padlet Board visible via Blackboard</a> . Students may include commentary or analysis of the observed phenomenon in the comments to each post on Padlet.
<b>Concept Mapping</b>	Diagrams depicting how key concepts relate serve to convey whether students built the right knowledge structure on their learning journey.	Students create a diagram of how the key concepts in a single chapter either fit together within the chapter OR fit together with the key concepts of other chapters in the assigned book.	Students may use <a href="#">CMap</a> , <a href="#">Mind Meister</a> , <a href="#">Canva</a> or even pencil and paper with photos taken on their phones to create the concept maps.  Completed concept maps may be posted to a <a href="#">Padlet Board visible via Blackboard</a> where students can vote for the concept map that they feel relates the concepts best.
<b>Creative Summaries</b>	Creative overviews of readings or lectures, demonstrating comprehension and synthesis of content.	Students create comic books/animations/videos/dance performances demonstrating/explaining key topics in the course. See eg dance your PhD: <a href="https://www.youtube.com/watch?v=R8XAFFPhz8Q">https://www.youtube.com/watch?v=R8XAFFPhz8Q</a>  Points can be given for accuracy, clarity, and creativity.	Students post their creative summaries on a <a href="#">Padlet Board visible via Blackboard</a> . Students may include commentary or “upvotes” on others’ posts.
<b>Discussions</b>	Facilitated discussions on Blackboard that encourage students to engage with peers on course-related topics.	Each student poses an open-ended question related to a certain class topic and then must answer at least three questions posed by other students. Points given for the quality and depth of both questions and answers.	Students may engage in <a href="#">graded discussions via Blackboard Ultra</a> .

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<b>Debates</b>	Facilitated debates that encourage students to engage with peers on course-related topics.	Students divided into teams – for and against a statement -- participate in a debate on the ethical implications of a particular topic in the course. Points can be given for both the arguments made and the debate strategy employed.	Faculty can host the class discussion in a synchronous <a href="#">online session via Webex</a> .  <a href="#">For asynchronous debates, Padlet can be setup with sections</a> – one for and one against the stated topic. Using breakout links for the sections, students can be assigned to either for or against where they must post their best argument aligned with their assigned group. After a given time, the link the full Padlet board may be shared and students may upvote/comment on the best/worst arguments.
<b>Reflective Readings</b>	Online discussions tied to specific readings.	Students are given points for answering instructor questions associated with a reading as well as for posing questions of their own on an assigned reading.	Faculty can <a href="#">upload the assigned reading along with key questions on Perusall via Blackboard Ultra</a> . Students may respond to the faculty’s questions within the reading while reacting to and commenting on the responses of other students.
<b>Portfolios</b>	A portfolio is a collection of parts, often called “artifacts,” that has been constructed or compiled by learners wishing to demonstrate their competence in a certain area.	Students compile essays, projects, and reflections over the semester in a digital portfolio. Points are given for the progress seen in the portfolio rather than the final product.	Portfolios lend themselves well to the online space as students can be asked to create a webpage to display their portfolio. Tools for webpage portfolio design include <a href="#">Canva</a> and <a href="#">Lovable</a> .
<b>Learning Journals</b>	A reflective tool for students to document their thoughts, insights, and growth throughout a course.	Students write weekly entries about key concepts learned with personal reflections on their understanding of and feelings toward those topics. Points can be given for individual entries as well as progress across the full course.	<a href="#">Blackboard Ultra includes a journaling tool</a> that allows students to privately share their self-reflections with the faculty.