Blooms e-assessments

e-assessment ideas catalogue, based on Bloom's revised taxonomy*


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Create *(Design, develop, construct, create, produce, publish)*

WEB PAGE

Something useful for others.

What have you learned that will help others? What needs to change? How can you make a difference? Design and produce a public website that puts your learning into practice. Consider your target audience, functionality of the site, scope of your content, interactive elements, sustainability of the site.

ePORTFOLIO

Your professional dossier.

Collect, organise and display evidence of your professional capabilities as an editor. Let the ePortfolios speak for itself. Ensure that it represents the breadth of your professional practice, communicates your approach, details your service, and provides examples of your work.

CURATE

Spectrum of perspectives.

Over the course of the topic, build a collection of webpages (websites, forums, blogs, etc) that you consider represent the spectrum of opinions and viewpoints around the subject of climate change. Use a web curation tool that will allow you to provide comment on each item justifying your choice. Select only one item for each perspective.

POSITION DESCRIPTION

New position: Project officer.

Write a Position Description for the project officer required for your campaign / project / program start-up. Include organisational profile, key duties, essential skills and knowledge, OHSW&E, etc. You can create your own format or use the template provided.

PRESENTATION

Communication plan.

In your group of 4, develop a comprehensive communication plan for our mock organisation ‘SUNSTREAM’. You will need to assign the following roles to your team members: Client liaison officer, human resource officer, staff representative, marketing officer. Organise your plan into a presentation for promulgation of the plan. Post your presentation in the forum provided for comment by the other teams. Submit a personal evaluation of your role in the planning exercise to the lecturer.
Evaluate (Appraise, evaluate, justify, argue, reflect)

REFLECTIVE BLOG

Capture your learning process.

Keep a regular private online journal of your learning journey. This will only be seen by your lecturer, so be candid but constructive and contain your reflections to your OWN thoughts and behaviours, not those of others. Experiment with different styles of reflective practice.

RESPONSE POST

Change their mind.

Revisit the previous week’s forum exercise and choose someone else’s entry that appears to be the opposite of yours. Respond to them with your viewpoint. Use constructive communication techniques - but aim to change their position.

APPRAISAL

Candidate shortlisting.

Evaluate the following eight candidates for shortlisting suitability against the essential and desirable criteria for this position. Using the evaluation form provided, document your reasons for your assessment.

DEBATE

Logic battle.

View the following videos which cover a range of positions on the issue of self-governance in schools. Then, using Poll #1 provided, cast your vote for one side of the argument. Following this, discuss and debate the pros and cons for this issue using the forum provided. Then, recast your vote using Poll #2. Did you change your mind? Reflect in your learning log.

FORUM POST.

Your opinion piece.

Select an appropriate public online forum and submit a short opinion piece on a topical issue. Ensure that your facts are correct and that you clearly state your position in relation to them. Aim to elicit discussion in the forum. Respond to comments on your piece. Post a hyperlink to your chosen forum on FLO so others in the class can also contribute.

SENSE-MAKING ARTEFACT

What does it all mean?

For this last assignment, we will leave something behind for the next group of students to learn from. Reflect on the main issues that we have discussed so far in relation to legal representation. What’s is all been about? What if you had to communicate that to someone else? Well, you do. Create a ‘sense-making artefact’ and publish it to the legacy wall.

Analyse (Compare, contrast, critique, examine, interpret)

DATA ANALYSIS

Competition – where are we going and why?

We have prepared a toolkit for our archaeological field day but we’re not going to tell you where we are going or what we are going to do there – that’s your job. Using the clues provided, post your answer into the poll tool. When you have submitted your answer, you will see everyone else’s answers. All right answers get a badge.
LITERATURE CRITIQUE

Identify and apply the criteria for ‘good’.

This activity is in 3 parts. 1) Identify 5 criteria for appraising published literature and develop an appraisal form. 2) Apply the criteria to the following 4 articles, using the form you developed. 3) At any time, on FLO, rank the articles using the tool provided. You will be able to see how others have ranked theirs. Use the discussion forum to discuss the reasons amongst yourselves.

INSTRUCTIONAL MATERIAL

How to lodge a complaint.

Using the following policy as a basis, develop two instructional pieces on how to lodge a complaint for two different purposes: The first will be published on our mock organisation SUNSTREAM’s website and will be targeted to the general public. The second will be published in the supervisors manual.

Apply (Demonstrate, illustrate, use, interpret)

CONCEPT MAP

Information network.

Create a visual concept map of your own design to illustrate the connections between the following elements in our mock organisation SUNSTREAM: Interns, mentors, team leaders, supervisors, and performance appraisal processes.

TRANSLATION

Cartoon the article.

Consider the following article and use it to create a simple cartoon that communicates the main issue. Your audience for this is your peers. Post the hyperlink to the discussion forum for comment.

COSTING EXERCISE

The cheapest way to do it.

This is a small group exercise. You are a team of developers working on a new product to set of specifications provided below. In your teams, cost the various options provided and select the cheapest one without compromising the quality of the product. Justify your selection.

DEMO VIDEOS

Customer service standards.

We have looked at the principles of customer service and we have analysed a range of examples from the internet. In this exercise we need to create a short video for use in staff induction training that illustrates exemplary customer service inaction. You will need to rope in a volunteer ‘customer’ for this exercise and play the role of the staff member yourself. Post the video on YouTube as per instructions below and send the hyperlink in on the assessment coversheet. Since these videos are the public domain, make sure you obtain their consent appropriately.

Understand (Describe, discuss, identify, explain, report, define)

POLL

What do YOU think archaeology is about?

- people / culture / materials / history / environment / etc (display results once submitted)

TIMELINE POST

Collaborative timeline of events. Find and contribute something from your part of Australia to a timeline of ways in which archaeology has made a difference
SUMMARY
The conversation so far.
Review the forum posts for this topic so far and identify the hotspots – the emergent issues, the interesting bits, where the bulk of the attention goes. Write a 100 word summary of our conversation so far.

PHOTO DOCUMENTATION
Examples of poor planning. During the course of the topic, take 10 original photo of examples of poor planning. Make sure that they do not identify actual people or organisations. Organise into a document with captions describing what you see.

MIND MAP
Using a tool of your choice, create a mind map that identifies and connects the main ideas we have covered so far. You can use the learning outcomes for this topic to suggest the scope of the mindmap. Make some tentative connections between the various points. Aim to include about 40 points.

GLOSSARY ENTRY
Technical terms.
Consider the technical terms we might need to use for this topic and create a glossary entry using the link below. Make sure that no-one else has already entered your term. Enter at least two. Make sure it’s accurate – we will be using these entries as reference points during the topic. If you see an entry that you think is incorrect, you can challenge it by making a comment on the entry.

VERBAL COMPREHENSION
Record yourself thinking.
Look carefully at this picture of a science laboratory and record yourself talking your thinking aloud. Record about a minute of voice. Let yourself respond naturally – but if you are stuck – ask yourself: What am I looking at? What does this mean to me? How am I responding to it? What is going through my mind?

Remember (List, state, recall)

POP QUIZ
Check your understanding.
(multiple-choice quiz)

MEDIA WALL
Wall of words
Find and contribute an example of ‘Politician-speak’ in the media.

For more ideas:
http://www.slideshare.net/mathewhillier/elearning-and-eassessment-examples
http://www.transformingassessment.com/
http://www.jiscrsc.ac.uk/scotland/delivering-the-curriculum/support-for-eassessment.aspx