Rethinking Evaluation and Assessment in Online and Blended Learning Environments!
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I. The Evolution of Online Learning
1st Wave – 1990s (The beginnings of online learning)
2nd Wave – 2000 -> 2008 (Pedagogical/Blended Model)
3rd Wave – 2008 -> 2013 (MOOC/Access-Cost Benefit Model)
4th Wave – 2014 -> (Reconciliation of Pedagogical-Blended and MOOC Models) PLUS
   a. Learning Analytics
   b. Adaptive Learning/Differentiated Instruction
   c. Competency-Based Instruction (Western Governors U/Southern New Hampshire)
   d. Social Media
   e. Open Sources/Learning Objects
   f. Gaming/MUVE
   g. E-Portfolios

II. Evaluation and Assessment Opportunities

Online learning has spawned a wave of course redesign as faculty seek to take advantage of the technology – requiring them to think through the learning goals and objectives of their courses and modules which in turn required a rethinking of assessments.

Course/learning management systems provide a written record of every course interaction. Discourse analysis has blossomed as a research and evaluation technique in studying online instruction.

Collaborative learning fueled by social media is more gracefully accomplished in online learning environments and making greater use of student self-assessment.

Adaptive learning (personalized environments built on a more modernized CAI model) is becoming popular with well-funded course design projects.

Learning analytics designed to monitor/evaluate student transactions in a course are being used to do on-going, on-time student evaluation and to establish early-warning student retention systems.

Challenges
Who is doing the work in online instruction?
Not all students have equal access to technology?
How do we evaluate the quality of instructional interactions?
Using formative rather than summative evaluations. Giving students second/third chances.

New Types of Credentials
Badges
Nanodegrees