

# Kritik Webinar Series Vol. 4

Transitioning from Exams to Take-home  
Projects

# AGENDA

Introduction to Kritik

Are Final Exams Necessary?

Alternative Options to Final Exams

Preparing for an Alternative Assessment

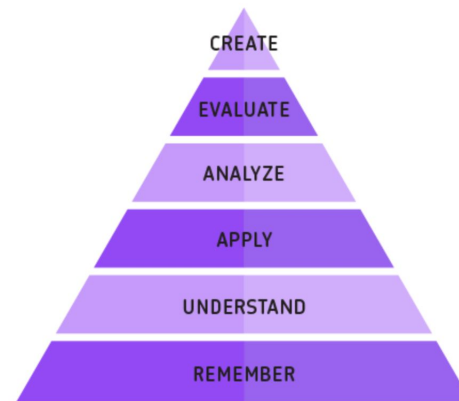
Online Technology for Alternative Assessment

Discussion with Dr. Erin Panda!

Next Steps...

# Brief Intro of Kritik

Kritik's unique **peer-to-peer learning and evaluation platform** enables learners to acquire knowledge more efficiently through fun and engaging challenges which **activate ongoing higher-order and critical thinking skills.**



## Key Differentiators



Based on Bloom's taxonomy to help students to attain a higher level of knowledge



Built on strong technology and a unique algorithm to determine evaluator skills



Peer-to-peer evaluation tool that incentivizes quality feedback



15+ years of combined experience in the ed-tech space, with previous track record of success



Premium customer service and live chat for all customers with industry leading response times

# Necessity of Final Exams?

- Skewed Results
- Quality of marking
- Negative student association
- Poor “mastery” of the material
- Summative vs Formative Assessments

## Summative

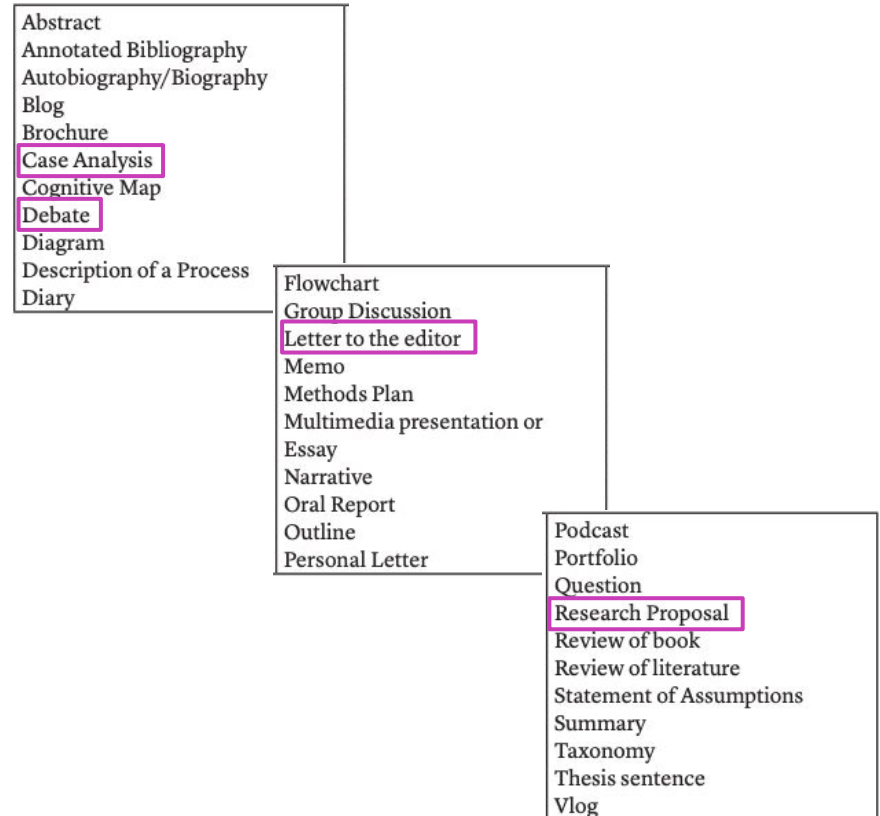
- Used at the end of the learning process
- Evaluates student learning against some standard benchmark
- Graded

## Formative

- Used during the learning process
- Provides consistent feedback on learning-in-process
- Dialogue-based, (potentially) ungraded

# Alternative Options to Exams

- Alternative / Authentic Assessment
- Addressing learning objectives
- Student input
- Types of alternative assessments



# Understand your Assessment!

## Traditional Assessment versus Alternative Assessment

<b>Traditional Assessment</b>	<b>Alternative Assessment</b>	<b>What Makes it Authentic</b>
Requires right answer	Requires high-quality performance or product, along with justifications of decisions.	Students must be able to think through why they made decisions that resulted in final product.
Questions must be unknown to students in advance	Instructions/questions/purpose must be known to students in advance.	Tasks that are to be judged should be known ahead of time. Rubrics should be provided.
Disconnected from the real world	Tied to real-world contexts and constraints. Requires student to solve realistic problem.	Task is similar in nature as to what would be encountered by a real-life practitioner.
Isolations of skills, focus on facts	A range of skills/knowledge need to be integrated in order to solve a problem.	Tasks are multi-step and multifaceted.
Easily scored	Includes complex tasks for which there may not be a right answer.	Meaningful assessment and feedback is emphasized.
"One shot" approach	Iterative in nature.	Knowledge and skills are used in more than one way.
Given a score	Opportunity to provide diagnostic feedback.	Designed to give practical experience and improve future performance.

Adapted from Indiana University's Tip Sheet, Authentic Assessment, n.d.

# Alternative Assessment Example (Essay)



E4

Course



Activities



Students

## Essay (Interval 4)

### Objective

This assignment has several objectives. The first is to gain further experience with the St. Louis FRED interface (learning how to **find and graph data**, **change** the formatting or time range, and use the recession shading). The second is to **reinforce your understanding** of purchasing power parity and its empirical relevance. The third is to practice interpreting the data. The fourth objective is to improve your ability to **clearly and logically write** about a concept in economics.

### Instructions




Read pages 135 - 140 of the attached article on the purchasing power parity debate, then write a short essay describing in your own words the content of those pages. Next, obtain data from the FRED data base (<https://fred.stlouisfed.org/>) to examine the empirical relevance of the theory for a specific currency pair during a specific time frame. Go to that site and search for "annual inflation." You will find annual inflation rates for many countries based on their consumer price indices. Most series go back to around 1960, but data for the U.K. inflation rate dates to the 12th century! Download the U.S. and Japanese annual inflation rates from 1980 - 2016. Then search for "Japan/U.S. Foreign Exchange Rate" and download that data for the same period. Calculate the percent appreciation or depreciation of the dollar relative to the yen. Compare the inflation data with the exchange rate data in a meaningful way **providing an appropriate graph**). Discuss the data in your essay paying particular attention to the degree to which the data match the predictions of purchasing power parity. Helpful hint: If you graph the data using the FRED web site, you can edit the graph and ask that units be expressed as "percent change" or "natural log" (for example). Moreover, you can plot several data series on the same graph.

Your essay should be 1,000 - 1,500 words, typed and double spaced.

### Resources

[taylor&taylor\\_PPP\\_JEP \(The PPP Debate in JEP\).pdf](#)

### Graded

-  **Create**  
 Mar 3rd - Mar 22nd  
 @ 11:15 AM - @ 11:59 PM
-  **Evaluate**  
 Mar 22nd - Mar 29th  
 @ 11:59 PM - @ 11:59 PM
-  **Feedback**  
 Mar 29th - Apr 1st  
 @ 11:59 PM - @ 11:59 PM

# Alternative Assessment Example (Powerpoint)

## Power Point (Interval 3)




### Objective

This assignment has several objectives. The first is to deepen your understanding of the relationship between interest parity and money market equilibrium and to be able to visualize these concepts using appropriate graphs. The second is to reinforce your understanding of the difference between the long run and the short run. The third is to test your understanding of overshooting by exploring the concept from a slightly different angle. The fourth is to practice articulating concepts in ways that are both visually appealing and understandable.

### Instructions

The idea of overshooting is that the short-run change in the value of a country's currency in response to a permanent change in money supply is likely to be bigger than the long-run change. We illustrated this concept in class and in the textbook with a thought experiment where we permanently increased a country's money supply. How would the analysis work if the thought experiment instead involved a **permanent decrease** in the country's money supply? Prepare a Power Point presentation (between 5 and 10 slides) explaining this overshooting to your peers. Illustrate the idea by thinking of a situation where a country's money supply permanently and unexpectedly falls. Feel free to use words, images (particularly figures similar to Figures 4-12 and 4-13 in the textbook), or math in your presentation. You may also refer to anything from pop culture to more clearly convey or make the ideas more memorable for your peers. The rubric will be used to assess your score.

### Graded

	<b>Create</b> Feb 3rd - Feb 16th @ 12:05 AM @ 11:55 PM
	<b>Evaluate</b> Feb 16th - Feb 23rd @ 11:55 PM @ 11:55 PM
	<b>Feedback</b> Feb 23rd - Feb 26th @ 11:55 PM @ 11:55 PM

E4


Course

Activities

Students



# Alternative Assessment Example (Problems)



E4

Course

Activities

Students

?

## Problem Set (Interval 1)

**Objective**

To gain a deeper understanding of balance of payments accounting principles and the connections between a country's saving, investment, balance of payments and its net international investment position.

**Instructions**

1. Assume that net secondary income is zero. What is the value of the current account for a hypothetical open economy with the following data?
 

GNP = \$9,000  
Consumption = \$7,200  
Investment = \$1,200  
Government purchases = \$1,600
2. Assume that net secondary income is zero. What is the value of national saving for a hypothetical open economy with the following data?
 

GNP = \$14,000  
Consumption = \$8,200  
Investment = \$1,200  
Government purchases = \$1,400  
Tax collections = \$1,200
3. Suppose that U.S. net foreign debt is 75 percent of U.S. GDP and that foreign assets and liabilities alike pay an interest rate of 3 percent per year. What would be the net drain on the U.S. (measured as a percent of GDP) from paying interest on the net foreign debt?
4. Suppose that at the beginning of 2019, American holding of foreign assets consists of 100 shares of European corporate stock, with each share having a value of 1 euro. Moreover, suppose that the rest of the world holds \$400 of U.S. government bonds. Finally, the exchange rate at the beginning of the year is \$1.5 per euro. What was the American net international investment position at the beginning of 2019?

**Graded**

✓

**Create**

Jan 2nd - Jan 19th

@ 03:45 PM @ 11:55 PM

✓

**Evaluate**

Jan 19th - Jan 26th

@ 11:55 PM @ 11:55 PM

✓

**Feedback**

Jan 26th - Jan 29th

@ 11:55 PM @ 11:55 PM

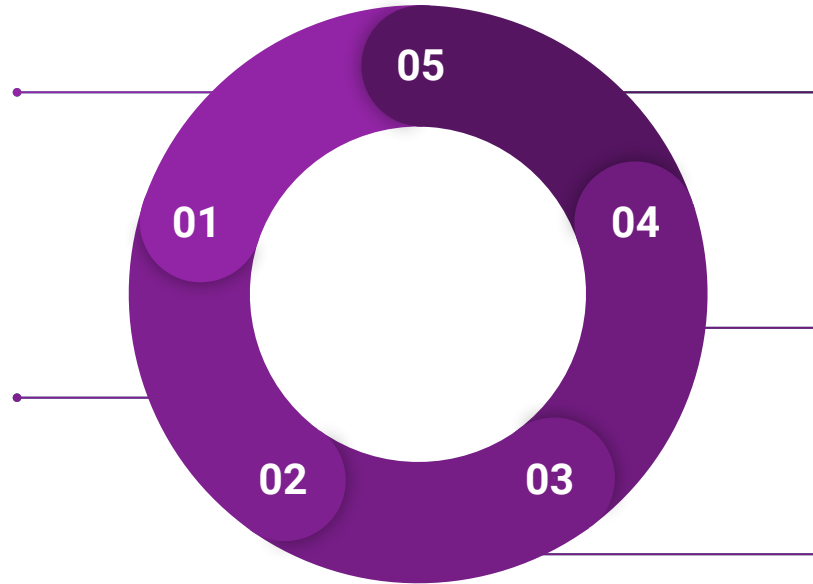
# Preparing for Next Term's Exams

## Define an instructional goal

Define a concrete and unambiguous instructional outcome/goal that you want to assess. Subject matter & skills / operations

## Define parameters of assessment

Define what can be assessed through performance assessment, and what can be assessed through objective performance measures.



## Iterate

Try the assessment and revise as necessary

## Define your role

Decide what kind of guidance you want to provide while allowing students to learn independently

## Create

Create tasks that elicit the behaviour you are hoping to evaluate

# Technology for Alternative Assessments

- Zoom group breakout feature
- Kritik for alternative assessment
- Consult your school's LMS
- Tech resources by discipline:
  - <https://docs.google.com/spreadsheets/d/18iVSleOqKji58xcR8dYlS5rYvzZ4X1UGLWhl3brRzCM/edit#gid=0>

# Alternative Assessment

## Q&A with Erin Panda

Dr. Erin Panda is an Assistant Professor in the Department of Child Studies at Brock University in Ontario, Canada.

Dr. Panda is a developmental cognitive neuroscientist. She is interested in how the brain processes language, and how these processes change with development, learning and remediation.

Working in collaboration with local school boards, her research evaluates how evidence-based educational programs can improve learning outcomes, especially for students who struggle with reading / and or attention, and for those who are not speaking English at home.



## Next Steps..

To learn more about **Kritik's alternative assessments tips:**

Visit our website and request a demo: <https://www.kritik.io/>

Check out what educators are saying about Kritik:

<https://www.kritik.io/customer-stories>

