

# Links Overview of “Rethinking Assessment”

- [Scaffolded assignments](https://digitalllearning.northwestern.edu/article/2019/01/28/making-case-assignment-scaffolding)  
<https://digitalllearning.northwestern.edu/article/2019/01/28/making-case-assignment-scaffolding>
- [Clickable image question](https://support.polleverywhere.com/hc/en-us/articles/1260801546470-Clickable-image-questions)  
<https://support.polleverywhere.com/hc/en-us/articles/1260801546470-Clickable-image-questions>
- [Tweedback](https://wiki.tum.de/display/lehre/Tweedback)  
<https://wiki.tum.de/display/lehre/Tweedback>
- [Miro\\*](https://wiki.tum.de/display/learnsocial/Miro)  
<https://wiki.tum.de/display/learnsocial/Miro>
- [Padlet\\*](https://wiki.tum.de/display/learnsocial/Padlet)  
<https://wiki.tum.de/display/learnsocial/Padlet>
- [Mentimeter](https://wiki.tum.de/display/learnsocial/Mentimeter)  
<https://wiki.tum.de/display/learnsocial/Mentimeter>
- [Poll Everywhere\\*](https://www.polleverywhere.com/how-it-works)  
<https://www.polleverywhere.com/how-it-works>
- [Concept question](https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/learning-activities/active-learning/peer-instruction-and-concept-tests)  
<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/learning-activities/active-learning/peer-instruction-and-concept-tests>
- [Kahoot\\*](https://kahoot.com/)  
<https://kahoot.com/>
- [Two-stage quiz](https://www.saltise.ca/teaching-resources/strategies/two-stage-exam/)  
<https://www.saltise.ca/teaching-resources/strategies/two-stage-exam/>
- [JeopardyLabs](https://jeopardylabs.com/)  
<https://jeopardylabs.com/>
- [Flipgrid\\*](https://static.flipgrid.com/docs/Teacher_Guide.pdf)  
[https://static.flipgrid.com/docs/Teacher\\_Guide.pdf](https://static.flipgrid.com/docs/Teacher_Guide.pdf)
- [Scaffolded approach](https://www.uq.edu.au/teach/uqassess/?p=885)  
<https://www.uq.edu.au/teach/uqassess/?p=885>
- [Classroom assessment techniques](https://vcsa.ucsd.edu/_files/assessment/resources/50_cats.pdf)  
[https://vcsa.ucsd.edu/\\_files/assessment/resources/50\\_cats.pdf](https://vcsa.ucsd.edu/_files/assessment/resources/50_cats.pdf)
- [Peerceptiv\\*](https://peerceptiv.com/how-it-works/)  
<https://peerceptiv.com/how-it-works/>
- [Peergrade\\*](https://www.peergrade.io/)  
<https://www.peergrade.io/>
- [SoundCloud\\*](https://community.soundcloud.com/industry)  
<https://community.soundcloud.com/industry>
- [Audacity\\*](https://www.audacityteam.org/)  
<https://www.audacityteam.org/>
- [PowerPoint \(screencasts\)](https://wiki.tum.de/pages/viewpage.action?pageId=999719144)  
<https://wiki.tum.de/pages/viewpage.action?pageId=999719144>

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- [Camtasia](https://wiki.tum.de/display/lehre/Camtasia)  
<https://wiki.tum.de/display/lehre/Camtasia>
- [Panopto](https://www.panopto.com/)  
<https://www.panopto.com/>
- [Learning Outcomes for unit and/or course](https://www.monash.edu/learning-teaching/TeachHQ/Teaching-practices/learning-outcomes/quick-start)  
<https://www.monash.edu/learning-teaching/TeachHQ/Teaching-practices/learning-outcomes/quick-start>
- [Bloom’s Taxonomy](https://portal.mytum.de/archiv/komp_ssz/ArchiveFolder_20210325_150056/20210325_165400/0)  
[https://portal.mytum.de/archiv/komp\\_ssz/ArchiveFolder\\_20210325\\_150056/20210325\\_165400/0](https://portal.mytum.de/archiv/komp_ssz/ArchiveFolder_20210325_150056/20210325_165400/0)
- [Learning Outcome Generator](https://elearn.sitehost.iu.edu/courses/tos/gen2/)  
<https://elearn.sitehost.iu.edu/courses/tos/gen2/>
- [easygenerator](https://learning-objectives.easygenerator.com/)  
<https://learning-objectives.easygenerator.com/>
- [Retrieval practice](http://pdf.retrievalpractice.org/RetrievalPracticeGuide.pdf)  
<http://pdf.retrievalpractice.org/RetrievalPracticeGuide.pdf>
- [Polling](https://ctl.wustl.edu/resources/polling-overview/)  
<https://ctl.wustl.edu/resources/polling-overview/>
- [Interactive Cover Sheet](https://blogs.kcl.ac.uk/aflkings/rich-in-formal-feedback/interactive-cover-sheets/)  
<https://blogs.kcl.ac.uk/aflkings/rich-in-formal-feedback/interactive-cover-sheets/>
- [Item templates](https://www.researchgate.net/publication/242759434_Constructing_Written_Test_Questions_For_the_Basic_and_Clinical_Sciences)  
[https://www.researchgate.net/publication/242759434\\_Constructing\\_Written\\_Test\\_Questions\\_For\\_the\\_Basic\\_and\\_Clinical\\_Sciences](https://www.researchgate.net/publication/242759434_Constructing_Written_Test_Questions_For_the_Basic_and_Clinical_Sciences)
- [Key-feature questions](https://mcc.ca/media/CDM-Guidelines.pdf)  
<https://mcc.ca/media/CDM-Guidelines.pdf>
- [Handout from McGill University in Canada](http://www.mcgill.ca/skillsets/files/skillsets/mcq_handout3.pdf)  
[www.mcgill.ca/skillsets/files/skillsets/mcq\\_handout3.pdf](http://www.mcgill.ca/skillsets/files/skillsets/mcq_handout3.pdf)
- [Power and privilege](https://tatp.utoronto.ca/teaching-toolkit/effective-strategies/privilege-power-and-justice/)  
<https://tatp.utoronto.ca/teaching-toolkit/effective-strategies/privilege-power-and-justice/>
- [Universal Design for Learning \(UDL\)](https://teaching.uic.edu/resources/teaching-guides/inclusive-equity-minded-teaching-practices/universal-design-for-learning-udl/)  
<https://teaching.uic.edu/resources/teaching-guides/inclusive-equity-minded-teaching-practices/universal-design-for-learning-udl/>
- [ProLehre](https://www.prolehre.tum.de/en/prolehre/programs-services/teaching-development/)  
<https://www.prolehre.tum.de/en/prolehre/programs-services/teaching-development/>
- [Accessibility Checker](https://support.microsoft.com/en-us/office/improve-accessibility-with-the-accessibility-checker-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f)  
<https://support.microsoft.com/en-us/office/improve-accessibility-with-the-accessibility-checker-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f>
- [The Educator’s Accessibility Toolkit](https://accessiblecampus.ca/tools-resources/educators-tool-kit/teaching-tips/teaching-students-with-deaf-blindness/)  
<https://accessiblecampus.ca/tools-resources/educators-tool-kit/teaching-tips/teaching-students-with-deaf-blindness/>