


LARC activity notes

Sunday, November 13, 2016

7:47 PM

BENEFITS AND BARRIERS

	WHAT ARE THE BENEFITS OF ASSESSMENT?
Warm up activity	<p>Helps to reinforce learning</p> <p>Helps to assess effectiveness of teaching</p> <p>Helps to recognize common misconceptions</p> <p>Provides data to improve course for next time</p>
Activity 1	<p>1.) Key themes: gathering quantitative data, assessing and revising teaching approaches, making adaptations when needed</p> <p>2.) Benefits from my list: assess teaching, recognize misconceptions, data for improvement</p> <p>3.) I hadn't thought as much about assessment from a program-level point of view</p> <p>4.) Instructors generally had the most direct involvement with the process and seemed to see the benefits at a more granular level</p>
Activity 2	<p>Hi Dr. Curmudgeon,</p> <p>I've just been told that Dr. Chair has assigned the two of us to writing and sharing the assessment report for this year. Although I know it is a time commitment, it is a critical task for improving our program and the learning outcome of our students. By allowing us to efficiently assess the situation, we can hopefully operate more efficiently as a department and commit resources to the correct places.</p> <p>I look forward to working with you,</p> <p>Sincerely, Junior faculty member</p>

	Junior faculty member
Final reflection	<p>1.) I focused on the benefit to the students and department, as I thought those would be the most compelling to a senior faculty member.</p> <p>2.) Deferring to a senior faculty member is both important, but difficult, and some people will likely be impossible to get on board, no matter what you say.</p> <p>3.) Remember to emphasize the students because at the end of the day, their learning is the whole point.</p>
	WHAT IS THE PURPOSE OF GATHERING ASSESSMENT DATA?
Warm up activity	 <p>Possible experiences with gathering data:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Designed an assessment instrument to be used to evaluate student learning in an individual class, such as rubric, essay prompt, or multiple-choice exam. <input checked="" type="checkbox"/> Used an assessment instrument to evaluate student learning in a single class. <input checked="" type="checkbox"/> Used short, ungraded activities during class to collect data on student learning (brief response writing, clickers, etc.). <input checked="" type="checkbox"/> Designed an assessment instrument to be used to evaluate student learning across <i>multiple sections</i> of a single class. <input checked="" type="checkbox"/> Used an assessment instrument to evaluate student learning across multiple sections of a single class. <input type="checkbox"/> Collected samples of student work from multiple classes to evaluate for assessment purposes. <input type="checkbox"/> Engaged in sampling student work (aka, randomly selecting 15% of student essays from the sophomore class). <input type="checkbox"/> Helped design an assessment plan for your department, school/college, or general education. <input type="checkbox"/> Helped design or manage the electronic collection of assessment data, such as through an e-portfolio.
Activity	<p>1.) Yes, I agree overall</p> <p>2.) I think the role of formative assessment in enhancing student learning is also important</p> <p>3.) Students, to assess their own learning; not sure what other two roles might benefit</p> <p>4.) As a faculty member, students would benefit from gathering data,</p>

	which would be ideal, assuming the information was acted upon.
Activity	<u>Role in institution - Purpose of Gathering assessment data</u> Student - to measure learning gains, reinforce learning Instructor - to assess effectiveness of course, individual student learning Department chair - to assess holes in the curriculum, overall knowledge
	WHY ARE ASSESSMENT DATA USEFUL?
Warm up activity	I have used assessment data in a course to measure student gains. We are still collecting the data, but it will be useful to see what concepts students understand and what they struggle with, and we plan to use it to adapt further versions of the course
Activity	1.) Key themes: identifying points of weakness in teaching/curricular design, aligning teaching objectives and outcomes, provide data to outside sources 2.) Course improvement 3.) Many of the higher level responses were things that I hadn't considered, such as talking to institutions that coordinate internships. I don't know much about the confidentiality issues that go along with that, so sharing with outside sources isn't something that I know much about. 4.) I think many of the overall goals were the same, (i.e. improving learning, coordinating teaching effort) but the level of granularity was different. Also, at the higher level, the program accountability to outside sources, such as accreditation groups was something I had not considered as an instructor.
Activity	1.) Did students understand the concepts that I taught today? - quiz 2.) Have students achieved the learning goals across the semester? - exam 3.) Can students apply these concepts practically? - lab exercise 4.) How do students feel about my teaching style? - survey 5.) Do students have the necessary pre-requisite skills? pre-test 6.) What misconceptions do students have in this area? concept inventory 7.) Can students apply this knowledge to solve problems? problem set 8.) Can students think about the ethical issues that relate to this topic? essay 9.) Have students mastered the vocabulary necessary to communicate in

	<p>9.) Have students mastered the vocabulary necessary to communicate in this topic area? quiz</p> <p>10.) Did my teaching in this area improve since the last iteration of the course? quiz/exam</p>
Reflection	<p>1.) Tended towards improvement in the classroom</p> <p>2.) Definitely focused on the classroom-level</p> <p>3.) Yes, many of these pieces of data are already collected</p> <p>4.) N/A</p>
	WHAT ARE SOME CONCERNS ABOUT ASSESSMENT?
Warm-up	<p>Students don't like assessment - it stresses them out</p> <p>Assessment take the focus away from creativity in the learning process</p> <p>Faculty sometimes have concerns about being evaluated</p>
Activity	<p>1.) Key themes: resistance from faculty, failure of students to participate in optional activities, lack of time</p> <p>2.) Faculty concerns - reservations with being evaluated, requires more time and effort</p> <p>3.) I hadn't considered IRB issues, but it makes a lot of sense that this could be a challenge</p> <p>4.) Yes, in general faculty members had concerns with time commitment and implementation, while administrators seemed to think issues with faculty and students provided the greatest challenges.</p>
Activity	<p>Curmudgeonly colleague II</p> <p>This professor likely feels that their current approaches are perfectly fine and doesn't see the benefits of expending more time and effort on this initiative. They may even feel like it is impeding their teaching. It is likely to be difficult to change this person's mind without demonstrating some downstream benefit. It might be best to expand the assessment committee to distribute the work more. It might also be good to discuss a concrete example of how the assessment benefitted yourself or another colleague to begin to counterbalance their initial bias against assessment.</p>
Reflection	<p>1.) This scenario really boils down to the set-in-their-ways faculty member who doesn't want to make the effort or put in the time to change</p> <p>2.) I think this is a very likely scenario, and dealing with this presumably senior, tenured faculty member is probably a touchy situation</p>

	3.) N/A
	WHAT ARE STEPS AN INSTITUTION CAN TAKE TO MAKE ASSESSMENT USEFUL
Warm-up	I actually don't know that much about assessment at the institutional level, beyond teacher evaluations each semester.
Activity	I don't know much about the assessment that goes on campus-wide, as a part-time faculty member, but based on the videos, it seems like the culture does exist and is strong
Activity	<p>Supporting</p> <ul style="list-style-type: none"> - Provide standardized rubrics - Organize a group of individuals with a common goal - Consider ways that existing testing and infrastructure could be applied to the goal <p>Improving</p> <ul style="list-style-type: none"> - Create a partnership with other courses or institutions - Provide infrastructure to oversee and aid in data collection - Provide expertise in data analysis
	CONCLUSIONS
Reflection	<p>1.) Most relevant: improving teaching, reinforce learning</p> <p>2.) Assessing how a course fits into the curriculum as a whole</p> <p>3.) Assessment related to the accreditation process</p> <p>4.) THREE QUESTIONS:</p> <ol style="list-style-type: none"> 1.) How successful was my teaching in this area? 2.) Which lessons could be improved? 3.) Do my students have any common misconceptions? <p>5.) As a part-time faculty member, I'm outside the academic culture somewhat, and I'm not sure what the infrastructure is, who oversees it, or what its goals are.</p> <p>6.) I would need to become more educated about the process.</p>

DEMYSTIFYING ASSESSMENT

	WHAT DOES ASSESSMENT MEAN?
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Warm Up

It seems likely that much of this is being done, but I don't know anything about it.

Activity	We Do This	We Don't Do This	Comment
Establish clear, measurable learning goals and objectives.	✓		
Align course, program and institutional learning goals and objectives	✓		
Ensure that students have multiple opportunities to meet the learning objectives.	✓		
Ensure that learning objectives are mapped to courses for different levels of expertise.			
Systematically collect evidence that students are meeting course learning objectives			
Analyze collected evidence to understand how well students are meeting learning objectives			
Use analysis of evidence to redesign learning activities to increase the likelihood that students will meet learning objectives			
Require assessment in program review			
Embed assessment of learning in institutional initiatives (retention, technology, online learning, learning communities)			
Review course goals and objectives to meet professional standards			

Activity

I am unsure about the categories above course level

Activity	Course Level	Program Level	Institutional Level
Survey of student engagement	✓		
Final exams	✓		
Student presentations			
Internship			
Service-learning activity	✓		
Portfolios	✓		
Poster presentation	✓		
Multiple choice tests	✓		
Student surveys	✓		
Reflective writing	✓		
Class discussions		✓	✓
Admissions rates to graduate school		✓	
Holistically scored writing sample		✓	
Focus Groups		✓	✓

Activity

Microbiology Lab Course:

Goal: to be able to design and execute an experiment. Objective: Design and execute a series of tests to identify an unknown microbe.
Goal: to use common measuring tools. Objective: Demonstrate an ability to use pipettes to measure specific volumes.

Activity

Design a set of experiments to identify an unknown microbe
– Thinking skills – lower level: consider list of possible microbes

	<ul style="list-style-type: none">- Thinking skills - lower level: consider list of possible microbes and tests- Thinking skills - higher level: select an appropriate series of tests for efficient analysis, conduct tests, interpret test results																														
Activity	<p>Institutional goal: critical thinking skills, program goal: experimental design and analysis skills, course learning objective: Design and execute a series of tests to identify an unknown microbe</p> <ul style="list-style-type: none">• Thinking skills - lower level: consider list of possible microbes and tests• Thinking skills - higher level: select an appropriate series of tests for efficient analysis, conduct tests, interpret test results																														
Reflection	<p>In the unknown microbe assessment, the grade reflects the learning objectives well, as the rubric focuses on these aspects of the assignment. Because it is hands-on, I often get to see into this process during the course of the lab exercise, which gives me insight into the thought processes of the students, but this is not collected formally.</p>																														
HOW IS ASSESSMENT RELATED TO EVALUATION																															
Activity	<table><tr><th>Features</th><th>Assessment</th><th>Evaluation</th></tr><tr><td>Requires on-going activity</td><td>+</td><td>-</td></tr><tr><td>Require criteria to make decisions</td><td>+</td><td>+</td></tr><tr><td>Provides closure</td><td>-</td><td>+</td></tr><tr><td>Aims to improve the quality of higher education</td><td>+</td><td>+</td></tr><tr><td>Uses data measurement</td><td>+</td><td>+</td></tr><tr><td>Aims to judge the quality of higher education</td><td>-</td><td>+</td></tr><tr><td>Highlights shortfalls from the data</td><td>-</td><td>+</td></tr><tr><td>Is evidence-based</td><td>+</td><td>+</td></tr><tr><td>Can be individualized</td><td>+</td><td>-</td></tr></table>	Features	Assessment	Evaluation	Requires on-going activity	+	-	Require criteria to make decisions	+	+	Provides closure	-	+	Aims to improve the quality of higher education	+	+	Uses data measurement	+	+	Aims to judge the quality of higher education	-	+	Highlights shortfalls from the data	-	+	Is evidence-based	+	+	Can be individualized	+	-
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WHAT BASIC ASSESSMENT TERMINOLOGY DO I NEED TO KNOW?																															
Warm-up	<p>Assessment Evaluation Learning objectives Summative assessment Formative assessment Rubric</p>																														
Reflection	<p>I learned several new terms, and have better working definitions of a number of others. I do think this will help my fluency in this area, in both readings and conversations. I have used some of these terms</p>																														

	frequently, and generally find that my colleagues are using them correctly. I may keep this list as a reference - I think it is very helpful.
	WHAT FRAMEWORKS WILL HELP ME UNDERSTAND ASSESSMENT IN HIGHER EDUCATION?
Activity	<p>Assessment - Type - Purpose</p> <p>Quizzes - Formative/Summative - To give quick feedback and improve recall</p> <p>Presentations - Summative - To evaluate the presentation of knowledge</p> <p>Concept Maps - Formative - To connect ideas</p> <p>Practice Problems - Formative - To improve problem solving skills</p> <p>Exams - Summative - To evaluate overall learning gains</p> <p>Discussions - Formative - To improve critical thinking</p> <p>Self-assessments - Formative/Summative - To improve metacognition and assess overall knowledge state</p>
Activity	<p>CPA exam - direct</p> <p>Employment offer - indirect</p> <p>Writing sample - direct</p> <p>Admission to grad school - indirect</p> <p>CCSSE - direct</p> <p>NCLEX exam - direct</p> <p>Capstone - direct</p>