

# Doing Assessment as if Teaching and Learning Matter Most

Materials for a concurrent session in the  
**2015 Assessment Institute in Indianapolis**

9:00-10:00 AM – Tuesday 27 October 2015

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## Values Affirmation [ I ]

*Schnabel, N., et al. (2013)*

On the lines below, jot down 2 or 3 educational/professional values you hold that motivate you to invest time and energy in efforts like this Assessment Institute.

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## Goal Ranking and Matching [ III ]

*Morisano, D., et al. (2010)*

What specifically do you hope to learn/gain through participating in this session? This is a formative Classroom Assessment Technique (CAT) designed to help you identify your goals, expectations and/or questions and to share them with each other and the session leader.

On the lines below, please list two or three specific learning goals you hope to achieve – things you hope to learn or questions you hope to answer–through participating actively.

**Your Learning Goals/Burning Questions for this session**

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Reference: Angelo, T. A. & Cross, K. P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers, 2nd edition*. San Francisco: Jossey-Bass, pp. 290-294.

**Background Knowledge Probe [ II ]**

Angelo, T.A. &amp; Cross, K.P. (1993)

1. Of 1st-year students at 4-year colleges in Fall 2014, what percentage said they were “somewhat strong” or had “major strength” in their . . .
    - A. Ability to see the world from others’ perspectives? \_\_\_\_\_ %
    - B. Tolerance of others with different beliefs? \_\_\_\_\_ %
    - C. Openness to having their own beliefs challenged? \_\_\_\_\_ %
    - D. Ability to discuss/negotiate controversial issues? \_\_\_\_\_ %
    - E. Ability to work cooperatively with diverse people? \_\_\_\_\_ %
  
  2. Of those same students, about what percentage rated the following as “very important” reasons to go to college . . .
    - A. To be able to get a better job? \_\_\_\_\_ %
    - B. To learn more about things that interest me? \_\_\_\_\_ %
    - C. To get training for a specific career? \_\_\_\_\_ %
    - D. To be able to make more money? \_\_\_\_\_ %
    - E. To gain a general education and appreciation for ideas? \_\_\_\_\_ %
  
  3. About what percentage of those 2014 FYs had . . .
    - A. Mothers with at least a 4-year degree? \_\_\_\_\_ %
    - B. Fathers with at least a 4-year degree? \_\_\_\_\_ %
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- Seven Research-based Guidelines for Assessment to Improve Teaching & Learning**
- I. **Build shared trust.** *Begin by lowering personal, interpersonal and organizational barriers to risk taking and change.*
  - II. **Build shared language and concepts.** *Develop a collective understanding of the key terms and concepts (mental models) needed for transformation.*
  - III. **Build shared goals and motivation.** *Collectively determine goals worth working toward and problems worth solving – and consider the likely costs and benefits.*
  - IV. **Design backward and work forward.** *Design backward from that shared vision and long-term goals to develop coherent outcomes, strategies, and activities.*
  - V. **Think and act systematically and sustainably.** *Analyze the opportunities and limitations presented by system(s) within which we operate and seek connections and applications to those larger worlds.*
  - VI. **Take a scholarly approach.** *Apply what has already been learned about individual and organizational learning, change and assessment to inform, explain, and examine your plans and strategies.*
  - VII. **Don’t assume, ask.** *Practice what we preach. Make the implicit explicit – especially implicit biases. Demonstrate the value of assessment by using it ourselves – and on ourselves.*

## SIX DIMENSIONS OF HIGHER LEARNING OUTCOMES [ II, III & IV ]

Approximate percentage  
of the instruction *you* received  
during your own undergraduate  
degree program in . . .

What percentage of their  
instruction *your* undergraduate  
students will need during  
2015-2019 in . . .

\_\_\_\_\_ **FACTUAL LEARNING**

Learning *What (Level 1)*

Learning facts and principles

\_\_\_\_\_ **CONCEPTUAL LEARNING**

Learning *What (Level 2)*

Learning concepts and theories

\_\_\_\_\_ **PROCEDURAL LEARNING**

Learning *How*

Learning skills and procedures

\_\_\_\_\_ **CONDITIONAL LEARNING**

Learning *When and Where*

Learning applications

\_\_\_\_\_ **METACOGNITIVE LEARNING**

Learning *How to Learn*

Learning to direct and manage  
one's own learning

\_\_\_\_\_ **REFLECTIVE LEARNING**

Learning *Why (and Why Not)*

Developing self-knowledge,  
cultural awareness, ethics, etc.

\_\_\_\_\_ **100%**

\_\_\_\_\_ **100%**

## Plus-Minus-Question Mark – Background Knowledge Probe

Some key terms and concepts that *might* be of use . . .

- Formative and summative assessment
- Backward design
- Constructive alignment
- Gap analysis
- Performative tasks
- *Bus Test, Parrot Test, and Parking Lot Test*
- Cognitive load
- Metacognition
- *The Dance Floor and The Balcony*
- Deliberate practice
- Desirable Difficulties
- Novice-Expert differences
- Threshold and core concepts and skills

## Jigsaw – Cooperative Learning Technique

This CoLT is particularly effective in helping students master a large body of information that can be divided into discrete, though related, sub-topics. It puts into practice the adage, “To teach is to learn twice.” Variations of the Jigsaw have long been used by medical and law students.

**Estimated Time and Effort Required**

**MEDIUM**

**Complexity**

**MEDIUM**

**Risk of Failure**

**MEDIUM**

**Duration and Location**

**30 minutes to several hours/In class or out of class**

**Group Size and Structure**

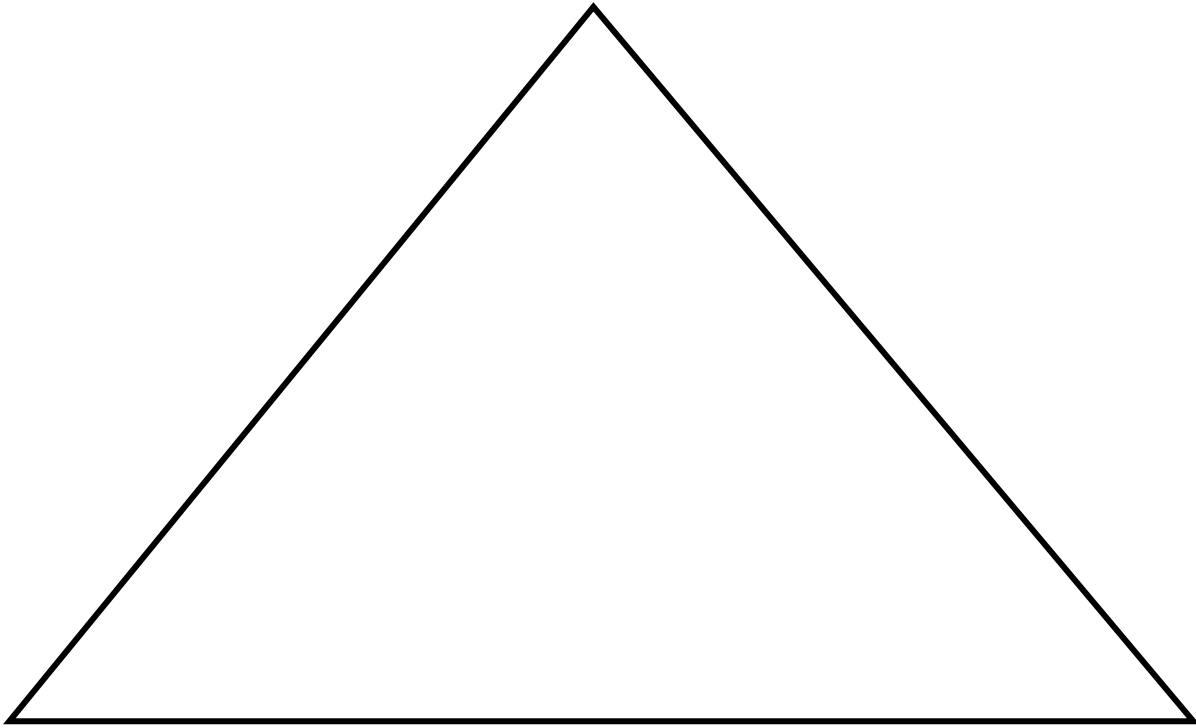
**Triads to Quintet/Some pre-organising required**

### **Description**

The name of this CoLT refers to jigsaw puzzles, in which a number of disparate pieces are brought together to form a coherent picture. Students learn best by teaching other students, and in the Jigsaw, each member of a team assumes responsibility for becoming the master and the teacher of one specific part of a topic, issue, or problem.

## Teaching & Learning Responsibility Pyramid [ VII ]

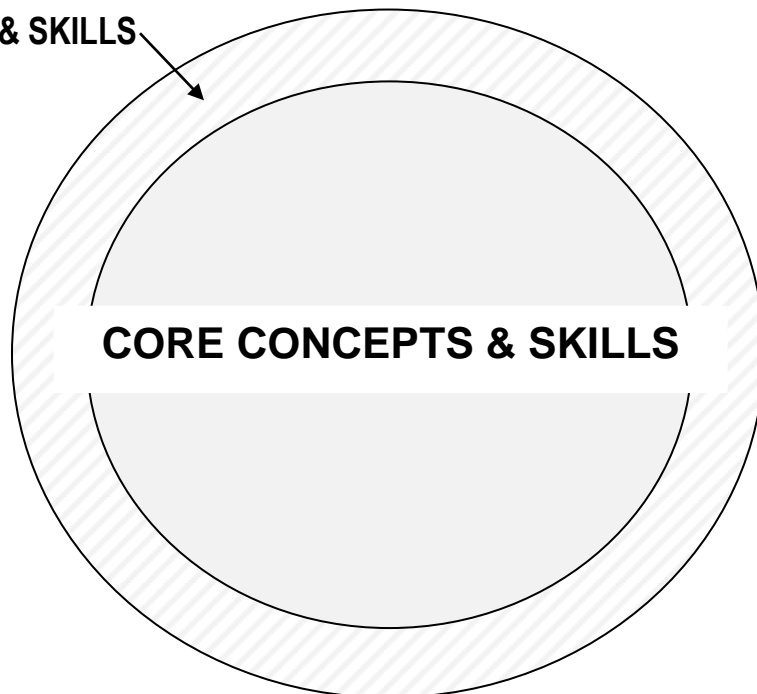
Dweck, C. (2000)



## Threshold and Core Concepts & Skills [ VI ]

Myer, J. & Land, R. (2003).

THRESHOLD CONCEPTS & SKILLS



“Backward” Course (Re)Design – A Simple Self-Assessment [ V ] Angelo, T.A. (2012)

| Step Number | Sequential Steps in an Ideal Backward Course (Re)Design Process<br><i>Develop or revise . . .</i> | Column 2 Observed Sequence | Column 3 Preferred Sequence |
|-------------|---|----------------------------|-----------------------------|
| 1           | Program-Level Intended Learning Outcomes  |                            |                             |
| 2           | Course-Level Intended Learning Outcomes/Goals   |                            |                             |
| 3           | Standards for Assessing and Grading Performance   |                            |                             |
| 4           | Summative Assessments   |                            |                             |
| 5           | Diagnostic and Formative Assessments  |                            |                             |
| 6           | Learning Activities, Assignments & Resources  |                            |                             |
| 7           | Teaching Strategies, Techniques & Resources   |                            |                             |
| 8           | Program Review, Course & Teaching Evaluation  |                            |                             |

“Backward” Course (Re)Design – An Alignment Grid [ V ]

|                                   | Step One                                 | Step Two                                | Step Three                                      | Step Four             | Step Five                            | Step Six                                     | Step Seven                                  | Step Eight                                   |
|-----------------------------------|--|---|---|-----------------------|--------------------------------------|--|---|--|
| <b>Focus of Learning</b>          | Program-Level Intended Learning Outcomes | Course-Level Intended Learning Outcomes | Standards for Assessing and Grading Performance | Summative Assessments | Diagnostic and Formative Assessments | Learning Activities, Assignments & Resources | Teaching Strategies, Techniques & Resources | Program Review, Course & Teaching Evaluation |
| <i>Factual</i>                    |  |   |   |                       |                                      |  |   |  |
| <i>Conceptual</i>                 |  |   |   |                       |                                      |  |   |  |
| <i>Procedural [Skills]</i>        |  |   |   |                       |                                      |  |   |  |
| <i>Conditional [Applications]</i> |  |   |   |                       |                                      |  |   |  |
| <i>Metacognitive</i>              |  |   |   |                       |                                      |  |   |  |
| <i>Reflective</i>                 |  |   |   |                       |                                      |  |   |  |

Also see: Wiggins, G. & McTighe, J. (2005).

## Bloom's Cognitive Domain Taxonomy (Revised)

Anderson, L. & Krathwohl, D.R. (2001)

### (6) CREATE

Generate, Plan, Synthesize, Produce the New

### (5) EVALUATE

Critique or Judge based on Explicit Standards/Criteria

### (4) ANALYSE

Break Down, Relate Parts and Whole, Organize

### (3) APPLY

Follow Procedures to Solve Problems or Carry Out Tasks

### (2) UNDERSTAND

Connect New Learning to Prior Knowledge by Interpreting, Classifying, Comparing, Summarizing, etc.

### (1) REMEMBER

Elaborate, Encode, and Retrieve Information from Long-term Memory

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## ***“Blooming” - Categorizing Questions by Bloom’s Taxonomy*** [ II & VI ] Cook, E., et al. (2013)

**Directions:** Using the numbers 1-6 to represent the levels of Bloom’s revised taxonomy (above), please identify the level of each question below.

- \_\_\_A. Give an example of “seasonal change”
- \_\_\_B. Why do the Earth’s seasons change?
- \_\_\_C. What causes the Earth’s seasons to change? (Explain how it works.)
- \_\_\_D. When it is winter in Indianapolis, USA, what season is it on Ipanema Beach in Brazil?
- \_\_\_E. Where on Earth would you predict the greatest seasonal variation? Why?
- \_\_\_F. What contribution, if any, will global warming likely make to seasonal change? Explain your reasoning.
- \_\_\_G. What would happen to seasonal change in New Haven, CT if the Earth’s degree of tilt on its axis changed to:
  - i. 45 degrees?
  - ii. 90 degrees?
  - iii. 180 degrees?
  - iv. 0 degrees?
- \_\_\_H. If the Earth’s orbit moved it significantly further away from the Sun, what difference, if any, would you predict that increased distance would make to seasonal change? Explain your answer.
- \_\_\_I. If you were teaching how and why the seasons change to a 5-year-old, how would you explain it?
- \_\_\_J. If astronomers discovered an Earth-like planet with no seasonal variation, what would you predict about that planet’s orbit, etc.? Explain your reasoning.

**A CONCEPT QUIZ** [ II, VI & VII ]

Please circle **the best answer among the alternatives** for each question below:

- A. Extrinsic and intrinsic motivation can
- Cancel each other out
  - Not co-exist for the same goal
  - Complement each other
- B. Prior knowledge is
- Inborn, but fixed
  - Learned, but alterable
  - Inborn, but alterable
  - Learned, but fixed
- C. The Tram or Bus Test is a way of gauging:
- Marketability
  - Sustainability
  - Feasibility
- D. The Parrot Test is a way of gauging level of:
- Sustainability
  - Cognitive load
  - Taxonomic complexity
- E. Cognitive load refers to the amount of \_\_\_\_\_ it takes to learn something
- time
  - energy
  - prior knowledge
  - intelligence
- F. The term “constructive” in “constructive alignment” refers to:
- Ontology
  - Epistemology
  - Phenomenology
- G. The Parking Lot Test is a way of gauging skill in:
- Memorizing
  - Summarising
  - Analyzing
  - Applying
- H. Metacognition is best described as cognitive:
- Self-awareness plus self-reflection
  - Self-awareness plus self-correction
  - Self-awareness plus self-evaluation
  - Self-awareness plus self-direction
- I. The use of strategic learning approaches is typically prompted by the interaction of:
- Low intelligence & context
  - Differential motivation & context
  - Low/no motivation & poor study skills
  - Differential motivation & poor study skills
- J. An athletic coach, asked to summarize research on learning, might say:
- “Focus on your inner game.”
  - “Focus on this week’s game.”
  - “Focus on your strengths.”
  - “Focus on your weaknesses.”
- K. In terms of lifelong learning and success, rank the following I to IV in terms of relative importance (I=lowest; IV= highest)
- \_\_\_ Mastery of a body of content knowledge
- \_\_\_ Positive self-esteem
- \_\_\_ Repertoire of learning skills
- \_\_\_ Grit and perseverance

Once you’ve answered all 11 questions above, please go back and label each of your responses with one of the numbers below in relation to your level of knowledge regarding that particular item response.

- No knowledge – I’m just guessing
1. Rote knowledge – I remember this, but don’t understand it
2. Comprehension – I can explain this in my own words
3. Application – I can use/apply this in my work
4. Evaluation – I can analyse, evaluate and critique this
5. Creation – I can develop new/original concepts or products based on this example



A Detailed Assessment/Grading Rubric [ I & V ]

Rhodes, T.L. (2010)

**Macroeconomics Essay Grading Grid**

**Assignment:** Write a well-structured, enlightened critical essay about current economic conditions that demonstrates command of existing economic knowledge, appropriate interpretation and application of that knowledge, and demonstrates appropriate use of data and argumentation to support well-reasoned policy recommendations.

**Basic Questions:** What is the current macroeconomic situation in the U.S.?  
 What is the likely prognosis for the next 12 to 24 months?  
 What are your economic policy recommendations?

| Criterion  | Distinguished | Exceeds Expectations | Meets all Expectations | Meets some Expectations | Unsatisfactory | Missing or fails minimum req. |
|--|---------------|----------------------|------------------------|-------------------------|----------------|-------------------------------|
| <b>Structure</b>   | <b>10</b>     | <b>8</b>             | <b>6</b>               | <b>4</b>                | <b>2</b>       | <b>0</b>                      |
| Meets all minimum requirements   |               |                      |                        |                         |                |                               |
| <b>Executive summary</b> is effective & concise  |               |                      |                        |                         |                |                               |
| <b>Introduction</b> clearly lays out a roadmap for the paper and places the information in context   |               |                      |                        |                         |                |                               |
| <b>Body</b> addresses all the Basic Questions, includes the argumentation and data   |               |                      |                        |                         |                |                               |
| <b>Conclusion</b> provides summary and closure   |               |                      |                        |                         |                |                               |
| <b>Content</b>   |               |                      |                        |                         |                |                               |
| <b>Knowledge</b>   | <b>30</b>     | <b>24</b>            | <b>18</b>              | <b>12</b>               | <b>6</b>       | <b>0</b>                      |
| <b>Command</b> of existing economic knowledge  |               |                      |                        |                         |                |                               |
| <b>Use of terms</b> , theories, and data are   |               |                      |                        |                         |                |                               |
| <b>Informed judgment</b> demonstrated by selection of terms, theories and data (shown by the exclusion irrelevant and inclusion of   |               |                      |                        |                         |                |                               |
| <b>Argumentation</b>   | <b>40</b>     | <b>32</b>            | <b>24</b>              | <b>16</b>               | <b>8</b>       | <b>0</b>                      |
| <b>Argument flows logically</b> so that early statements lay the foundation for later statements and the reader is guided through the arguments  |               |                      |                        |                         |                |                               |
| <b>Appropriate application</b> of theory is used to make argument; clearly links theory and data to conclusions  |               |                      |                        |                         |                |                               |
| <b>Arguments are persuasive</b> focuses on key points, does not wonder, uses no unnecessary verbiage   |               |                      |                        |                         |                |                               |
| <b>Alternative</b> policies, arguments, conclusions and generalizations are noted where they exist and addressed; differences of opinion, supported by evidence, are also discussed  |               |                      |                        |                         |                |                               |
| <b>Data used</b> is reliable, valid, and pertinent; it provides effective support; no superficial information or tangential data muddies the argument  |               |                      |                        |                         |                |                               |
| <b>Striving for Excellence and Creativity</b>  | <b>20</b>     | <b>16</b>            | <b>12</b>              | <b>8</b>                | <b>4</b>       | <b>0</b>                      |
| <b>Presentation</b> is neat and professional; all visuals used are well labeled, clear, and effective conveying information better than words; text contains no errors and is easy to read & understand                            |               |                      |                        |                         |                |                               |
| <b>Creativity</b> – the paper clearly holds the imprint of the author. Original thought is demonstrated by innovative organization, the integration of concepts and ideas, the use of new approaches, the novel use of visuals, or |               |                      |                        |                         |                |                               |

Thanks to Dr. Richard Stratton of the University of Akron for permission to use this example.

## Draft Questions for a Course/Teaching Feedback Form [ I, V & VI ]

**Questions about yourself (1= Always, 2=Usually, 3=Sometimes, 4=Rarely, 5=Never, NA= Not Applicable)**

|   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| 1. I was self-motivated to learn this course material                     | 1 | 2 | 3 | 4 | 5 | NA |
| 2. I was well-prepared for each class session                             | 1 | 2 | 3 | 4 | 5 | NA |
| 3. I asked the instructor for help/guidance when I needed it              | 1 | 2 | 3 | 4 | 5 | NA |
| 4. I invested enough time and energy to meet/exceed course requirements   | 1 | 2 | 3 | 4 | 5 | NA |
| 5. I participated actively and contributed thoughtfully in class sessions | 1 | 2 | 3 | 4 | 5 | NA |
| 6. I attended class sessions and/or individual appointments               | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Overall, I gave my best possible effort to learning in this course     | 1 | 2 | 3 | 4 | 5 | NA |

**Questions about the course (1= Always, 2=Usually, 3=Sometimes, 4=Rarely, 5=Never, NA= Not Applicable)**

|  |   |   |   |   |   |    |
|--|---|---|---|---|---|----|
| 8. The course was well-organized to help students learn                  | 1 | 2 | 3 | 4 | 5 | NA |
| 9. The objectives and criteria for meeting them were made clear          | 1 | 2 | 3 | 4 | 5 | NA |
| 10. The assignments contributed to my learning                           | 1 | 2 | 3 | 4 | 5 | NA |
| 11. The assessments/evaluations were clearly connected to the objectives | 1 | 2 | 3 | 4 | 5 | NA |
| 12. The amount of work required was appropriate to the objectives        | 1 | 2 | 3 | 4 | 5 | NA |
| 13. The level of intellectual challenge was high                         | 1 | 2 | 3 | 4 | 5 | NA |

**Questions about the instructor (1= Always, 2=Usually, 3=Sometimes, 4=Rarely, 5=Never, NA= Not Applicable)**

|  |   |   |   |   |   |    |
|--|---|---|---|---|---|----|
| 14. The instructor clearly connected the course objectives/outcomes to course activities, assignments, and assessments | 1 | 2 | 3 | 4 | 5 | NA |
| 15. The instructor encouraged me to connect my experience to the course  | 1 | 2 | 3 | 4 | 5 | NA |
| 16. The instructor provided clear and useful feedback to improve learning  | 1 | 2 | 3 | 4 | 5 | NA |
| 17. The instructor inspired interest and excitement in the course material   | 1 | 2 | 3 | 4 | 5 | NA |
| 18. The instructor was available and helpful when asked  | 1 | 2 | 3 | 4 | 5 | NA |
| 19. The instructor communicated ideas and information clearly and effectively  | 1 | 2 | 3 | 4 | 5 | NA |
| 20. The instructor evaluated and graded fairly   | 1 | 2 | 3 | 4 | 5 | NA |
| 21. The instructor treated students and their ideas with respect   | 1 | 2 | 3 | 4 | 5 | NA |
| 22. The instructor used required texts/other required materials effectively  | 1 | 2 | 3 | 4 | 5 | NA |

**Summary Questions: Compared w/ other courses/instructors: (1=extremely high, 2=high, 3=adequate, 4=low, 5=very low)**

|   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| 23. Overall, I would rate the instructor's effectiveness as a teacher as    | 1 | 2 | 3 | 4 | 5 | NA |
| 24. Overall, I would rate the amount I learned in this course as            | 1 | 2 | 3 | 4 | 5 | NA |
| 25. Overall, I would rate the value of what I learned in this course as     | 1 | 2 | 3 | 4 | 5 | NA |
| 26. Overall, I would rate the quality of this course as                     | 1 | 2 | 3 | 4 | 5 | NA |
| 27. My motivation to continue learning about this material in the future is | 1 | 2 | 3 | 4 | 5 | NA |
| 28. The likelihood I'd recommend this course to a good friend is            | 1 | 2 | 3 | 4 | 5 | NA |

## ***Applications Card [ VII ]***

Angelo, T.A. & Cross, K.P. (1993)

***Interesting or promising  
IDEAS/TECHNIQUES  
from this session***

***Some possible, potential  
APPLICATIONS of those  
ideas/techniques to my work***

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## A FEW USEFUL REFERENCES ON TEACHING, ASSESSMENT AND LEARNING [ VI ]

- Adelman, C. (2015). *To Imagine a Verb: The Language and Syntax of Learning Outcomes Statements*. Occasional Paper #24. National Institute for Learning Outcomes Assessment. Downloaded from [learningoutcomesassessment.org](http://learningoutcomesassessment.org) on 10/1/15.
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- Myer, J. & Land, R. (2003). Threshold concepts and troublesome knowledge: Linkages to ways of thinking and practicing within the disciplines. *Enhancing Teaching-Learning Environments in Undergraduate Courses, Occasional Report 4*. Edinburgh: University of Edinburgh. Downloaded 7 November 2014 from <http://www.etl.tla.ed.ac.uk/docs/etlreport4.pdf>
- Nichol, D.J. & Macfarlane-Dick, D. (2007). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199–218.
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## Session Feedback Form [ VII ]

**Overall Feedback** – Please circle the rating for each item which best represents your evaluation of this session.

1. Overall, the value of what I learned in this session is

|           |      |          |     |          |
|-----------|------|----------|-----|----------|
| 5         | 4    | 3        | 2   | 1        |
| Very High | High | Adequate | Low | Very Low |

2. Overall, the quality of this session is

|           |      |          |     |          |
|-----------|------|----------|-----|----------|
| 5         | 4    | 3        | 2   | 1        |
| Very High | High | Adequate | Low | Very Low |

3. Overall, I rate this presenter's effectiveness as

|           |      |          |     |          |
|-----------|------|----------|-----|----------|
| 5         | 4    | 3        | 2   | 1        |
| Very High | High | Adequate | Low | Very Low |

### *Comments on this session*

4. Which two or three specific aspects of this session were most useful/helpful?

5. Which specific aspects could have been improved?

6. What questions, if any, remain unanswered?