Applying the Learning Paradigm to Faculty Development in Assessment

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Faculty are absolutely critical to the institutionalization of assessment.

Without their knowledge and skills, assessment will not be sustained or effective, and will not achieve its potential to improve learning and support student success (Driscoll, forever)

Reinforcing the Importance of Faculty Involvement

O "The real promise of assessment depends on significantly growing and deepening faculty involvement" (Hutchings, 2010)

O The highest priority in making progress in campus assessment practices is a "strong faculty leadership role" (Kuh & Ikenberry, 2009)

O AACU has urged a focus on "our students' best work" in which faculty must play a central role (2008).

Applying the Learning Paradigm

O Constructivist (making meaning together)

O Interactive and ongoing feedback

O Accompanied by rationales for decisions and pedagogy

O Decision making and leadership resides within the learner

Advice from John Tagg

O Take information and make meaning of it for yourself, use it to inform your practice, just as we hope our students might do.

O Begin from inside our students' heads – what messages are they hearing, observing, experiencing?

O Take assessment seriously and see it as a rich source of meaningful feedback on your work.   (2003)

Learning Outcomes:

O Describe a range of faculty considerations to reflect upon before planning a faculty development activity or program

O Explain why the "learning paradigm" is appropriate for faculty development

O Design faculty development plans with essential elements and a "context of comfort"

O Analyze WHY collaborative learning pedagogy supports successful faculty development for assessment

O Evaluate faculty development scenarios for potential to empower faculty to use assessment

Three Phases of Faculty Development Activities/Programs

- o Preparation and planning phase
  - o Reflection and inquiry
  - o Establishing learning outcomes
- o Implementation phase
  - o Design and pedagogy
  - o Alignment with learning outcomes
- o Assessment phase
  - o Achievement of outcomes?
  - o Prediction of application

Preparation: Reflection

- o Empathy for busy adults
- o Value for range of experience and expertise
- o Acknowledgement of vulnerability in public settings
- o Respect for traditional isolation of teaching role

Preparation: Reflection con't

o Attention to varied developmental levels of assessment expertise

o Review of previous institutional experiences/history of assessment

Preparation: Listening to Faculty Concerns

o Issues of time

o Worry about assessment's use in faculty evaluation

o Language barriers

o Check on rumors, misinformation, and misunderstandings

o Acknowledge faculty's lack of preparation for assessment work

Determine a "context of comfort" for placement

o Faculty "home" – courses/classes
"Build assessent around the regular and ongoing work of teaching and learning" (Hutchings, 2009)

o Student learning emphasis
Address questions of student motivation, understanding of assessment, and how students learn best)

A "Context of Comfort"

o Faculty values???
Connect to disciplinary expertise, reflect and respect disciplinary interests, the disciplinary topics faculty love.

o Collect models/samples from internal sources and add examples and non-examples from external sources
Make the concepts real and relevant and easily applicable to faculty work. Help faculty see that they are already doing the assessment work.

Planning: Inquiry

O What pedagogy "fits" this faculty group?
  O Acknowledge the tension between direct instruction and active learning

O What understandings and skills do I want the faculty to develop?
  O Develop learning outcomes
  O Consider appropriate level of Bloom

Implementation: Learning-centered

O Begin with community building

O Be aware of the anxiety and tension around lack of confidence

O Be very clear about agenda and authentic about flexibility

Implementation: Learning-centered

O Determine levels of experience and expertise

O Focus on doing work, tasks, and accomplishments

O Judicious presentation of content

Implementation: Learning-Centered

O Provide rationale for activities, pedagogy, and examples

O Use collaborative learning approaches as much as possible

O Use in-house examples to initiate understandings, motivation, and security

Implementation: Constructivist Pedagogy

O Collaborative learning

O Problem-based learning

O Project-based learning

O Models/demonstrations with analysis

O Case-based learning

O Simulations/Role Plays

O Peer Coaching/Critique

O Observations of Self/Others

Checkpoints for Learner-Centered Faculty Development

O Balance of power and control:

    O Who controls content?

    O Who controls the pace?

    O Who controls the activities?

    O Who controls the flow of communication? Who gets the opportunity to speak? When and for how long?

    O How flexible can we be?

Checkpoints for the Faculty Developer

O Reflect on power and control in your plans well in advance

O Be aware of your own vulnerability

O Check the links between your plans and faculty learning

O Be ready to share power, control and leadership while maintaining professional responsibility

Assessment of Faculty Development in Assessment

O Return to Learning Outcomes
  O Pre-post self ratings
  O "Pair shares"
  O Group assignments
  O Syllabus assignments
O Follow-up Questions, Assignments
  O Course alignment grids
  O Assess course materials
  O Action research projects

Faculty Development Cases

O Library Assessment Director's Workshop

O Purposes of Assessment Activity

O Learning Outcomes Examples and Non-Examples

O Assessment Language Activity

O Rubric Design Activity

Final Advice

O Create a meaning for assessment as engagement in reflective practice about our work in the same spirit of inquiry in which we pursue our scholarship.

O Maintain:

Inquiry – continuous questions

Integrity – "walk our talk"

Create Good Beginners – perpetual learning

Resources for Faculty Development in Assessment

○ Cox, M.D., & Richlin, L. (2004). Building faculty learning communities. San Francisco, Jossey-Bass.

○ Driscoll, A., & Wood, S. (2007). Outcomes-based assessment for learner-centered education. Sterling, VA: Stylus.

○ Hutchings, P. (2010). Opening doors to faculty involvement in assessment. Champaign, IL: NILOA.

○ Tagg, J. 2003). The learning paradigm college. Bolton, MA: Anker Publishing.

○ Weimer, M. (2002). Learner-centered teaching. San Francisco, CA: Jossey-Bass.

PRACTICE IDENTIFYING LEARNING OUTCOMES

1.Examples and Non-examples of LO's

- Students analyze situations to solve management problems

- Students practice writing to convince a future employer

- Students increase skills in management.

- Students apply organizational skills to management situations.

2.Examples and Non-Examples of Learning Outcomes

- Students learn about the history of technology.

- Students appreciate the role of technology in economics.

- Students describe ethical considerations for technology.

- Students practice using technology to solve problems.

3.Examples and Non-examples of Learning Outcomes

- Students work on writing skills for improvement.

- Students experience different purposes of writing.

- Students write compelling communication for varied purposes.

- Students compare their early writing with later writing.

4.Examples and Non-examples of Learning Outcomes

- Students identify and analyze community issues.

- Students serve in community agencies to become aware of community needs.

- Students reflect on community experiences to determine insights for citizenship.

- Students describe self as citizen and evaluate readiness for role.

5.Examples and Non-examples of Learning Outcomes

- Students describe steps of problem solving.

- Students practice solving problems to have greater skill and understanding.

- Students increase their consideration of alternatives in the problem solving process.

- Students solve problems with consideration of multiple perspectives.

Purposes for Assessment

1. To provide feedback to students

2. To classify or grade student achievement

3. To enable students to correct errors or improve their learning

4. To motivate students to work harder

5. To focus students on their sense of achievement

6. To consolidate and summarize learning

7. To estimate student's progress to other levels or courses

8. To guide students' selection of courses/experiences

9. To meet accreditation standards

10. To give us feedback on how well we are promoting learning

11. To provide data for internal accountability

12. To suggest that teaching strategies are successful or not

13. To provide direction for improving teaching/ curriculum

14. To be used in ranking or evaluating faculty/staff

15. To identify program strengths/challenges for improvement