

DOING ASSESSMENT AS IF TEACHING & LEARNING MATTER MOST *PRACTICAL STRATEGIES AT PROGRAM AND COURSE LEVELS*

The 2014 Assessment Institute in Indianapolis

Monday 20 October 2014 – 2:00–3:00 PM

Tom Angelo

Professor of Higher Education
Assistant Provost and Founding Director
Center for the Advancement of Faculty Excellence
Queens University of Charlotte (NC)

Guidelines 1 & 3

Values

Goal Ranking and Matching Exercise

1. On the lines below, please list three or four learning goals you hope to achieve—things you hope to learn or questions you hope to answer—through participating actively.

Your personal learning goals for this conference . . .

2. Now, rank your goals in terms of their relative importance to you.
Make the most important goal #1, the next most important #2, and so on.
3. Next, working with your group of 3-4 colleagues, determine quickly whether you have any first- or second-ranked goals in common. Determine which one or two are most widely shared.
4. Prepare to report out which goals were shared within your group and to what extent.
For example, “Three out of four of us hope to learn X.”

Guidelines 2, 4 & 7

Tri-national Background Knowledge Probe

Please answer each question below for the following three countries: The USA, Ukraine and Syria. Guessing is encouraged and expected!

	USA	UKRAINE	SYRIA
1. Population?	_____	_____	_____
2. Area in square kms?	_____	_____	_____
3. Capital city?	_____	_____	_____
4. Name of current head of national gov't	_____	_____	_____
5. Name of most likely next head of gov't?	_____	_____	_____
6. Corruption ranking?	_____	_____	_____
7. Per capita income?	_____	_____	_____
8. %-age GDP to Defense?	_____	_____	_____
9. %-age child poverty?	_____	_____	_____

Additional questions

10. _____
11. _____
12. _____
13. _____

Guidelines 1, 3, 4 & 7

SIX DIMENSIONS OF HIGHER LEARNING OUTCOMES

Approximately what percentage of all the instruction *you* got during your own undergraduate degree program focused on . . .

What percentage of their total instruction *your* undergraduate students will receive during 2015-2019 should focus on . . .

_____	<p>FACTUAL LEARNING Learning <i>What (Level 1)</i> Learning facts and principles</p>	_____
_____	<p>CONCEPTUAL LEARNING Learning <i>What (Level 2)</i> Learning concepts and theories</p>	_____
_____	<p>PROCEDURAL LEARNING Learning <i>How</i> Learning skills and procedures</p>	_____
_____	<p>CONDITIONAL LEARNING Learning <i>When and Where</i> Learning applications</p>	_____
_____	<p>METACOGNITIVE LEARNING Learning <i>How to Learn</i> Learning to direct and manage one's own learning</p>	_____
_____	<p>REFLECTIVE LEARNING Learning <i>Why</i> Developing self-knowledge, cultural awareness, ethics, etc.</p>	_____
_____		_____
100%		100%

Guidelines 2 & 6

Seven Transformative Guidelines for Doing Assessment as if Deep Learning Matters Most

1. **Build shared trust.** *Begin by lowering personal, interpersonal and organizational barriers to risk taking and change.*
2. **Build shared language and concepts.** *Develop a collective understanding of the key concepts (mental models) needed for transformation.*
3. **Build shared goals and motivation.** *Collectively determine goals worth working toward and problems worth solving – and consider the likely costs and benefits.*
4. **Design backward and work forward.** *Design backward from that shared vision and long-term goals to develop coherent outcomes, strategies, and activities.*
5. **Think and act systematically.** *Analyze the opportunities and limitations presented by the larger system(s) within which we operate and seek connections and applications to those larger worlds.*
6. **Take a scholarly approach.** *Consult relevant valid theory and research. Use what has already been learned about individual and organizational learning, change and assessment to inform, explain, and examine your plans and strategies.*
7. **Don't assume, ask.** *Practice what we preach. Make the implicit explicit. Demonstrate the value of assessment by using it ourselves—and on ourselves.*

HIGH IMPACT PRACTICES (KUH, 2008)

- **First-Year Seminars and Experiences**
- **Common Intellectual Experiences**
- **Learning Communities**
- **Writing-Intensive Courses**
- **Collaborative Assignments and Projects**
- **Undergraduate Research**
- **Diversity/Global Learning**
- **Service Learning/Community-Based Learning/Internships**
- **Capstone Courses and Projects**

Guidelines 5 & 6

Discussion Draft Questions for an Undergraduate Course/Teaching Feedback (not Evaluation!) Form

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 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: (1=extremely high, 2=high, 3=adequate, 4=low, 5=very low)

- | | | | | | | |
|--|---|---|---|---|---|----|
| 23. This course increased my desire to continue learning about this material | 1 | 2 | 3 | 4 | 5 | NA |
| 24. If a friend asked about taking this course, my recommendation would be | 1 | 2 | 3 | 4 | 5 | NA |
| 25. Overall, I would rate the quality of this course as | 1 | 2 | 3 | 4 | 5 | NA |
| 26. Overall, I would rate the effectiveness of the instructor as | 1 | 2 | 3 | 4 | 5 | NA |
| 27. Overall, I would rate the amount I learned in this course as | 1 | 2 | 3 | 4 | 5 | NA |
| 28. Overall, I would rate the value of what I learned in this course as | 1 | 2 | 3 | 4 | 5 | NA |

Guideline 7

Applications Card

DIRECTIONS: Please take a moment to recall the ideas, techniques, and strategies we've discussed -- and those you've thought up -- to this point in the session. Quickly list as many possible applications as you can. Don't censor yourself! These are merely possibilities. You can always evaluate the desirability and/or feasibility of these application ideas later.

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

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

Reference: Angelo, T.A. & Cross, K.P. (1993). Classroom Assessment Techniques: A Handbook for College Teachers, 2nd edition. San Francisco: Jossey-Bass, pp. 236-239.

A FEW USEFUL REFERENCES ON TEACHING, ASSESSMENT AND LEARNING

- Ambrose, S.A., et al. (2010). *How Learning Works: Seven Research-based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass.
- Anderson, L. & Krathwohl, D.R. (Eds.) (2001). *A Taxonomy for Learning, Teaching, and Assessment: A Revision of Bloom's Taxonomy of Educational Objectives (Abridged Edition)*. New York: Allyn & Bacon.
- Angelo, T. (2012). Designing subjects for learning: Practical, research-based principles and guidelines. In Hunt, L. & Chalmers, D. *University Teaching in Focus: A Learning-centred Approach*. London: Routledge, Taylor & Francis, 93-111.
- Angelo, T. & Cross, K.P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers*. San Francisco: Jossey-Bass.
- Bransford, J.D., Brown, A.L., & Cocking, R.R. (Eds.). (2000). *How People Learn: Brain, Mind, Experience, and School, Expanded Edition*. Washington, DC: National Academy Press.
- Cook, E., Kennedy, E. & McGuire, S.Y. (2013). Effect of teaching metacognitive learning strategies on performance in general chemistry courses. *J. Chem. Educ.* 90 (8), 961-967. DOI: 10.1021/ed300686h.
- Davis, B.G. (2009). *Tools for Teaching, 2nd Edition*. San Francisco, CA: Jossey-Bass.
- Doyle, T. & Zakrajsek, T. (2013). *The New Science of Learning*. Sterling, VA: Stylus.
- Dunlosky, J., Rawson, K.A., Marsh, E.J., Nathan, M.J. & Willingham, D.T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14(1), 4-58.
- Freeman, S. et al. (2014). Active learning increases student performance in science, engineering, and mathematics. *PNAS Early Edition*. Downloaded 14 April 2014 from www.pnas.org/cgi/doi/10.173.pnas.1319030111
- Hattie, J. A. C. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York: Routledge.
- Huba, M.E. & Freed, J.E. (2000). *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning*. Needham Heights, MA: Allyn & Bacon.
- Kaplan, M., Silver, N., Lavaque-Manty, D., & Meizlish, D. (2013). Using Reflection and Metacognition to Improve Student Learning. Sterling, VA: Stylus.
- Kuh, G. (2008). *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Washington, DC: American Association of Colleges & Universities.
- Maki, P.L. (2010). *Assessing for Learning, 2nd Edition*. Sterling, VA: Stylus.
- Morisano, D. et al. (2010). Setting, elaborating, and reflecting on personal goals improves academic performance. *Journal of Applied Psychology*, 95 (2), 255-264. DOI: 10.1037/a0018478
- Rhodes, T.L. (Ed.) (2010). *Assessing Outcomes and Improving Achievement. Tips and Tools for Using Rubrics*. Washington, DC: American Association of Colleges & Universities.
- Steele, C.M. (2010). *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*. New York: Norton
- Suskie, L. (2009). *Assessing Student Learning: A Common Sense Guide, 2nd Edition*. San Francisco: Jossey-Bass.
- Walvoord, B.E. & Anderson, V. (2010). *Effective Grading: A Tool for Learning and Assessment in College, 2nd Edition*. San Francisco, CA: Jossey-Bass.
- Wehlburg, C. M. (2008). *Promoting Integrated and Transformative Assessment*. San Francisco: Jossey-Bass.
- Wiggins, G. & McTighe, J. (2005). *Understanding by Design, Expanded 2nd Edition*. Mahwah, NJ: Merrill-Prentice-Hall