Learning Community Workshop for Assessment Institute 2014 IUPUI
Session One
October 19, 2014
Entry-Level Intake

1. What is assessment?

2. Why is it important?

3. What are barriers to assessment? What can you do as a faculty
   member to help overcome those barriers?

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Session One
October 19, 2014
Exit-Level Intake

1. List 3 things you learned you did not know before.

2. List a couple of things you are uncertain about or want to know more about.

3. What are you expecting to get out of these workshops?

4. Suggestions for improvement of today's session.

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Learning Community Workshop for Assessment Institute 2014 IUPUI
Session Three
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1. How has your opinion changed or been modified about how students are motivated to learn, if, at all?

2. Try and recall three important factors that may influence motivation. Of the three, which do think may influence students the most? The least?

3. List as many strategies as you can to improve motivation.

4. Rate (honestly!) on a scale of 1-10 (least to most) the climate in your classroom and the nature of the course content. If you don't know these terms, ask a friend.

Course Content	Classroom Climate
Intrinsically marginalizing to Intrinsically centralizing	Intrinsically marginalizing to Intrinsically centralizing
Rate here:	Rate here:

Learning Community Workshop for Assessment Institute 2014 IUPUI
Session Three
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Exit-Level Intake

1. List 2 to 3 'aha' moments from today's discussion and/or video.

2. List a couple of things you are uncertain or about or want to know
   more about.

3. Suggestions for improvement of today's session.

Learning Community Workshop for Assessment Institute 2014 IUPUI
Session Four
October 19, 2014
Exit-Level Survey of Learning Community Workshop-

I.   Rate the Readings (scale of 1-5, 5 being the highest)

Ambrose's How Learning Works ___

Stevens & Levy's Rubric Book ___

Walvoord's Assessment Clear & Simple ___

Angelo & Cross's CAT ___

II.   Videos

Graham Gibbs' ____
How Assessment can Support
or Undermine
Learning

Diane O'Dowd's testimony and discussion ____
Of interactive techniques (Biology prof.
UC Irvine)

UC Irvine's Vignettes of Formative
Assessment examples (narrator is the woman ____
with perfect hair and makeup)

Chris Biffle's PowerTeaching ____

Chandralekha Singh (Physics professor,
Univ. of Pittsburgh) Interactive ____
Teaching Methods

III. **Best Part of this Workshop Is:**

IV. **I Can Take or Leave this Part of the Workshop:**

V. **Ideas to promote the workshop college-wide without making it seem like a mandate**

VI. **Suggestion Box: Any other Ideas you Have to Improve these Workshops For Your Colleagues & Institutions**

From Walvoord's *Assessment Clear and Simple*

p. 19-20

"A rubric articulates in writing the various criteria and standards that a faculty member uses to evaluate student work. It translates informed professional judgment into numerical ratings on a scale. Something is always lost in the translation, but the advantage is that these ratings can now be communicated and compared. A rubric allows professionals in their respective fields to evaluate student work in reasonable ways."

Easy Steps to Constructing a Rubric

1. Choose a test or assignment that tests what you plan to evaluate. Make clear your objectives for the assignment.
2. Collect any grading criteria you have handed out to students in the past as well as sample student papers with your comments, if you have them. These will be useful in the steps that follow.
3. Identify the 'traits' that will count in the evaluation. These are noun or noun phrases without any implication of judgment: for example, "thesis," 'eye contact with client,' 'costume design,' or 'control of variables.'
4. For each trait, construct a scale describing each level of student performance from the least skillful to the most skillful. You may use three levels for basic distinctions between poor, competent, and excellent, or use four or five levels for finer distinctions, depending on what you need. The scales use descriptive statements. For example, "A thesis that receives a score of '5' is limited enough for the writer to support within the scope of the essay and is clear to the reader; it intelligently enters the dialogue of the discipline as reflected in the students' sources, and it does so at a level that shows synthesis and original thought; it neither exactly repeats any of the students' sources nor states the obvious."
5. Try out the scale with actual student work. Revise the scale as needed.
6. Have a colleague in your discipline use your scale to evaluate actual student work. Revise as needed.

Title of Lecture and Clip: How Assessment Supports or Undermines Learning

URL: http://www.youtube.com/watch?v=IG-G6Vog6o0&feature=PlayList&p=2C327BEB8DC98CB3&index=1

Scale of Changes: Small Changes can Transform the Classroom

*Conditions under which assessment supports student learning

1. Capture sufficient student time and distribute it rather evenly across the things that matter.
   - Ask student s to draw a time graph how hard she works in each course. Should not be Low hours with a sudden hike close to exams.
   - Change the system so students put the hours in (have to think about active learning in the classroom, and projects where students engage outside the classroom)

2. The things you get students to do has to bring the right qualities of engagement with the tasks. Rote memorization is not synthesizing knowledge or application of it. A deep learning approach that inspires them, motivates students toward social interaction; create activities that brings something dynamic to elicit critical thinking which can be assessed over time. Formative assessment is more powerful and useful than summative assessment.

3. Good practice communicates clear and high expectations. Make clear that it's going to be challenging. Raise the stakes.

4. Prompt, Fast, Detailed Feedback. Needs to be useful so student can use it. Get them to think about their learning instead of their grades (i.e. I am a hopeless person with a C- average.) Grades are a bad communication tool for learning. Instructor feedback should focus on the learning not the person; students needs to be understand the feedback.

5. Provide feedback so students can do something different next time. *Feedback should feed forward not backward*. Design sequential assignments so that feedback feeds into next assignment. The greater the distance between assignments, the less useful the feedback.

Based on *Applying the 7 Principles for Good Practice in Undergraduate Education by Chickering & Gamson* (1991)

APPLYING THE SEVEN PRINCIPLES FOR GOOD PRACTICE IN UNDERGRADUATE EDUCATION

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Adapted from Arthur W. Chickering's and Zelda F. Gamson's book entitled, "Seven Principles for Good Practice in Undergraduate Education"

The following is a brief summary of the Seven Principles for Good Practice in Undergraduate Education as compiled in a study supported by the American Association of Higher education, the Education Commission of States, and The Johnson Foundation. These Seven Principles are also presented in Chickering and Gamson's book entitled "Applying the Seven Principles for Good Practice in Undergraduate Education" (1991).

1. GOOD PRACTICE ENCOURAGES STUDENT -- FACULTY CONTACT

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

- I make a point to talk with my students on a personal level and learn about their educational and career goals.
- I seek out my students who seem to be having problems with the course or miss class frequently.
- I advise my students about career opportunities in their major field.
- I share my past experiences, attitudes, and values with students.
- I know my students by name.
- I make special efforts to be available to students of a culture or race different from my own.
- I serve as a mentor and informal advisor to students.

2. GOOD PRACTICE ENCOURAGES COOPERATION AMONG STUDENTS

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

- Beginning with the first class, I have students participate in activities that encourages them to get to know each other.
- I use collaborative teaching and learning techniques.
- I encourage students to participate in groups when preparing for exams and working on assignments.
- I encourage students from different races and cultures to share their viewpoints on topics discussed in class.
- I create "learning communities," study groups, and project teams within my courses.
- I encourage students to join at least one organization on campus.

- I distribute performance criteria to students so that each person's grade is independent of those achieved by others.

3. GOOD PRACTICE ENCOURAGES ACTIVE LEARNING

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

- I ask students to present their work to the class.
- I ask my students to relate outside events or activities to the subjects covered in my courses.
- I encourage students to challenge my ideas, the ideas of other students, or those presented in readings or other course materials.
- I give my students concrete, real-life situations to analyze.
- I encourage students to suggest new readings, projects, or course activities.

4. GOOD PRACTICE GIVES PROMPT FEEDBACK

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

- I give students immediate feedback on class activities.
- I return exams and papers within one week.
- I give students evaluations of their work throughout the semester.
- I give my students written comments on their strengths and weaknesses on class assignments.
- I discuss the results of class assignments and exams with students and the class.

5. GOOD PRACTICE EMPHASIZES TIME ON TASK

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professional alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty and administrators, and other professional staff can establish the basis for high performance for all.

- I expect my students to complete their assignments promptly.
- I clearly communicate to my students the minimum amount of time they should spend preparing for class and working on assignments.
- I help students set challenging goals for their own learning.
- I encourage students to prepare in advance for oral presentations.
- I explain to my students the consequences of non-attendance.
- I meet with students who fall behind to discuss their study habits, schedules, and other commitments.
- If students miss my class, I require them to make up lost work.

6. GOOD PRACTICE COMMUNICATES HIGH EXPECTATIONS

Expect more and you will get it. High expectations are important for everyone-- for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts.

- I encourage students to excel at the work they do.
- I give students positive reinforcement for doing exemplary work.
- I encourage students to work hard in class.
- I tell students that everyone works at different levels and they should strive to put forth their best effort, regardless of what level that is.
- I help students set challenging goals for their own learning.
- I publicly call attention to excellent performance by students.
- I revise my courses to challenge students and encourage high performance.
- I work individually with students who are poor performers to encourage higher levels of performance.
- I encourage students not to focus on grades, but rather on putting for their best effort.

7. GOOD PRACTICE RESPECTS DIVERSE TALENTS AND WAYS OF LEARNING

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well in theory. Students need to opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

I encourage students to speak up when they do not understand.

- I use diverse teaching activities and techniques to address a broad range of students.
- I select readings and design activities related to the background of my students.
- I provide extra material or activities for students who lack essential background knowledge or skills.
- I integrate new knowledge about women, minorities, and other under-represented populations into my courses.
- I have developed and use learning contracts and other activities to provide students with learning alternatives for my courses.
- I use collaborative teaching and learning techniques and pair students with lesser abilities with students with greater abilities.

SOURCE: Chickering, A.W., and Gamson, Z.F. (1991). Applying the Seven Principles for Good Practice in Undergraduate Education. New Directions for Teaching and Learning. Number 47, Fall 1991. San Francisco: Jossey-Bass Inc.