



Centering Healing in the Assessment Process

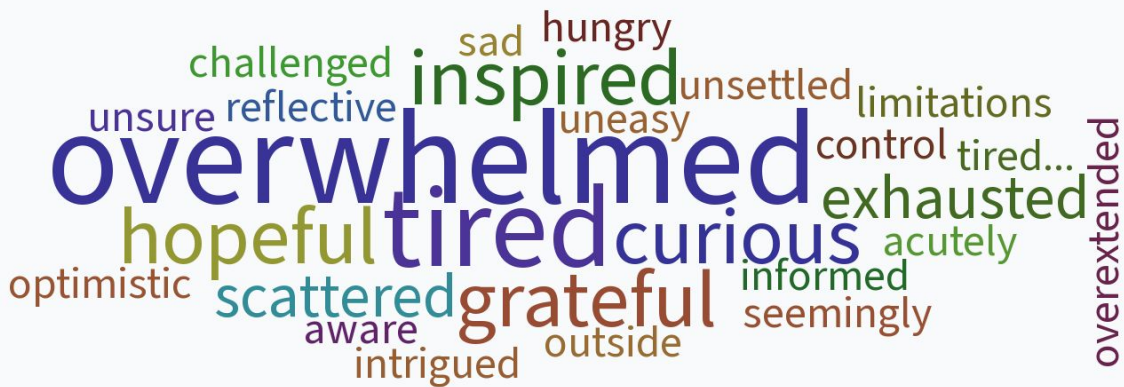
Dr. Gianina Baker, Assistant Director,
National Institute for Learning Outcomes Assessment

October 27, 2021

Use a word to describe how you are feeling right now.

❗ Poll is full and no longer accepting responses

Use a word to describe how you are feeling right now.



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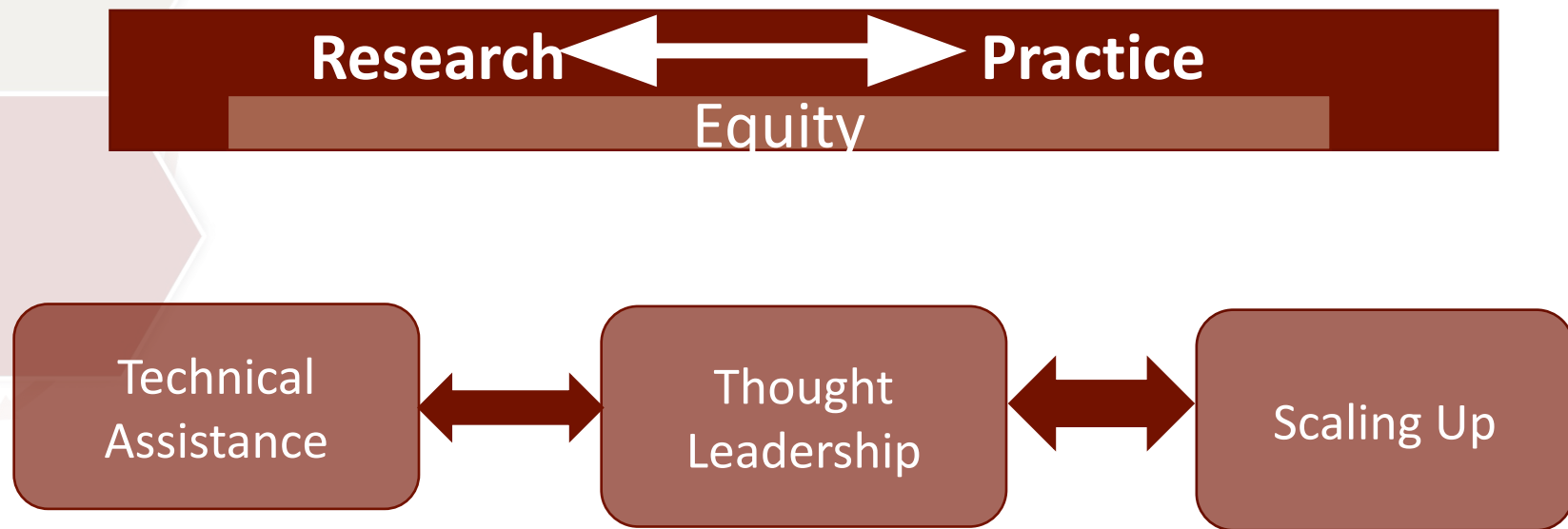
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A research and resource-development organization dedicated to documenting, advocating, and facilitating the systematic use of learning outcomes assessment to improve student learning.






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An overview of NILOA's new website

from Dr. Natashia Jankowski, NILOA Director

Discover, Assess, Distribute.

The National Institute for Learning Outcomes Assessment makes learning outcomes visible and useful to the public.




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NILOA Updates



[National Institute for Learning Outcomes Assessment](#)
[Writing Learning Outcomes](#)
[Foundations of Assessment](#)
[Assessment Landscape](#)
[Assessment Practice](#)
[Stakeholder Roles](#)



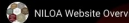
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New to Assessment?

First time exploring the field of assessment? Fear not. We put together a collection of open-access resources introducing the basics of assessing student learning. We recommend starting here, and then exploring and supplementing these resources with materials that are relevant to your specific practice questions and audiences.



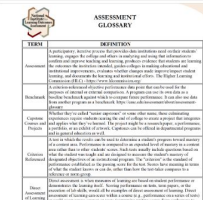
An overview of NILOA's new website

from Dr. Natashia Jankowski, NILOA Director

- Glossary, Acronyms, & Journals
- Writing Learning Outcomes
- Foundations of Assessment
- Assessment Landscape
- Assessment Practice
- Stakeholder Roles

Conversations around assessment—akin to higher education in general—can quickly become jargon filled. Thus a good starting point involves an overview of key terms and acronyms.

Our **Acronym List** takes the guess work out of what the acronyms for which accrediting agencies and assessment-related organizations stand. It is not an



TERM	DEFINITION
Assessment	Assessment is the systematic collection of evidence to determine the extent to which students have achieved the learning outcomes of a program or institution. It is a process that involves setting standards, designing and implementing assessment activities, and analyzing the results to inform improvement efforts.
Assessment Plan	An assessment plan is a document that outlines the goals, objectives, and methods of an assessment program. It serves as a guide for the assessment process and ensures that the assessment is aligned with the institution's mission and vision.
Assessment Practice	Assessment practice refers to the specific activities and methods used to collect and analyze assessment data. This includes designing assessment questions, administering the assessment, and analyzing the results to inform improvement efforts.
Assessment Landscape	The assessment landscape refers to the various assessment-related activities and programs that exist within an institution. This includes assessment of student learning, assessment of faculty performance, and assessment of institutional effectiveness.
Assessment Glossary	An assessment glossary is a list of key terms and acronyms used in the field of assessment. It provides a common language for assessment professionals and helps to ensure that everyone is on the same page when discussing assessment-related topics.




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Question(s) at Hand

What question about assessment processes and practices brings you to the website today? In this section we have collected the most often queried topics and questions to help meet current needs. While the resources here are not exhaustive, they provide a starting point to begin answering your questions. We will continue to update this section based on need!



Top Questions We Receive:

- General Education and Assessment?
- Engaging Faculty?
- Curriculum Mapping & Alignment?
- Co-curricular Assessment?
- Involving Students?
- Using Evidence of Student Learning to Improve?

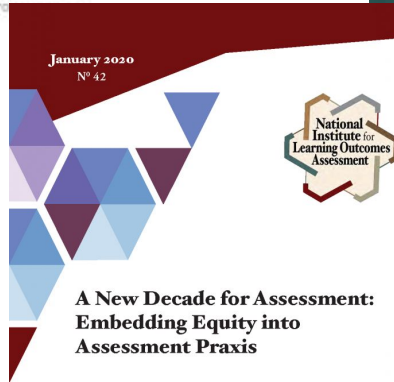
Additional Questions:

- Equity in Assessment?

Session Overview

- What is healing-centered?
- What is healing-centered in relationship to assessment?
- What are some ways to practice healing-centered assessment?
- Connections to 2021 Assessment Institute NILOA Track

How I come into this work



Erick Montenegro
& Natasha A. Jinkowski



Indigenous and LGBTQ Students' Mental Health Most Hurt by Pandemic

By Greta Anderson // February 17, 2021

Indigenous students reported the highest rates of negative mental health related to the pandemic compared to students in all other racial and ethnic groups who visited their college counseling centers last year, according to new data released by the Center for Collegiate Mental Health. Black, Hispanic or Latino, and Indigenous students also reported the highest rates of grief and loss, a [blog post about the data](#) said.

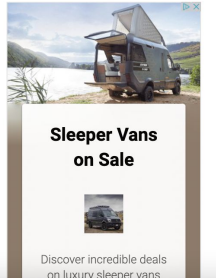
Between 71 and 72 percent of American Indian, Alaska Native, Native Hawaiian or Pacific Islander students who started treatment through their college counseling center reported negative mental health impacts due to COVID-19, a higher rate than Black students (56 percent), Hispanic or Latino students (65 percent), Asian students (62 percent) and white students (68 percent), the CCMH blog post said. LGBTQ students, especially nonbinary, pansexual, queer and transgender male students, also experienced higher rates of negative mental health during the pandemic than their non-LGBTQ peers, the post said.

The blog post, which was posted Tuesday, is the third of five [reports from the CCMH](#), a research group

Harnessing Chaos to Create Our New Assessment Future

Rebecca C. Hong & Kara Mahoney

www.learningoutcomesassessment.org



And then...

Within Higher Education...

**FREE COVID TESTING
ON CAMPUS**

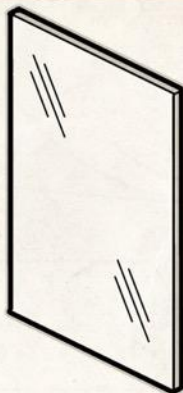


**How I am
Pivoting My
Lecture/Lab
to Remote
Instruction**



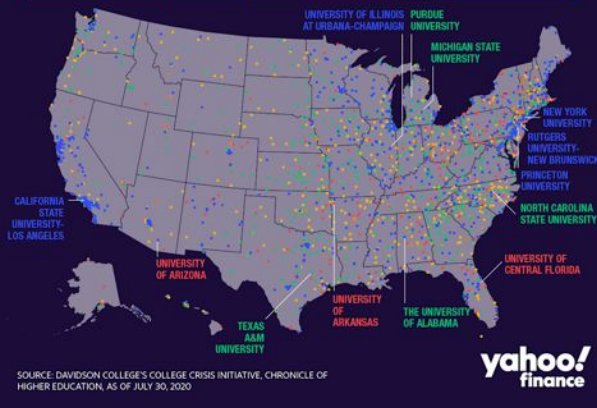
B.

**PLEXIGLASS
BARRIER**

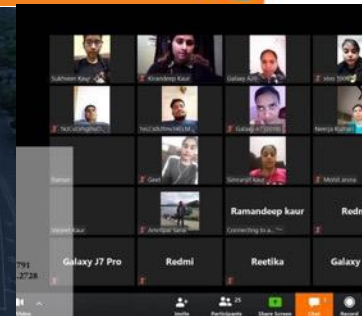


COLLEGE CAMPUSES ARE SPLIT BETWEEN OPEN AND ONLINE

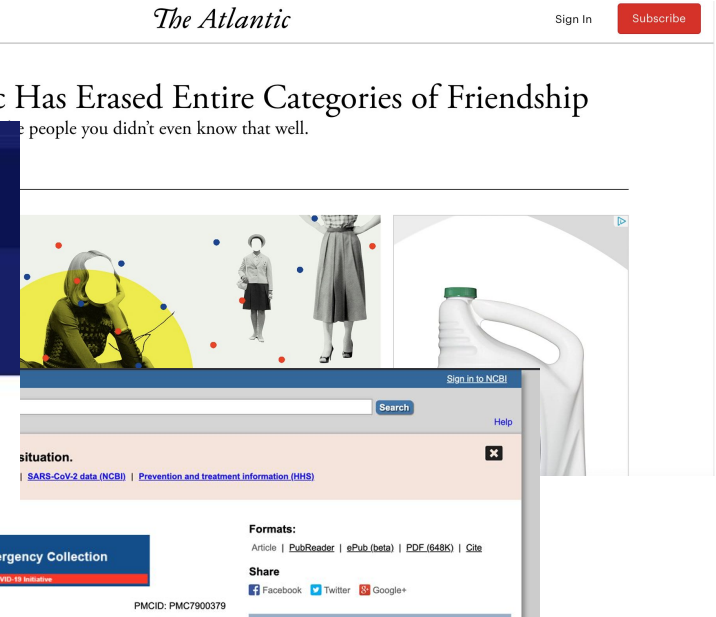
Based on a list compiled by the Chronicle of Higher Education and Davidson College's College Crisis Initiative (C2i), U.S. colleges are largely offering online-only courses, bringing back the students to campus, and a hybrid model. A few are still undecided.



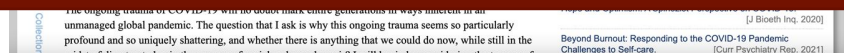
LOT Wi-Fi
CONNECT | WORK



Racial Trauma & Grief

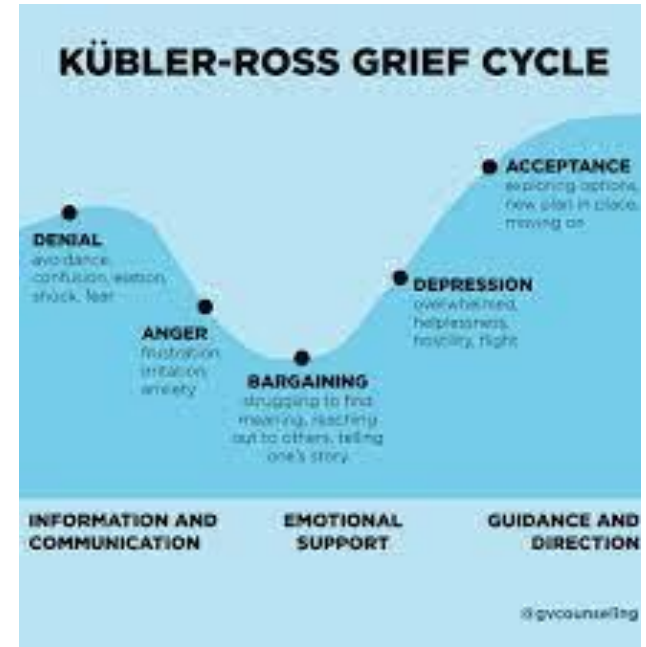


Share in chat: What has been your response to trauma over this past year?



NILOA Resource

- “Nowhere has the assessment movement been more systematically tracked than in Change magazine, so I turned to its pages to identify the stages of grief we have gone through over the past 25 years on our way to an acceptance of the assessment imperative.” (Miller, 2012)
- What we need is healing.
- In order to understand healing-centered, we have to understand trauma.



What is trauma?

Identification of trauma

- **Trauma** is “an emotional response to a terrible event” (American Psychological Association, 2021)
- Additional Definitions:
 - ⊗ any disturbing experience that results in significant fear, helplessness, dissociation, confusion, or other disruptive feelings intense enough to have a long-lasting negative effect on a person’s attitudes, behavior, and other aspects of functioning. Traumatic events include those caused by human behavior (e.g., rape, war, industrial accidents) as well as by nature (e.g., earthquakes) and often challenge an individual’s view of the world as a just, safe, and predictable place.
 - ⊗ any serious physical injury, such as a widespread burn or a blow to the head. —**traumatic** *adj.*

What does it mean to be trauma-informed or trauma-centered? (Ginwright, 2018)

"highlights the specific needs for those who have been exposed to trauma"

While the term trauma informed care is important, it is incomplete.

Trauma-informed care:
“you are the worst thing that ever happened to you”

What is healing-centered?

"What is needed is an approach that allows practitioners to approach trauma with a fresh lens that promotes a holistic view of healing from traumatic experiences and environments. One approach is called *healing-centered*, as opposed to *trauma-informed*. A healing centered approach is holistic involving culture, spirituality, civic action and collective healing. A healing-centered approach views trauma not simply as an individual isolated experience, but rather highlights the ways in which trauma and healing are experienced collectively. The term *healing-centered engagement* expands how we think about responses to trauma and offers more holistic approach to fostering well-being."

(Ginwright, 2018)

Healing-centered engagement

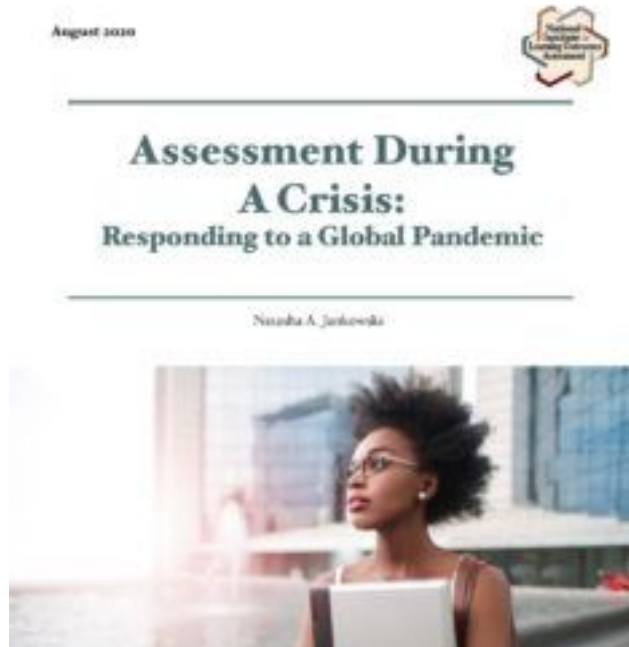
- Has foundations in positive psychology and community psychology
- “Positive psychology is the scientific study of what makes life most worth living” (Peterson, 2008).
 - "a scientific approach to studying human thoughts, feelings, and behavior, with a focus on strengths instead of weaknesses, building the good in life instead of repairing the bad, and taking the lives of average people up to “great” instead of focusing solely on moving those who are struggling up to 'normal'" (Peterson, 2008)
- Community Psychology
 - "goes beyond an individual focus and integrates social, cultural, economic, political, environmental, and international influences to promote positive change, health, and empowerment at individual and systemic levels"

Healing & Assessment

- We can center healing in our assessment work.
- What can this look like?
 - Share your ideas in our Jamboard:
<https://jamboard.google.com/d/1AsN2Lk0J2xvXbydLbmyygJMxK2benAi-bbhdZIfjq4I/edit?usp=sharing>

NILOA Covid-19 Report (Jankowski, 2020, p. 27)

- "Coupled with trauma-informed and healing-centered pedagogy and assessment, faculty and staff can partner with students as producers of content, experts of their lived experience, and be active partners in solving the problem of demonstrating complex learning during a pandemic.
- Examples:
 - Using low-bandwidth assignments that encourage co-creation and peer review.
 - Students built and improved wiki pages on key topics.
 - Instead of completing an archival research project, they gathered materials to submit to the archive about their COVID-19 experience.
 - They can examine their Internet speed and engage quantitative reasoning skills and oral communication while advocating for themselves to customer service (Taylor, 2014),
 - they can gather oral histories of their family, document through photography the way they see the world, engage in reflection, and even disaster analysis (Penn, 2015)."



Assignment Ideas

Our reactions to any event will be affected by our roles and different parts of our identity. For example, opinions about school shootings and safety can be different for parents, students, teachers or first-responders.

When thinking about the current events, each of us may be in support of the protestors, the police, or be somewhere in between, and may change our opinion for different cases.

6. Think about how your roles shape your views on these current events. How do they and pieces of your history, culture or economic background influence your opinions?

...continued



7. 7. What were HER reactions?

8. 8. How have HER roles, characteristics and personal history shaped her opinions?

The magazine provided this description:

"In his new work, Analogous Colors, the artist Titus Kaphar depicts an African-American mother holding her child. On the cover, it is surrounded by the names of 35 men and women whose deaths, ... were the result of systemic racism and helped fuel the rise of the Black Lives Matter movement."

Additional Resources

- Dr. Valentina Iturbe-LaGrave, University of Denver
- Responding to trauma in the classroom
 - Is faculty's response to trauma to make their course more rigorous?
- Supporting Students:
 - Empower students
 - Check in with students
 - Prepare for significant anniversaries
 - Avoid romanticizing trauma narratives in subject content
- Inclusive Teaching Practices website
 - 3 E's: empathise, educate, empower
- Jewell and Durand book on antiracist teaching
 - Lake exercise (deep reflection exercise)

Healing-centered assessment is...

- Caring for your students
- Formative assessment
- Start by building empathy
- Encourage young people to dream and imagine!
- Build critical reflection and take loving action
- "Healing through Policy"
 - DeBeaumont: SAMPLE POLICIES AND PRACTICES TO ADDRESS SYSTEMIC HEALTH AND RACIAL INEQUITIES
 - ⦿ Champaign Unit 4 Resolution declaring "Racism as a Public Health Crisis":
<https://www.champaignschools.org/cms/one.aspx?portalId=24115223&pageId=28134304>
 - *Truth, Racial Healing, & Transformation*

Is healing-centered equity-minded OR is equity-minded healing centered?

Equity-minded assessment entails the following actions (Montenegro & Jankowski, 2020):

- Check biases and ask reflective questions throughout the assessment process to address assumptions and positions of privilege.
- Use multiple sources of evidence appropriate for the students being assessed and assessment effort.
- Include student perspectives and take action based on perspectives.
- Increase transparency in assessment results and actions taken.
- Ensure collected data can be meaningfully disaggregated and interrogated.
- Make evidence-based changes that address issues of equity that are context-specific.

Jamboard

<https://jamboard.google.com/d/1AsN2Lk0J2xvXbydLbmyygJMXK2benAi-bbhdZIfjq4I/viewer?f=0>

Dr. Mays Imad's webinars

- "when optimism meets exhaustion"
- "We long for a return of the familiar"
- Dr. Bayo Akomolofe: What if the ways we respond to the crisis is part of the crisis?

Healing and Assessment

Ginwright (2018) asks: “What blind spots do we have in our approaches to supporting young people who experience trauma? How might the concepts which are enshrined in our language limit rather than create opportunities for healing? What approaches might offer “disruptive” techniques that saturate young people with opportunities for healing and well-being?”

I ask: How could this apply to assessment?

Connections to 2021 NILOA Track (and Assessment Institute)

- Covid-19 and assessment changes
- Excellence in Assessment
- Student-Focused Assessment
- Learning Analytics & Assessment
- HBCU-CEEQA
- Assessment Scholarship
- Equity-Centered Assessment Practice
- Democracy & Assessment
- DQP 3.0!
- Incremental Credentials
- Evidence-Based Storytelling

Share in chat: What session(s) have you found healing at this year's Institute?



YOU ARE SEEN
YOU ARE CHOSEN
YOU ARE A MASTERPIECE
YOU ARE LOVED
YOU ARE BEAUTIFUL
YOU ARE BRAVE
YOU HAVE PURPOSE
YOU BELONG

What word best describes how you are feeling now?

Respond at pollev.com/niloaniloa538

Text **NILOANILOA538** to **37607** once to join, then text your message

What word best describes how you are feeling now?



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Questions



Email us: niloa@education.illinois.edu

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Healing-centered assessment practices

giving voice to those whose voice might be overlooked

I've been looking more into the indigenous yarning method and trying to apply that to my other assessment methods. It's centered around community conversations and relationships.

Empathy with enhanced listening skills. But I also I like the idea of bringing it to a holistic perspective and certainly utilizing positive psychology to focus and expand qualities to support areas of trauma.

"What? Me too!"
Faculty in different departments breaking down their struggles with students not doing homework or attending. The whole college community could use this--faculty are traumatized by the lack of engagement.

cies. In the spring we are l

Workshops on creating balance within the chaos

Healing as a learning outcome - coming out of a course or program LESS traumatized or more able to cope with trauma

Integrating wellbeing (check-ins) into the process

Focusing on asset-minded assessment was an eye-opener for me!

I think healing-centered assessment may be more qualitative in nature, full of reflections. In addition, I think it also invites some social acts and civic engagement.

Community cultural wealth as a framework for strengths-based assessment

Elevating minoritized voices, always; providing opportunities for people to speak for themselves

Providing safe spaces to collaborate on adjusting assessment practice; supporting vulnerability in this process.

Being mindful of how we invite and ask others to engage in collaborative work in assessment (faculty, staff, students).

Seems well aligned with, and supportive of, culturally responsive and sustaining practices (pedagogy, assessment, etc.)

09:51:22 From Gina Polychronopoulos (she/her) to Everyone:
 Link to slides: https://docs.google.com/presentation/d/1aLmSepdFn9lj9mj1XwT43gCTDouBt8btgD3H7FrIsaQ/edit#slide=id.gfb62afe8b8_0_34

09:56:55 From Gina Polychronopoulos (she/her) to Everyone:
 Racial Trauma & Grief

09:56:57 From Gina Polychronopoulos (she/her) to Everyone:
<https://www.gvsu.edu/counsel/black-student-support-318.htm>

09:57:34 From Gina Polychronopoulos (she/her) to Everyone:
 NILOA Resource: <https://www.learningoutcomesassessment.org/wp-content/uploads/2019/02/OccasionalPaper13.pdf>

09:57:58 From Gina Polychronopoulos (she/her) to Everyone:
 Trauma-informed or Trauma-centered: <https://ginwright.medium.com/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c>

09:58:46 From Gina Polychronopoulos (she/her) to Everyone:
 Positive Psychology: <https://positivepsychology.com/what-is-positive-psychology-definition/>

09:58:59 From Gina Polychronopoulos (she/her) to Everyone:
 Community Psychology: <https://www.communitypsychology.com/what-is-community-psychology/>

09:59:10 From Gina Polychronopoulos (she/her) to Everyone:
 Jamboard: <https://jamboard.google.com/d/1AsN2Lk0J2xvXbydLbmyygJMxK2benAi-bbhdZIfjq4I/edit?usp=sharing>

10:02:17 From Tasha Jones to Everyone:
 Good morning from Illinois!

10:02:33 From Maria Leite (She, her, hers, ela) to Everyone:
 Good morning from Gainesville, FL

10:02:43 From Polina Kaniuka to Everyone:
 Good morning from Terre Haute, IN, Indiana State University.

10:02:48 From Gianina Baker to Everyone:
 Good morning!

10:02:53 From Elizabeth Jimenez Perez She/her/hers/Ella to Everyone:
 Good morning from San Diego California

10:02:55 From Kayla Pineda to Everyone:
 Good morning from Mississippi State University

10:02:55 From Jodi Wolkerstorfer to Everyone:
 Good Morning from MN!

10:03:00 From Trea Kimball to Everyone:
 Good morning from central Wisconsin!

10:03:05 From Morgan Howe (she/her) to Everyone:
 Good morning from Madison, WI!

10:03:14 From Stephanie M. to Everyone:
 Good morning from Texas :)

10:03:18 From Hayley Heaton to Everyone:
 Good morning from Michigan!

10:03:29 From Kyrsha Balderas (she/her) to Everyone:
 Good morning from La Crosse, WI:)

10:03:29 From Cari Gochenouer to Everyone:
 Good morning from the University of Hawaii at Manoa! :)

10:03:33 From Neil Kromer to Everyone:
Hello from the U.P. of Michigan

10:03:45 From Bridgett Taylor (she/her) to Everyone:
Hello from Vermont!

10:03:47 From Writing Center to Everyone:
Good morning from South Bend, Indiana!

10:03:50 From Amanda Henrichs to Everyone:
Good morning from Western Massachusetts!!

10:03:54 From Kim McKeage to Everyone:
Hello from Greenfield Community College in Massachusetts

10:04:16 From Kim McKeage to Everyone:
Hi Amanda H!

10:04:24 From Jan Lubin to Everyone:
Hello from Kaneohe, Hawaii

10:04:50 From Beth Hoag to Everyone:
Hi all from University of Illinois

10:04:51 From Kiana Million to Everyone:
Good morning from the University of Cincinnati in Ohio.

10:05:22 From Michele Dunbar (She/Her) to Everyone:
Inspired

10:05:36 From Ashley Hewlett-Lemke Michigan State University to Everyone:
inspired

10:05:40 From Kristen Lindsay to Everyone:
Introspective

10:05:41 From Rachel Kahn to Everyone:
Unsettled

10:05:41 From Tasha Jones to Everyone:
Contemplative

10:05:44 From Polina Kaniuka to Everyone:
Busy with work, but excited about the session.

10:05:45 From Elizabeth Jimenez Perez She/her/hers/Ella to Everyone:
Ready

10:05:45 From Kim McKeage to Everyone:
tired

10:05:48 From Dea Marx to Everyone:
frustrated

10:05:53 From Neil Kromer to Everyone:
isolated

10:05:55 From Patti Clayton to Everyone:
curious

10:06:00 From Maria Leite (She, her, hers, ela) to Everyone:
Hopeful

10:06:29 From Writing Center to Everyone:
Pulled apart

10:11:09 From Kendra Miller to Everyone:
Yes; hence curious! :)

10:11:31 From Cindy Cogswell to Everyone:
We've talked about trauma informed practice for students and staff but healing-centered seems new to me.

10:12:27 From Jordan Trachtenberg (Dr/she/her) to Everyone:
You are brave to be on a school board at this time. You have my support!

10:12:30 From Nuala Boyle (she/her) to Everyone:
Congratulations and THANK YOU for doing this work on your school board!

10:13:15 From Patti Clayton to Everyone:
Cindy, I agree – the distinction (if any) b/w “trauma-informed” and “healing centered” intrigues me.

10:13:30 From Jordan Trachtenberg (Dr/she/her) to Everyone:
We are working really hard with our local school board to encourage restorative practice and affirming, comprehensive sex education. There is so much resistance here. It is so hard.

10:14:10 From Bridgett Taylor (she/her) to Everyone:
Trauma-informed is ensuring you don't do harm; healing centered feels more like a proactive choice

10:14:21 From Cindy Cogswell to Everyone:
@patti – yes!

10:15:20 From Gina Polychronopoulos (she/her) to Everyone:
Sharing a link about trauma-informed and healing-centered:
<https://ginwright.medium.com/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c>

10:15:21 From Jodi Wolkerstorfer to Everyone:
The terminology “healing centered” is new to me as well, but feels like when we shifted from “office of disability” to “office of accessibility” on our campus. A word shift can bring a mind-shift!

10:16:34 From Maria Leite (She, her, hers, ela) to Everyone:
Mindfulness practices and art-based approaches to mindfulness

10:16:40 From Jordan Trachtenberg (Dr/she/her) to Everyone:
I have been leaning in to others' trauma a lot this year. It has been emotionally draining, but I'm also very grateful for the personal connections. I have broken down, but they have helped me build back up.

10:16:50 From mdosterhouse to Everyone:
The college has adopted a motto of “maximum compassion; maximum flexibility”

10:16:51 From Morgan Howe (she/her) to Everyone:
Intense anxiety that led to a lot of self-growth in my understanding of others

10:17:07 From Neil Kromer to Everyone:
Withdraw, wall up, and silence...

10:17:11 From Kayla Pineda to Everyone:
I agree, Morgan, so much more anxiety but a lot of personal growth

10:17:13 From Ashley Hewlett-Lemke Michigan State University to Everyone:
stepping back and reprioritizing what's important in life and what to let go

10:17:13 From Kiana Million to Everyone:
I like that @mdosterhouse

10:17:21 From Stephanie M. to Everyone:
Grateful list for each day at the end of every day, started during the pandemic

10:17:28 From Kendra Miller to Everyone:
Centering on what's most important (because it feels safe)

10:17:31 From Bridgett Taylor (she/her) to Everyone:
Vacillating between putting up the wall and staying in and wanting to go out and engage again.

10:17:37 From Alyssa Boike to Everyone:
resisting urge to disengage and withdraw

10:17:40 From Kristen Lindsay to Everyone:
Despite the trauma there are also opportunities... I hold tight to the potential. And celebrate all the roses amongst the thorns.

10:17:44 From Jan Lubin to Everyone:
introspection that has led to being more responsive and flexible

10:17:51 From Michele Dunbar (She/Her) to Everyone:
@Ashley, Yes, I agree!

10:18:12 From Neil Kromer to Everyone:
My rural area creates a razor edge of fear due to lack of jobs and viable income across the board

10:18:20 From Jordan Trachtenberg (Dr/she/her) to Everyone:
Absolutely, Neil

10:18:28 From Maria Leite (She, her, hers, ela) to Everyone:
It should be called The Dissertations Cycle :)

10:18:57 From Neil Kromer to Everyone:
Students not from our area are at an extremely high risk

10:19:00 From Jordan Trachtenberg (Dr/she/her) to Everyone:
And religious and political extremism in rural areas are exacerbating that fear.

10:19:41 From Bridgett Taylor (she/her) to Everyone:
One of the things I think is so important is to honor that different people have different responses to trauma and they are all legitimate

10:23:17 From Patti Clayton to Everyone:
YES! – It seems to align well with the asset-based etc orientations of community-campus engagement understood as democratic engagement. Thank you for this.

10:23:26 From Neil Kromer to Everyone:
High levels of stress impacts the brain's higher cognitive abilities to react and function in a learning-centered environment

10:24:09 From Neil Kromer to Everyone:
fight, flight, or freeze become the ordering for thought processes.

10:24:14 From Polina Kaniuka to Everyone:
I think healing-centered engagement offers more prospects for the future without dwelling too much on the past, yet without disregarding the traumatic past.

10:24:17 From Emilie Clucas Leaderman (STCC) to Everyone:

I really like the focus here on collective healing in this definition. Using the RARE Model and engaging strategies that draw upon positive psychology in my interactions at work has been essential for helping myself and others find meaning and develop a sense of trust in our work.

10:25:07 From Gina Polychronopoulos (she/her) to Everyone:

Jamboard: [https://jamboard.google.com/d/](https://jamboard.google.com/d/1AsN2Lk0J2xvXbydLbmyygJMxK2benAi-bbhdZIfjq4I/edit?usp=sharing)

1AsN2Lk0J2xvXbydLbmyygJMxK2benAi-bbhdZIfjq4I/edit?usp=sharing

10:25:38 From Michele Dunbar (She/Her) to Everyone:

Will you also be sharing a link to your PPT today?

10:26:17 From Patti Clayton to Everyone:

FYI, this is msg I get when I try to access the jamboard: There are currently too many people viewing this file. Please try again later.

10:26:31 From Jaqui Thomas (she/hers) to Everyone:

same

10:26:42 From Maria Leite (She, her, hers, ela) to Everyone:

Too many people in the Jam Board now

10:27:55 From Cindy Cogswell to Everyone:

I closed out 😊

10:28:19 From Kendra Miller to Everyone:

Thank you

10:28:54 From Renae E Barber to Everyone:

Gina do you mind listing in the chat which session you were talking about? I am also interested in viewing that once it's posted!

10:29:45 From Gina Polychronopoulos (she/her) to Everyone:

@Renae, here is the title of that session: 05K – How Learning Science Influences Assessment of Learning and Development

10:29:51 From Renae E Barber to Everyone:

Thank you!

10:30:05 From Maria Leite (She, her, hers, ela) to Everyone:

Photography and reflection are great strategies!

10:30:08 From Gina Polychronopoulos (she/her) to Everyone:

NILOA Assignment Library: [https://](https://www.learningoutcomesassessment.org/ourwork/assignment-library/)

www.learningoutcomesassessment.org/ourwork/assignment-library/

10:33:53 From Patti Clayton to Everyone:

Tension there: The same thing can be both trauma-reminding/inducing and healing (for the same person, for different people).

10:42:37 From Gina Polychronopoulos (she/her) to Everyone:

Link: <https://www.learningoutcomesassessment.org/wp-content/uploads/2020/01/A-New-Decade-for-Assessment.pdf>

10:44:01 From Brighton (they/them) to Everyone:

yes

10:44:02 From Jaqui Thomas (she/hers) to Everyone:

yes

10:44:03 From Morgan Howe (she/her) to Everyone:

Yes!

10:44:09 From Aparna Biradar to Everyone:

yes

10:47:05 From Patti Clayton to Everyone:

What session with what continuum? There is so much going on in this conference – it would be great to be able to check on the sessions you all deem related to this topic.

10:48:09 From Penelope Wong (she/her/hers) Berea College to Everyone:

For people for whom the "the familiar" pre-Covid was NOT working, they are not longing for a return to "normal" or "the familiar."

10:48:16 From Gina Polychronopoulos (she/her) to Everyone:

Session recently referenced: 11B – Becoming an Equity-Centered Practitioner: Recognizing, Disrupting, and Reframing

10:49:15 From Kendra Miller to Everyone:

I like the point about "no return to normal." People in my community are waiting for such a return, but I think that hinders well-being and growth.

10:49:20 From Elysia Lash (she/her) to Everyone:

incredible information, insight, sharing, and discussion happening here – thank you all

10:50:01 From Kendra Miller to Everyone:

@Penelope Wong: I agree

10:50:30 From Patti Clayton to Everyone:

"We will not go back to normal. Normal never was. Our pre-corona existence was not normal other than we normalized greed, inequity, exhaustion, depletion, extraction, disconnection, confusion, rage, hoarding, hate, and lack. We should not long to return, my friends. We are being given the opportunity to stitch a new garment. One that fits all of humanity and nature." (Sonya Renee Taylor) –

10:50:32 From Jordan Trachtenberg (Dr/she/her) to Everyone:

I've been reading this book to try to apply to my assessment approaches. <https://www.akpress.org/fumbling-towards-repair.html>

10:51:21 From Bridgett Taylor (she/her) to Everyone:

Really great points about 'normal.' My college is undergoing huge change (in part in response to the pandemic, in part stuff that was probably overdue) and 'normal' is definitely not coming back

10:53:10 From Bridgett Taylor (she/her) to Everyone:

This one, to be honest

10:53:57 From Neil Kromer to Everyone:

a campus visit from Jen Fry was refreshing and healing

10:54:06 From Morgan Howe (she/her) to Everyone:

The "Asset-Minded Overview of Student Diversity" session yesterday! It was so refreshing to see the work they were doing

10:54:17 From Emilie Clucas Leaderman (STCC) to Everyone:

I appreciate the point about noticing our blind spots. I see a clear connection to disrupting higher education leadership approaches through reimagining what assessment can look like in the future

10:54:20 From Marcia Oliveira to Everyone:

Yes, great quote. I want a new, better, normal.

10:54:37 From Jordan Trachtenberg (Dr/she/her) to Everyone:

The Body is Not an Apology by Sonya Renee Taylor is an awesome, invigorating read.

10:54:47 From Craig Knight to Everyone:

The new normal can't replace one-directional hate with two-directional hate.

10:54:47 From Patti Clayton to Everyone:

Another quote (A. Roy, 2020): "Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next. We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it."

10:55:16 From Kristin K Youngblom to Everyone:

I liked the indigenous ways of knowing session on Monday – a lot of the collective knowledge and emphasis on sharing knowledge fit really well with the healing approach here

10:55:31 From Patti Clayton to Everyone:

1-way and 2-way hate – wow Craig

10:56:35 From Gina Polychronopoulos (she/her) to Everyone:

Wow!

10:57:25 From Anusha S Rao (she/her) to Everyone:

Is it possible to share an anonymized version of this fantastic chat? I am not able to copy these gems over.

10:57:27 From Kristin K Youngblom to Everyone:

a lot of these practices also fit really well with community building and retention goals and framing them that way can be helpful in getting admins on board

10:57:46 From Kim McKeage to Everyone:

Thanks! I have to run, but great discussion.

10:58:05 From Brighton (they/them) to Everyone:

hopeful

10:58:10 From Maria Leite (She, her, hers, ela) to Everyone:

hopeful

10:58:16 From Patti Clayton to Everyone:

grateful (for this conversation)

10:58:22 From Christina Harrison/she/her/hers to Everyone:

Supported

10:58:22 From Gina Polychronopoulos (she/her) to Everyone:

@Anusha, You can save the Chat by pressing the three little dots at the top/right of the chat box

10:58:40 From Anusha S Rao (she/her) to Everyone:

@Gina, I do not seem to have that option on my chat

10:58:41 From Gina Polychronopoulos (she/her) to Everyone:

pollev.com/niloaniloa538

10:58:43 From Stephanie M. to Everyone:

Thank you for a wonderful presentation. I look forward to being able to share with others.

10:59:00 From Anusha S Rao (she/her) to Everyone:

@Gina, all I have is the emoji button

10:59:01 From Dr. Natasha Jankowski (she/her/s) to Everyone:

Thank you for being so awesome, Gianina!!

10:59:02 From Nuala Boyle (she/her) to Everyone:
@Gina – we don't have that option...

10:59:05 From Marjorie Leta to Host and Panelists:
You are amazing, thank you!

10:59:19 From Christina Harrison/she/her/hers to Everyone:
Thank you!

10:59:50 From Emilie Clucas Leaderman (STCC) to Everyone:
This speaks to the sense of community that you all were able
to create in this session. Thank you!

10:59:56 From Nuala Boyle (she/her) to Everyone:
Thank you so much, Dr. Baker!
Thank you also, Gina, for your support.

11:00:00 From Rachel Kahn to Everyone:
Thank you! :)

11:00:04 From Bridgett Taylor (she/her) to Everyone:
thank you all, esp Gina and Dr. Baker!

11:00:07 From Jodi Wolkerstorfer to Everyone:
Thank you so much!!!

11:00:10 From Kara Duquette to Everyone:
THANK YOU!

11:00:12 From Neil Kromer to Everyone:
Thank you!

11:00:14 From Jill Beckwith to Everyone:
Thank you for a wonderful session and your thoughtful work.

11:00:14 From Morgan Howe (she/her) to Everyone:
Thank you for a great session!

11:00:17 From Maria Leite (She, her, hers, ela) to Everyone:
Very inspiring! Thank you.

11:00:19 From Anusha S Rao (she/her) to Everyone:
Thank you for this wonderful session!

11:00:23 From Kayla Pineda to Everyone:
Thank you!

11:00:27 From Hannah Holbrook (she/her) to Everyone:
thank you!!!

11:00:27 From Elysia Lash (she/her) to Everyone:
Thank you, Dr. Baker!

Session Links/Additional Resources

- NILOA website: www.learningoutcomesassessment.org
- NILOA Occasional Paper written by Meg Miller on The Stages of Assessment: <https://www.learningoutcomesassessment.org/wp-content/uploads/2019/02/OccasionalPaper13.pdf>
- 2018 Medium article written by Shawn Ginwright on “The Future of Healing, Shifting from Trauma-Informed Care to Healing-Centered Engagement”: Link: <https://ginwright.medium.com/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c>
- Jamboard: <https://jamboard.google.com/d/1AsN2Lk0J2xvXbydLbmyygmJmXK2benAibbhdZIfjq4I/edit?usp=sharing>
- NILOA Assignment Library: <https://www.learningoutcomesassessment.org/ourwork/assignment-library/>
- Link to Dr. Valentina Iturbe-LaGrave, University of Denver, Responding to Trauma in the Classroom: <https://otl.du.edu/responding-to-trauma-in-the-classroom/>
- Healing through Policy links:
 - <https://debeaumont.org/healing-through-policy/>
 - Champaign Unit 4 Board Resolution declaring Racism a public health crisis: <https://www.champaignschools.org/cms/one.aspx?portalId=24115223&pageId=28134304>
 - The *Truth, Racial Healing, & Transformation* (TRHT) model
- Link: <https://www.learningoutcomesassessment.org/wp-content/uploads/2020/01/A-New-Decade-for-Assessment.pdf>
- Dr. Bayo Akomolafe website: <https://www.bayoakomolafe.net/offerings#chapter-2-1>

I also attached the chat that was saved that contains additional resources from your colleagues!