

# GENERAL EDUCATION & ASSESSMENT: DESIGN THINKING FOR STUDENT LEARNING

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PRE-CONFERENCE WORKSHOP WH2:

***CLAIRE MAJOR, U of ALABAMA***

## **LEARNING ASSESSMENT TECHNIQUES: AN INTEGRATIVE APPROACH TO PROMOTING & ASSESSING DEEP LEARNING**

### **Resources: books**

1. *“Classroom Assessment Techniques”* - a handbook for college teachers
2. *“Collaborative Learning Techniques”*
3. *“Student Engagement Techniques”* by Patricia Cross
4. *“Learning Assessment Techniques”* by Elizabeth Barkley & Claire Howell Major

WH2 continued:

## Individual instructor-oriented session

How do you document that student achieved outcomes?



Method of two CATS:

- a) 1 min paper: *What did you learn?*
- b) Muddiest point in the lecture: *What was the muddiest point in the lecture?*

## WH2 continued:

1. Learning assessment is tied to the teaching; **not separate**
2. Should be seamless
3. Assessment should **promote** learning
4. It should **improve** learning as it assesses it

WH2 continued:

## LATs are organized using Fink's Significant Learning Taxonomy

	<u>CATs</u>	vs.	<u>LATs</u>
-Method:	Indirect & direct		Direct
-Purpose:	Formative- <i>Improve teaching</i>		Summative- <i>Document learning</i>
-Framework:	Bloom's		Fink's
-Examples:	Traditional On-site		Blended Flipped Large lectures
-Uses of data:	Both		<b>Improve teaching &amp; learning</b> Document effective teaching Data for assessment

WH2 continued:

## Learning Assessment Technique process is a three phase process:

- Assessment Reasons
- Implement Assessment
- Respond



## **ASSESSMENT REASONS- WHY TO ASSESS STUDENT?**

- Determine state of student's knowledge
- Fix teaching problems
- Give feedback on progress of learning
  - in comparison to others
  - according to predetermined criteria
- Report to institutional &/or external stakeholders

**Thinking about the question & reasons can affect your assessment**

## WH2 continued: PHASE 2

### **IMPLEMENT LAT: FIRST- SELECT LAT**

- How do you want student to be assessed-lecture, seminar...?
- How complex an activity to be assessed?
- How to engage students-Use quick write?  
*(Each LAT in Claire's book provides guidance for student engagement techniques)*



## WH2 continued: PHASE 3

### RESPOND

- **By answering the assessment question-**  
Whose learning are you gauging?
  - Student's
  - Institution's
- **By data analysis**
  - Quantitative
  - Qualitative



## WH2 continued: PHASE 3

### EXAMPLES OF DATA ANALYSIS

#### ➤ Quantitative

- Simple counts and tallies
- Descriptive statistics
- Frequency
- Percentage
- Mean
- Median
- Quartile



## WH2 continued: PHASE 3

# EXAMPLES OF DATA ANALYSIS

## ➤ Qualitative

- Key word analysis
- Frequent repetition of a term
- Usual use of word
- Thematic development
- Cross-case comparison



For Gen Ed- *standard way* is based on simple counts & tallies, & descriptive statistics: **An Excel file; Pie diagram**

*How many students met course expectations at 70%?*

*How many did not? How many exceeded expectations?*

WH2 continued:

## **LAT cycle closes the loop: assess/evaluate/improve**

- Identify significant learning goals
- Select the purpose
- Implement the assessment
- Get outcomes
- Document & analyze results
- Report to stakeholders
- Adjust the goals to improve learning**  
(CS43: example of Melissa Wright, U of Buffalo)

## WH2 continued: **CONSIDERATIONS**

- Faculty involvement in assessment integral/  
resistance
- Knowledge is messy & complicated; assessment oversimplifies it
- Objectives & outcomes feel binary- not a continuum
- Aiming for enduring learning
- Learning assessment must be part of our teaching
- Data are fresh, but when stored can be evidence
- Use results for teaching/learning improvement
- We should take agency in assessment of learning

