What are they learning?: Assessment in the Classroom

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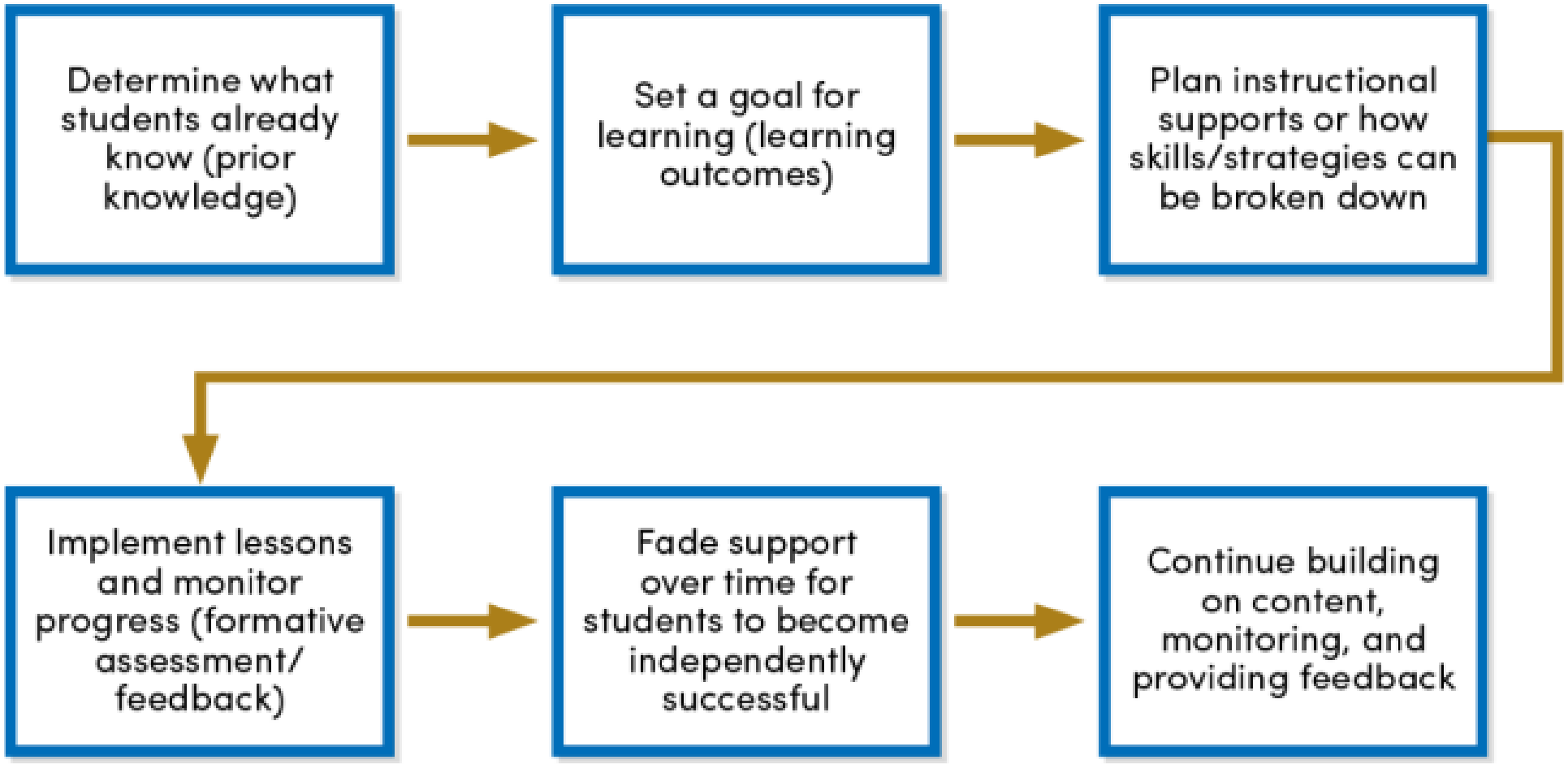
What is a learning objective?

- Statements that describe specific behaviors a student is expected to demonstrate to assure the stated goal has been achieved; knowledge, skills, and values students should demonstrate upon completion of a course, program, or curriculum

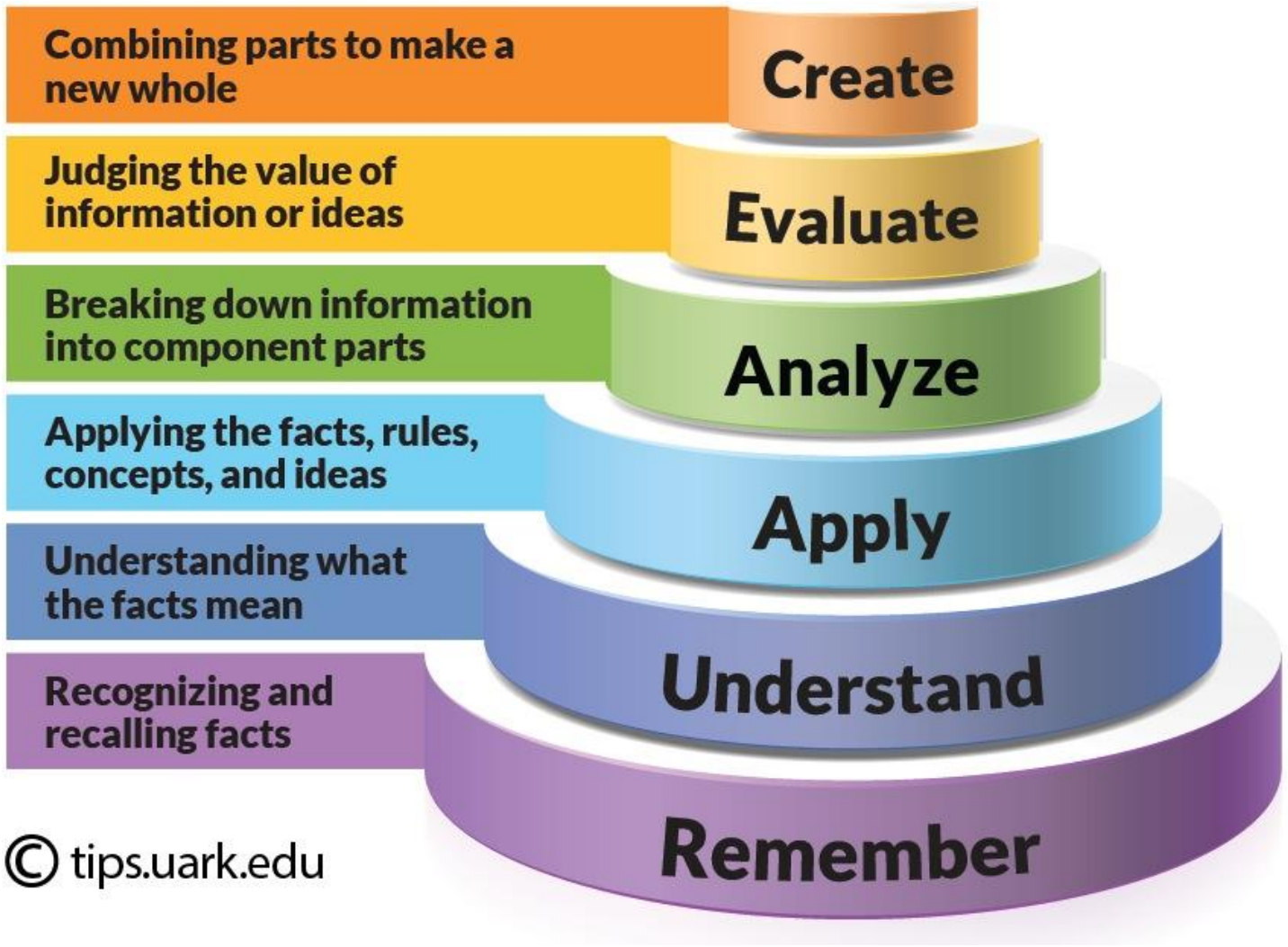
What makes for solid learning objectives?

- Scaffolded
- Measurable
- Clearly articulated and transparent

Scaffolding



Building learning objectives with Bloom's Taxonomy



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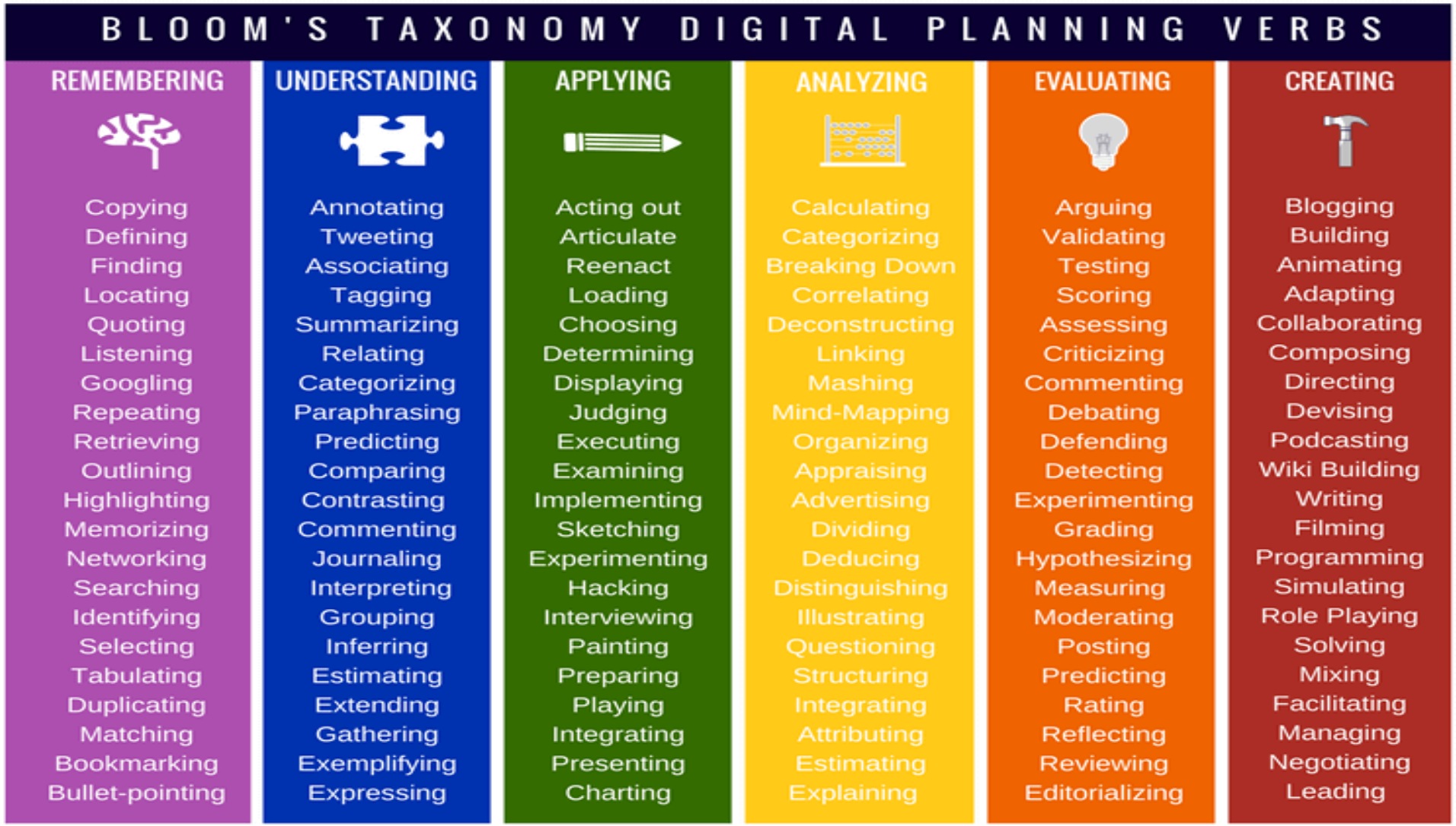
Verbs for Syllabus Planning



Teachthought.com

Start with the end in mind: Backwards design

Objectives

- "Enduring" understandings/big ideas
- Identify the desired learning results

Assessments

- Determine acceptable evidence

Activities

- Plan learning experiences and instruction.

Wiggins & McTighe (1995, 2005)

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What is assessment?

- Formative
  - Low-stakes
  - Ongoing feedback of student learning
  - Used to improve student learning/understanding
  - Ex: Asking questions, forum discussions, quizzes, one minute papers, think-pair-share
- Summative
  - Higher-stakes (grades)
  - Evaluation of learning at the end of an instructional unit
  - Ex: midterms, final exams, final projects, portfolios

Let’s apply what we’ve learned

Take a few moments to think about a course you teach….

1. Identify and write down three learning objectives for the course.

2. Determine some assessment options (low/high stakes; formative/summative).

3. Design the learning experience.

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Think, Pair, Share

Pair up and share out.

Learning objectives
Are your and your partner's learning objectives clearly articulated? Do they use verbs Bloom's Taxonomy?

Assessments
Are the assessments in alignment with the learning objectives?

Design
Are the lessons scaffolded? What activities are you using to engage students? Did you consider different modalities of instruction (online versus face to face)?

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What do adult learners need?

- Recognize the needs of the adult learner. They want:
  - Meaningful and purposeful learning activities
  - Clear communication of expectations
  - Timely, constructive feedback
  - Timely, relevant resources
  - Approachable instructors

Best practices for teaching adult learners…

- If you are teaching online, actively engage in weekly discussion session.
- If you are teaching face to face, ask questions that prompt participation and reflection.
- Provide timely, constructive feedback – stay positive!
- Consider an “office hour” and set clear expectations for when they can expect email responses.
- Build rapport
- Get creative with assignments and map them to practical applications.

Question & Answer Session

Questions?
Concerns?

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