Assessment as Pedagogy Learning Community: Exploring the Model

AGEP California - Summer Teaching Institute 2019
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Session Outcomes

• Understand Assessment Project Outcomes
• Review Key Project Activities
Based on Past CGS Grant-Funded Project 2013-2016

- 100% of graduate participants report project has impacted their approach to instruction
- 100% developed and implemented all elements of semester long project
- 62% reported increased intentionality to their instruction
- 75% of graduate participants reported that the project has influenced their own graduate research activities
- A majority of graduate students experienced challenges with outcomes-based lesson planning; sustained feedback and mentoring is critical
Assessment as Pedagogy Project Value Added

• Strengthens undergraduate learning
• Extends faculty mentoring roles to teaching and learning
• Connects courses with discipline (program) and institutional student learning goals
• Provides unique instructional experience for graduate students who identify as future faculty
Framework

Assessment (of student learning) is a pedagogical and planning tool.

ped·a·go·gy
ˈpedəˌɡäjē/

noun the method and practice of teaching
The Classroom Context

• The classroom and curriculum are the subject matter for your assessment project.

• Building from existing course curriculum in the mentor’s class, fellows and faculty have an opportunity to identify student learning needs, review student results from a key project, develop related teaching documents, and summarize conclusions.
Intentionally designed curriculum and pedagogy to support and gauge development of outcomes to be demonstrated through “signature assignment.”
Project Engagement

**Fellows**
- Engage in weekly learning community meetings
- Complete project activities and develop related content
- Approach project from a research perspective
- Respect the project design agreed upon with mentor

**Mentors**
- Be open to having students observe curriculum and assessment tools for project purposes
- Share important course and student information and details throughout the term
- Support fellows in the development/facilitation of needs assessment/mid-semester evaluation
- Potentially support fellows in having them develop/deliver activities that help support students in meeting learning outcomes
Assessment Project
Outcomes

By the conclusion of the learning community experience, fellows will have:

• Demonstrated outcomes-based instructional design
• Employed or observed assessment strategies as a tool for supporting student learning
• Applied assessment to classroom, course, and program contexts
• Identified discipline-specific learning priorities, based on professional literature and program assessment reports

*These efforts will be summarized in a final reflective essay
Key Project Activities

• Maintain an Annotated Syllabus with notes on curriculum and class time during the F19 term.
• Develop Needs Assessment and Mid-Semester Evaluation (design, facilitation and evaluation)
• Identify course/project-specific signature assignment in relation to course learning outcomes
• Identify and/or develop criteria for assessing the signature assignment
• Develop learner-centered lesson plans related to the signature assignment using backwards design
• Compose a final teaching essay, reflecting on the signature assignment
Establish goals for student learning – learning outcomes

Determine what student work will serve as the evidence of student learning will be

Design & provide intentional learning experiences (curriculum & pedagogy)

Gather & review evidence of student learning

Draw conclusions about student learning achievements in the aggregate

As necessary, act on the results to improve student achievement of learning goals

CLO’s and Signature Assignment LOs

Signature Assignment

The Most Important Step - Put it into Action!

Needs Assessment / Mid-Semester Evaluation / On-going Evaluation / Annotated Syllabus

Lesson Plans / Needs Assessment / Mid-Semester Evaluation
Communications & Collaboration

• We will utilize a private, institutional WordPress site for ongoing postings, communications, and materials.

• Weekly Learning Community meetings for fellows (50 minutes long) will provide a time to reflect on classroom/curricular happenings and for brainstorming with other fellows from your campus collaboratively. Throughout the semester, the learning community will host guest speakers to come to discuss various topics related to the project.
Starting with the end...
The Final Teaching Essay

A brief, reflective essay that addresses...

1) Student learning outcomes for the semester
2) The supporting curriculum/instructional design (documented in the teaching plans)
3) The student learning results
4) What you learned about student learning and teaching
5) How it might impact your teaching going forward
Related Discussion
Topics for Mentor/Fellow Sessions

• Review the Course Learning Outcomes, assignments that are used to help students meet the outcomes, and assessment tolls to gauge student learning

• Brainstorm/Identify a potential “signature assignment” for the class (one that is already built into the syllabus could be ideal) and related evaluation, focusing on related curriculum and planning

• Discuss format for developing needs assessment