



Assessment as Pedagogy Learning Community: Exploring the Model

AGEP California - Summer Teaching Institute 2019

Angela Winek



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

'pedəˌgəjē/

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.

Best Practices – Assessment as Pedagogy

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

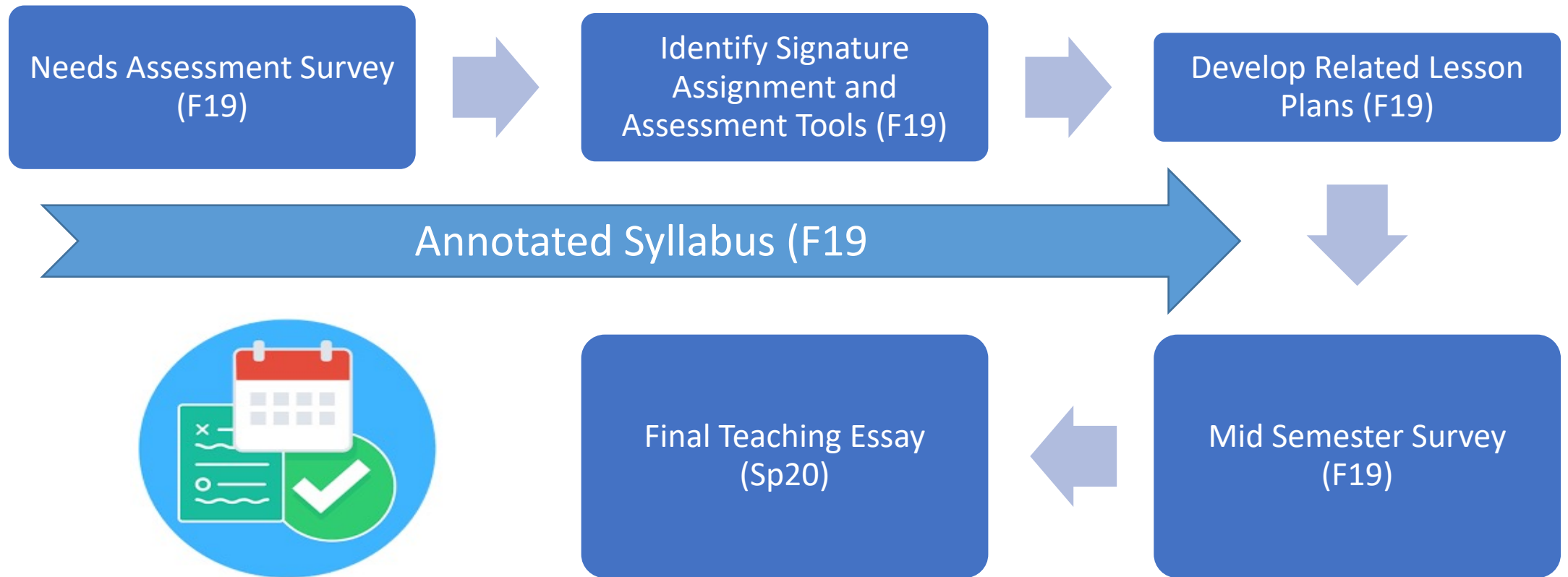
****These efforts will be summarized in a final reflective essay***

Key Project Activities

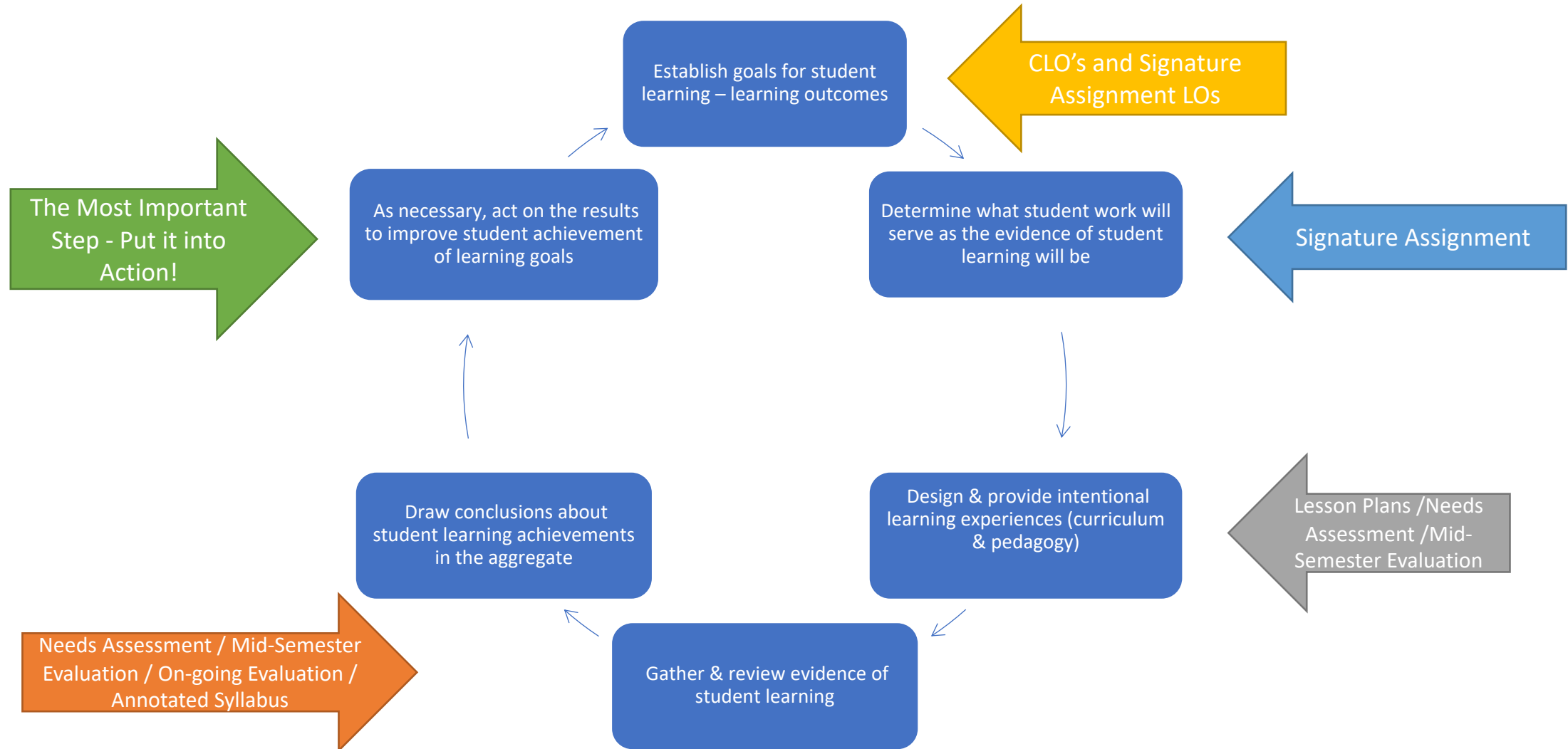
- Maintain an Annotated Syllabus with notes on curriculum and class time during the F19 term.
- Develop Needs Assessment and Mid-Semester Evaluation (design, facilitation and evaluation)
- Identify course/project-specific signature assignment in relation to course learning outcomes
- Identify and/or 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

Activity Timeline

Fall 2019 – Spring 2020



Mapping onto the Assessment Cycle



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 tools 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