Today's webinar

Making the culture shift: Faculty engagement in learning outcomes assessment

Faculty engagement is critical to successful assessment. Our featured experts will tackle the challenge of creating a positive assessment culture among faculty.

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Meet today's experts

Ms. Veronica Brown is an Instructional Developer for Curriculum and Programming at the University of Waterloo's Centre for Teaching Excellence.

veronica.brown@uwaterloo.ca

Dr. Jill Atkinson is an Associate Professor and Chair of Undergraduate Studies in the Department of Psychology at Queen's University in Kingston, Ontario.

jill.atkinson@queensu.ca

Dr. Peggy Maki consults with colleges and universities on building a sustainable commitment to learning outcomes assessment.

peggymaki@aol.com

Building Community:

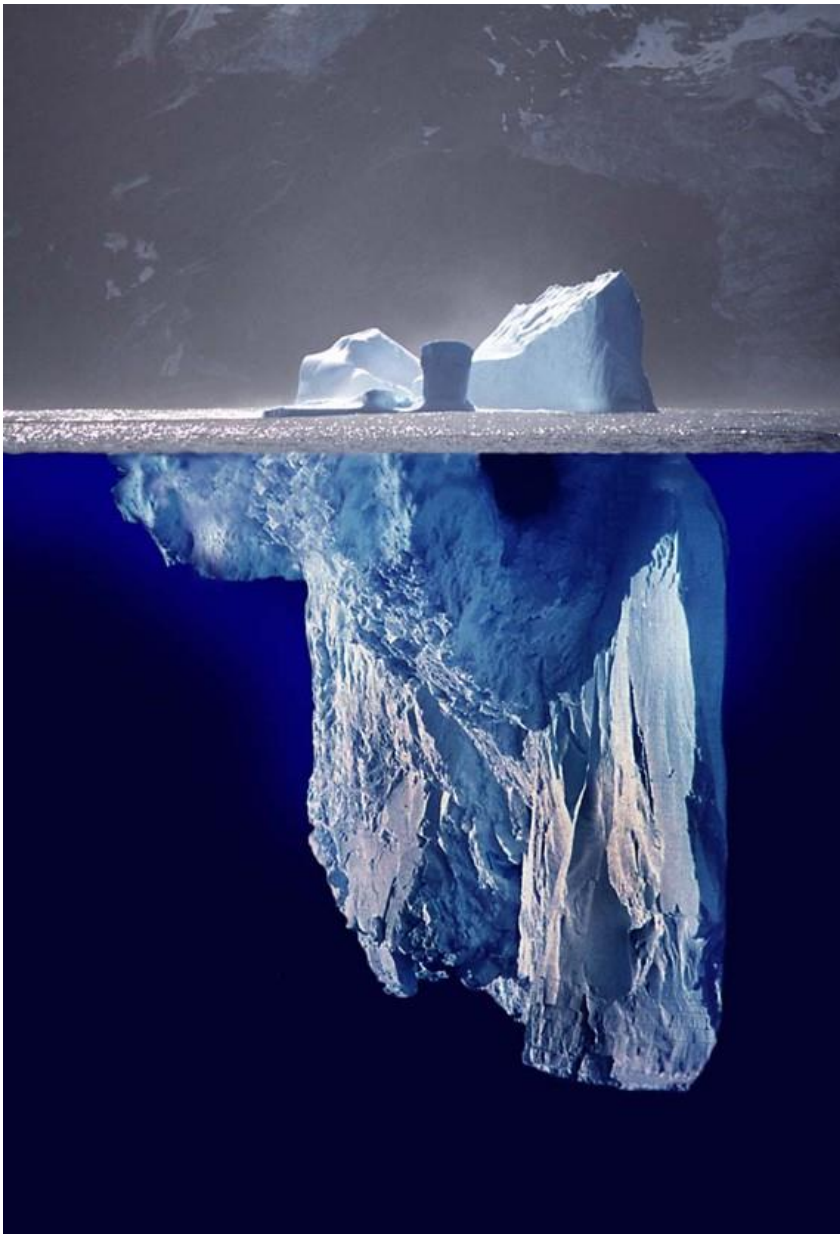## Bringing Assessment Culture to the Surface

Veronica Brown

Instructional Developer, Curriculum and Programming

Centre for Teaching Excellence

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The Cultural Iceberg

Surface Culture
- **Observable behaviours and practices**

Deep Culture
- **e.g., attitudes, beliefs, communication styles and rules**

Based on Hall, E. T. (1976). *Beyond Culture.* New York: An

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Building Community and Culture

- Articulating a shared vision
- Leadership and ownership of the assessment process
- Curriculum and assessment conversations

Shared Vision

- What do we want from our students?

- How are they developing these attributes?

- How are we (and they) assessing their progress?

Adapted from Wolf (2010)

Shared Influence

- Leadership (Diamond, 2008)
  - » Support from Chair
  - » Resources
  - » Freedom to try something new
- Ownership
  - » Focus on a faculty-driven process (Wolf, 2007)

Shared Language

- Reflects own language and own frameworks
- Program level outcomes
  - » e.g., How define critical thinking, problem solving, communication?
- Value in developing a concise definition
- Curriculum conversations

Community and Assessment

- Goal: Integrated, aligned assessment strategy
  - » Includes both formative and summative elements
- Shared process among all department members
- On-going assessment conversations reinforce vision, encourage shared practice

References

- Diamond, R. M. (2008). *Designing and Assessing Courses and Curricula: A Practical Guide, 3rd Edition*. San Francisco: Jossey-Bass.

- Wolf, P. (2007). A Model for facilitating curriculum development in higher education: A Faculty-driven, data-informed, and educational developer–supported approach. *New Directions for Teaching and Learning, 112*, 15-20.

- Wolf, P. (2010). Curriculum Development Processes: Faculty-Driven and Data-Informed. Presentation at the *Spring 2010 Degree Level Expectations Workshop – Implementing the Undergraduate and Graduate Degree Level Expectations: Sharing Successes and Challenges*.
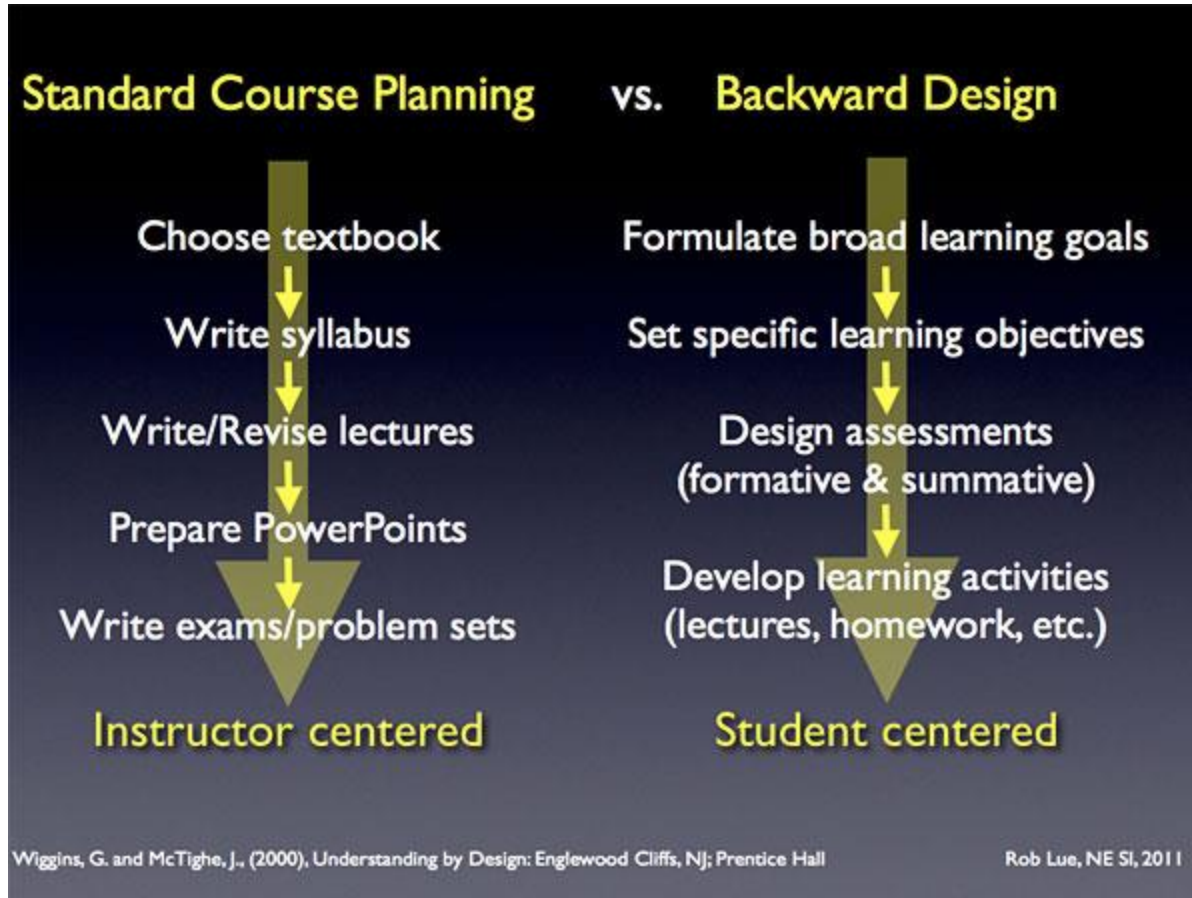
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A Faculty member's perspective

Jill Atkinson, Queen's University

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Faculty members

Subject matter experts responsible for designing high quality student learning experiences.

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Solution?

Standard Course Planning vs. Backward Design

Standard Course Planning:
Choose textbook
Write syllabus
Write/Revise lectures
Prepare PowerPoints
Write exams/problem sets
Instructor centered

Backward Design:
Formulate broad learning goals
Set specific learning objectives
Design assessments (formative & summative)
Develop learning activities (lectures, homework, etc.)
Student centered

Wiggins, G. and McTighe, J., (2000), Understanding by Design: Englewood Cliffs, NJ; Prentice Hall

Rob Lue, NE SI, 2011

Buy In

Identify barriers

Ideological

- Don't tackle head on

Practical

- Regular vs. sessional faculty

Addressing the practical barriers

Career Incentives

- merit evaluations ($)
- teaching awards (recognition)

Community

- knowledgeable peers
- social support
- respect

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Community

- Personal support

- Professional development support

- Mandate

My advice to somebody who is trying to get fellow faculty members excited about learning outcomes assessment?

- Casually offer to work on their course with them

- Invite this colleague to attend a workshop or conference

- Collaborate on a presentation or publication

Building A Culture of Inquiry Focused on Your Students' Progress towards Achieving a High-Quality Degree

Peggy Maki

Education Consultant Specializing in Assessing Student Learning

Higher Education Quality Council of Ontario Webinar

September 24, 2015

pmaki86@gmail.com

Levers to Build or Deepen Your Commitment
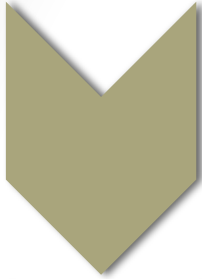
- Development of Shared Expectations for High-quality Student Learning
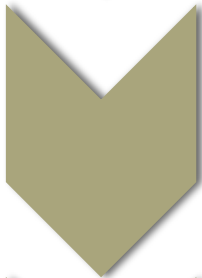
- Identification of Patterns of Students' Under-performance and Discussion of Ways to Improve Them (SOTL)
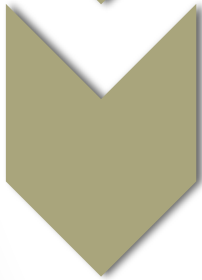
- Chronological Engagement of Students in Their Learning

- Chronological Real-time Representation (Dashboard?) of Students' Progress and Continued Challenges—Remain Informed

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Development of Shared Expectations for High-quality Student Learning

- What do we expect all students to demonstrate at point of graduation?

- What criteria and standards of judgment will chronologically enable us and students to know how well they are progressing towards those high-quality exit-level outcomes?

- How do we chronologically foster those outcomes and the aligned criteria and standards of judgment we will apply to student work? (curricular and co-curricular mapping; collaborative look at chronological assignments that foster desired learning)

Identification and Discussion of Patterns of Students' Under-performance

◆ Water cooler conversations

◆ End-of-semester responses to student work

◆ Collaborative scoring of student work: how well do students travel with their learning?

◆ Collaborative scoring of students' close-to-graduation work

Example: What's the Problem in Physics?

Through the use of concept inventories, it is well documented that entry-level physics majors hold onto incorrect understanding of physics concepts—even ones that have been historically proven to be incorrect.

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How to restructure incorrect understanding of physics concepts became the work of physics faculty at the University of Colorado (PhET)

http://www.youtube.com/watch?v=FeiUtg7v72M

Note: All of the slides will be made available following the webinar and you will be able to click on the link at that time.

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Chronological Engagement of Students in Their Learning

- Eportfolios
  - Signature Assignments
  - Student-selected Work
  - Self-reflections
  - Discussions with Faculty or Other Educator
- Immediate Results on Tablet Dashboards
- Student Assessment of Their Learning Gains SALG http://www.salgsite.org/
- Small Group Instruction Diagnosis (SGID)

  www.miracosta.edu/home/gfloren/sgid.htm

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Chronological Real-time Representation (Dashboard?) of Students' Progress and Continued Challenges—Remain Informed

Please use the AAC&U Critical Thinking Rubric to assess…
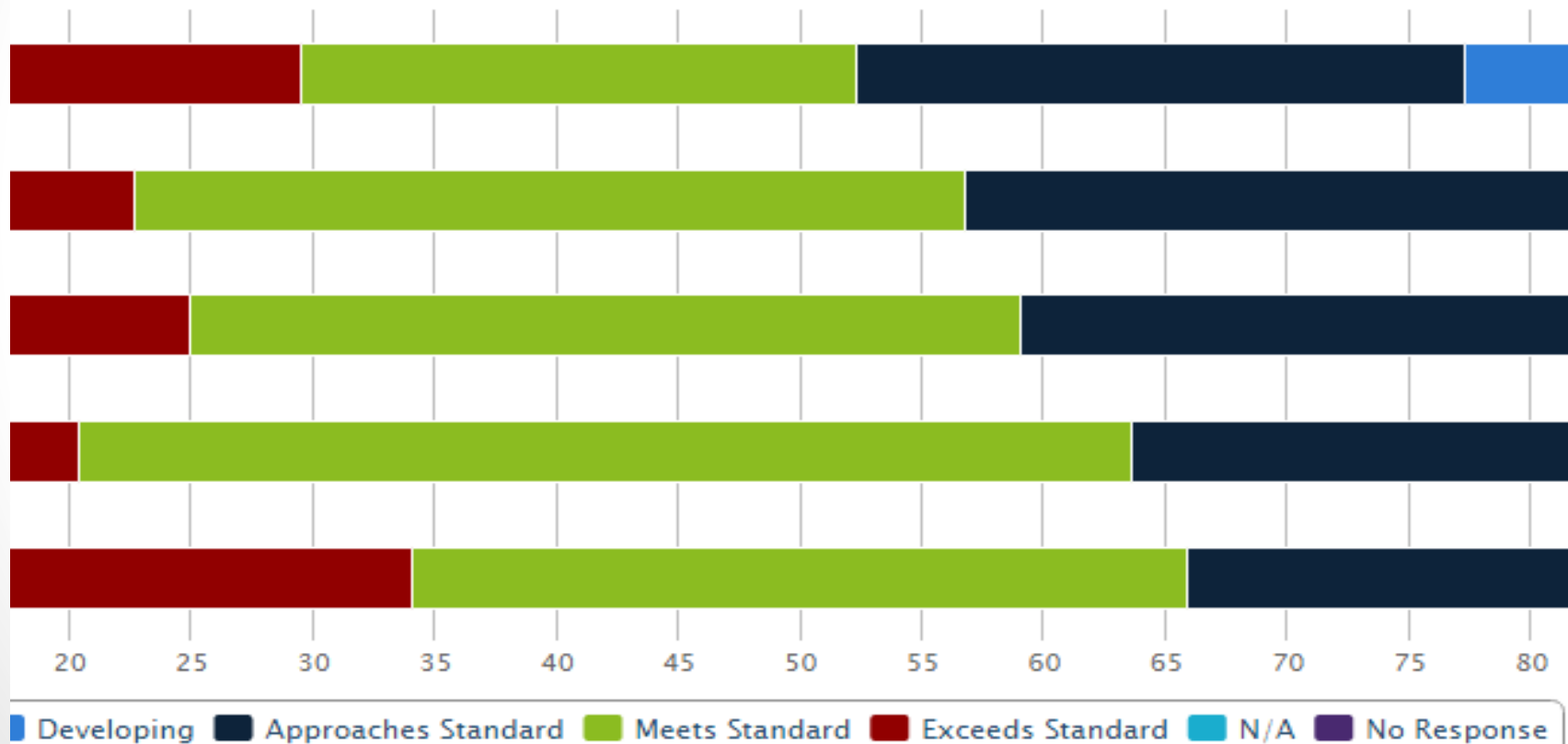
Legend: Developing, Approaches Standard, Meets Standard, Exceeds Standard, N/A, No Response

Today's experts

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