ARE THEY LEARNING?
QUICK AND EASY ASSESSMENT STRATEGIES THAT INFORM TEACHING AND LEARNING

Facilitated by:
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Brian A. Roberts, Instructional Technologist, FaCIT

February 27, 2013, | 2:00 – 3:30 p.m. | 413 Park Library
Session Objectives

Strategies to assess learning

- No tech
- Low tech
- High tech
“… one of the most promising ways to improve learning is to improve teaching.”

(Angelo & Cross, 1993, p. 7)
So, how can we improve learning?
We can improve learning by …

• Make learning objectives explicit
• Provide specific feedback on the extent to which students are achieving objectives
• Provide focused feedback early and often
• Provide ways for students to assess their learning
• Actively involve students in classroom assessment efforts
• Collaborate with colleagues and share assessment feedback
Easy to implement – No Tech
Classroom Assessment
ASSESSING PRIOR KNOWLEDGE
Importance of Prior Knowledge

“… students learn most effectively when they connect new knowledge to prior knowledge”

(Ambrose, et al., 2010, p. 31)
I feel as though I have a good understanding of classroom assessment techniques.

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree
Please indicate your agreement with the following statement:

I regularly implement classroom assessment techniques into my class.

1. Strongly agree
2. Moderately agree
3. Neutral
4. Moderately disagree
5. Strongly disagree
Please indicate your preference for the use of technology as it relates to the implementation of classroom assessment techniques.

I use (or plan to use) ________________ strategies to implement assess classroom assessment techniques.

1. No tech
2. Low tech
3. High tech
4. All of the above
5. None of the above
Please indicate your agreement with the following statement:

I have a variety of classroom assessment techniques readily available to implement into my courses.

1. Strongly agree
2. Moderately agree
3. Neutral
4. Moderately disagree
5. Strongly disagree
Assessing Prior Knowledge

No
- Focused Listing
- Background Knowledge Probe
- Brainstorming

Low
- Self-Assessments – Blackboard Quiz
- Empty outlines – Word or Google docs

High
- Background Knowledge Probe - Clickers
Empty Outline

http://www.youtube.com/watch?v=SvT6RmuZigw
DEBRIEF

What could you apply?
What could you modify or “repurpose”?
ASSESSING CONTENT KNOWLEDGE
Assessing Content Knowledge

No
- Graphic organizers or concept maps
- Minute paper
- Muddiest point
- Pass a problem

Low
- Graphic organizers or concept maps (Prezi, Popplet, Microsoft Office Smart Art)
- Minute paper – Wordle
- 3 – 2 – 1 (Blackboard discussion board)

High
- Concept maps
- One-sentence summary (Twitter or Backchannel)
- Pass a problem (Backchannel)
Individuals have a better memory for images than for words.

(Anglin, Towers, & Levie, 1996)

http://www.bbcgoodfood.com/recipes/13268/chocolate-fudge-cake
3 – 2 - 1

**Instructions:** The instructor asks students to jot down and share with partner or small group:

3 - Ideas or issues presented in the readings, articles, etc.

2 - Examples or uses of the idea/information covered

1 - Unresolved or remaining question or area of possible confusion

Alternative: Ask students to post 3-2-1 on Blackboard. Begin class by addressing unresolved questions.

http://www1.umn.edu/ohr/teachlearn/tutorials/active/strategies/index.html#321
Graphic Organizers

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<th>Research Reports</th>
<th>EnchantedLearning.com</th>
<th>Essay Topics</th>
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http://www.enchantedlearning.com/graphicorganizers/
Smart Art – MS Office Tools
Example: Concept Map
Prezi: http://prezi.com/

http://prezi.com/uh_7jvp0ykpf/great-jazz-bassists-and-their-influence-through-the-ages/
www.popplet.com

- Free
- Create
  - Concept Maps, Timelines, Graphic Organizers, +
- Media
  - Text, Images, Graphics, Videos, +
- Collaborate
- Link
Example
BIG IDEAs w/ Popplet

1. Identify a challenging topic for students in your course.
   • Breakdown the key components that students need to understand when learning about this topic.

2. Create a concept map that reflects the organization of your course content.
   • Timeline, major topics, How do they relate to each other?

www.popplet.com
Minute Paper

What has been the most important thing that you have learned so far about implementing no, low, or high tech classroom assessment techniques?
Wordle: www.wordle.net
Pass a Problem

What is one burning question that you have about the effective implementation of classroom assessment techniques?

Instructions:
• Write your question on a piece of paper.
• Pass 6 times
• Read the question that you received.
• Answer that question to the best of your ability.
• Share with the colleagues at your table.
• Pick one question to brainstorm additional responses
Harvard Live Question Tool

- Anonymous or Identified
- Reply
- Vote
- 255 characters
- Show/Hide

http://cyber.law.harvard.edu/questionschooser.php
One Sentence Summary

- Free
- Professional / Personal
- 140 characters
- #
- Search
- Follow
- +
DEBRIEF

What could you apply?
What could you modify or “repurpose”?
I feel as though I have a good understanding of classroom assessment techniques.

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree
I feel as though I have a good understanding of classroom assessment techniques.
Comments? Questions? Observations?
Certificate of Implementation

- To earn, provide evidence of the following:
  1. Describe your teaching strategy, innovation, intervention
  2. Discuss how you applied workshop/webinar objectives
  3. Provide evidence of integration or application to your learning context (e.g., description of teaching and learning activity)
  4. Provide evidence or a summary of results of student learning (e.g., classroom assessment technique or other examples of student work)
  5. Provide a reflective statement about your experience (e.g., What did you learn? What worked? What might you do differently?)
  6. Submit to FaCIT
Contact

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