

The Minute Paper

1. What is the most important thing you learned in this session?
2. What is your most important unanswered question from our time together so far?

Most Important Thing [n=37]

Variety of tools and specifics = 6

Goals vs. objectives = 5

Rubric structures and uses = 4

Assessment vs. grades = 3

We have much to do but we're ok = 3

Teaching tips = 2

There are no magic beans = 2

Most Important Thing [n=37]

Testing variations, insight into ethics, direct vs. indirect assessment, student names at the end of papers, value of assessment, program assessment, assessment is part of teaching, AACSB standards, learning and not merely reaccreditation, definitions and characterizations, assessment can help students learn, use of data we have gathered, show students the bar, communication of expectations, assessment can be outside the classroom = 1 each

Important Unanswered Question

Show me how to get faculty buy-in = 12

Explain practical, effective steps for assessment = 2

How do apply assessment & testing across disciplines? = 2

How do we close the loop? = 1

How do we triangulate the data? = 1

How do we make changes based on findings? = 1

How do we answer accreditors' questions? = 1

How do we separate out variations of judgment? = 1

What is the relation between assessment and teaching evaluations? = 1

Important Unanswered Question

Do I assess same goals in same or different courses = 1

How do we translate effective assessment into things useful for accreditation? = 1

Would you take 2 minutes and critique a rubric? = 1

Why should students do “more than expected”? = 1

How can program-level objectives be assessed across the curriculum? = 1

Must goals be deconstructed into objectives? = 1

How do we get external input? = 1

Unanswered Question

How do we motivate students to take assessment seriously? = 1

How do we split the standards of exceed, meet, and not meet? = 1

What is the breadth of what we must assess? = 1

Comment, not question = 1

Bloom's Taxonomy

<u>LEVEL</u>	<u>SOME COGNITIVE BEHAVIORS</u>
• Evaluation	Appraisal of an Analysis or Synthesis
• Synthesis	Assembly of Application
• Analysis	Disassembly of Application
• Application	Use of Understanding
• Understanding	Management of Knowledge
• Knowledge	Memorization of facts, language, concepts, principles, theories

Bloom's Taxonomy & Relevant Verbs

[--after Harding]

Knowledge	Understanding	Application	Analysis	Synthesis	Evaluation
define	arrange	apply	analyze	arrange	appraise
identify	classify	compute	calculate	assemble	assess
indicate	comprehend	construct	categorize	collect	choose
know	describe	demonstrate	compare	compose	compare
label	discuss	dramatize	contrast	construct	contrast
list	explain	employ	criticize	create	decide
memorize	express	give examples	debate	design	estimate
name	identify	illustrate	determine	formulate	evaluate
recall	locate	interpret	diagram	infer	grade
record	manage	investigate	differentiate	integrate	judge
relate	paraphrase	operate	disassemble	organize	measure
repeat	recognize	practice	distinguish	perform	rate
select	report	predict	examine	plan	revise
underline	restate	schedule	experiment	prepare	score
	review	shop	inspect	produce	select
	suggest	sketch	inventory	propose	value
	summarize	translate	question	set up	weigh
	tell	use	relate	synthesize	
	translate		solve		
			test		

Analytical Minute Paper:

Analysis via Bloom's Taxonomy

Toronto 2010 [n=37]

<u>Knowledge</u>	<u>Understanding</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
Repeat	Show me Explain	Apply	Disassemble	Plan	Critique
Relate	Show me Explain	Apply	Compare		
	Show me Explain	Illustrate	Triangulate		
	Show me Explain	Translate			
	Show me Explain				
	Show me				
	Show me				
	Show me				
	Show me				
	Show me				
	Show me				
	Show me				
	Show me				
	Discuss				
	Discuss				

Analytic Minute Paper:

Analysis via Bloom's Taxonomy

Another Place, 2009

<u>Knowledge</u>	<u>Understanding</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
Repeat	Explain	Use	Differentiate	Collect	
	Explain	Use	Differentiate	Arrange	
	Explain	Use	Compare	Create	
		Give		Create	
		Examples		Create	
		Examples		Create	
		Illustrate		Set up	
		Illustrate		Construct	
		Illustrate		Construct	
				Design	

Regla de 15/35

In any organization:

- 15% leaders, opinion shapers
(Includes dreamers)
 - 35% willing followers, early adopters
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- 35% reluctant followers, late adopters
 - 15% curmudgeons

15% Curmudgeons

- 5% already busy and productive
Leave them alone
- 5% reasoned skeptics
Take them to lunch
- 5% just plain mean
Leave them alone

Don Farmer's Advice

“I know this bothers you and
you don't want to think about
it. But...

...please
don't
prevent us
from
thinking
about it.”

To get faculty buy-in...

Start small.

Use pilot projects to capture the
15% leaders + 35% early
adopters.

Fertilize...

**...then get out
of the garden.**

We have never been asked...

**...to assess
everything all at once.**

Assessing Group Effectiveness

1. What specific goal(s) is this group trying to accomplish? Please list the goals(s) in *your* priority order. Do you think the group basically agrees on the contents of this list?
2. What activities has the group specifically chosen to undertake or assign in order to achieve its goals? Which activities, if any, are particularly effective?
3. Does each group member have specific --even unique-- responsibilities that help the group attain its goal(s)? List all group members by name and their individual responsibilities.

Assessing Group Effectiveness

4. Do you find the work of your group stimulating and worth your time? How many hours per week do you spend working with this group? In the table below, enter the percentage of these hours spent in each category of effectiveness.

5. Does this group have the resources (*e.g.*, organization, communication, leadership, talents, time) to achieve its goals? What additional resources are needed for real effectiveness?

Transfer & Apply

Please take a moment to consider ideas, concepts, techniques, and strategies that have come to mind and might be useful in helping your students learn more effectively. Write them down now. Don't filter or censor yourself; that can come later.