

# Principle #6

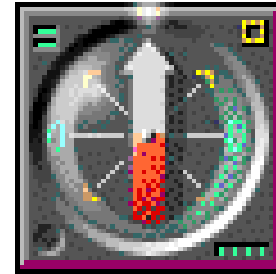
SACS, Middle States,  
NCA/HLC, Baldrige,  
AACSB, NCATE,  
ABET, & ACPE all  
require:

**Reflective**

**Critique**

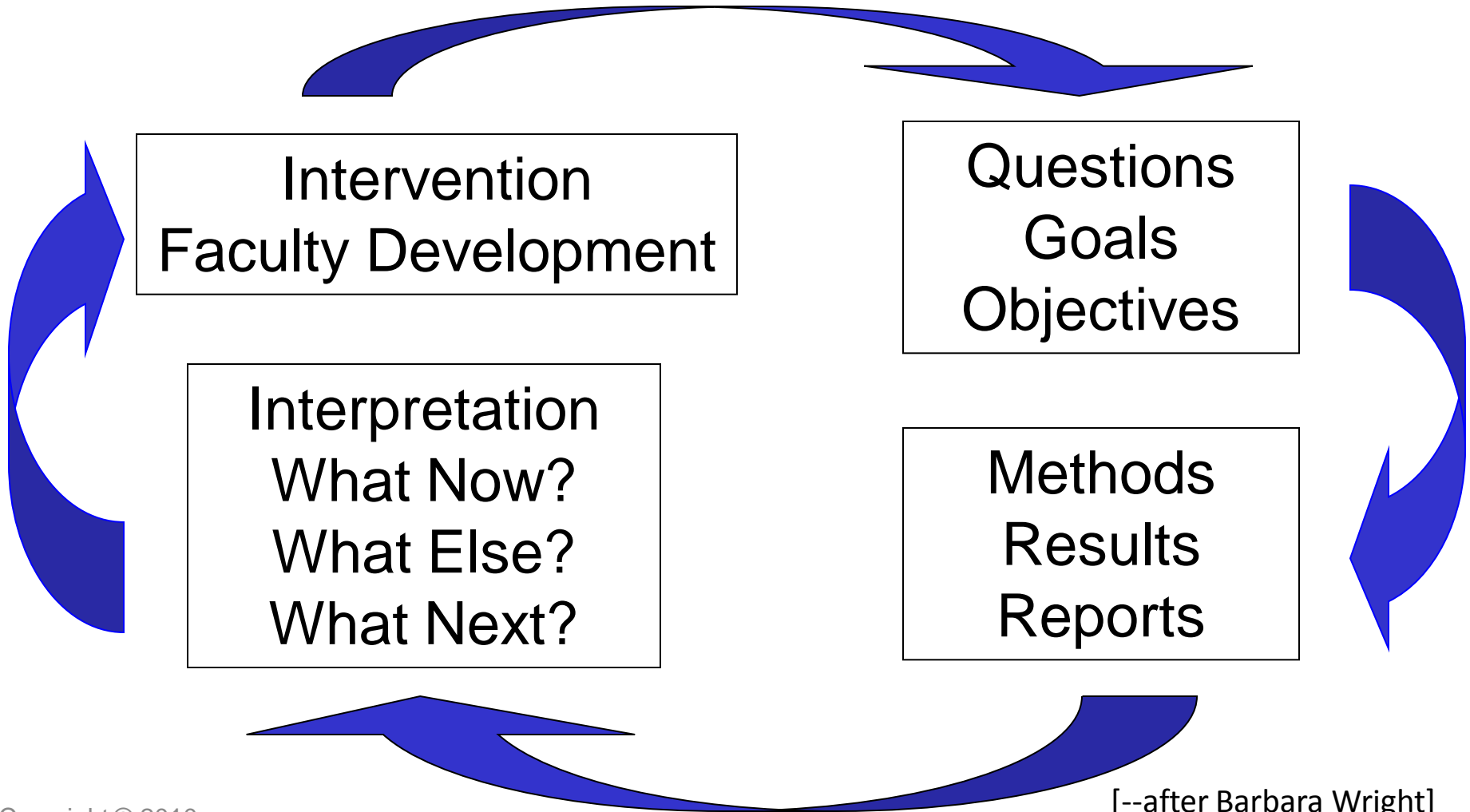


# Essence of Assessment



1. What are your students supposed to learn in your programs?
2. How do you know that they're doing it?
3. What are you going to do so they improve?

# Beginning and Advanced Assessment: A Scholarship



# Three questions about change

What are you eager to give up?

What can you tolerate losing?

What do you cherish and want to  
keep?

# What are you going to change?

Pedagogy?

Curriculum?

Co-curriculum?

Entrance requirements or  
prerequisites?

Performance standards?

Homework and practice?

Other?

# Cognitive Neuroscience

The more of the brain --sensory, motor, and association pathways-- involved during the learning process, the more effective is the learning.



# Thinking about classroom teaching

[--after Walvoord]

What three things are the most effortful?

What do professors do?

With whom do they do it?

<b>Prepare</b>	<b>Alone</b>
<b>Teach via classroom presentation</b>	<b>With students in class, with professor present</b>
<b>Grade</b>	<b>Alone</b>

# Thinking about classroom learning

[--after Walvoord]

What do students do?

With whom do they do it?

<b>Encounter new material</b>	With students in class, with professor present
Solve problems, write papers, use knowledge, apply principles [The complex stuff] Analyze, integrate	<b>Alone</b>  <b>or</b>  <b>with friends</b>
<b>Get tested</b>	<b>Alone,</b>  <b>but in class</b>

# Rethinking classroom learning

[--after Walvoord]

Success, not just access

What would students do?    With whom would they do it?

<b>Encounter new material</b>	Alone (or with partners) before class
Solve problems, write papers, use knowledge, apply principles [The complex stuff] Analyze, integrate	<b>With students in class, with the professor present</b>
<b>Get tested</b>	<b>Depends</b>

# Rethinking classroom teaching

[--after Walvoord]

What would professors do? With whom would they do it?

<h2>Prepare</h2>	<h2>Alone</h2>
<p>Teach by solving problems, examining papers, providing feedback, using knowledge, applying principles.</p> <p>[Foster deep learning]</p> <p>Do some grading!</p>	<p>With students in class, Guide disciplinary thinking about <i>how</i> to think <i>and</i> engage students in analysis of each others' problems and papers. Do not waste time on editing first attempts. Use groups, IE/PBL.</p>
<h2>Some grading, reflecting</h2>	<h2>Alone</h2>

# Highest Priority Questions

The three highest priority questions that I would like to look into regarding student educational performance at this institution are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# Guiding Principles for Assessment

[Angelo, 1997]

- Actively engages participants
- Addresses what matters most
- Operates at key points and times
- Embeds in normal activities
- Focuses on processes as well as products
- Provides timely, relevant feedback to those who need it



# RSQC2

- Recall
- Summarize
- Question?
- Connect
- Comment