Building Assessments into Course Design

Michael Murphy, SUNY Plattsburgh Center for Teaching Excellence

7 October 2016

Multiple kinds of assessments, and for multiple purposes.

* For you (learning as a journey)
  + Knowledge/skills/disposition acquisition
  + Knowledge/skills/disposition baseline
  + Student-specific follow-up
  + Troubleshooting problems
  + Adjustments for future activities and assignments
  + Student’s attitudes, values, goals
  + Student’s interests
* For the student (learning how to learn)
  + Troubleshooting problems
  + The Bigger Picture
  + Metacognitive awareness of learning (classroom/study habits that work or don’t)
* For all (learning as shared/social activity)
  + Create conversation about the course (for whatever reason)
  + Know one another as people, not just for our role

An important consideration is timing. *When* should we do assessments that target the above?

Review: Backward Design: Learning Objectives/Student Learning Outcomes

* For the course
* Student-centric
* Specific, graded assignments
* Bloom’s Revised Taxonomy
* With a rubric

Non-Content Content

For this workshop: Focus on one major graded assignment. What are/should be the activities leading up to or following the primary assignment to create or enhance the “conversation”? In short, how do we:

* Make sure students are ready and prepared to do well?
* Get students to assess their own readiness and then their performance?
* Follow up in productive ways?
* Non-Content Content (“You should know this/have this skill before you get here.” Or, “That’s not my job.”)
  + Study skills
  + Research skills
  + Library skills
  + Writing ability
  + Ability to work in groups
  + Ability to schedule long-term projects
  + Public speaking
  + Desire to succeed
  + Grit