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.
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

The challenges of assessing learning outcomes in higher education
The Cultural Iceberg

Surface Culture
• Observable behaviours and practices

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

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


A Faculty member’s perspective

Jill Atkinson, Queen’s University
Faculty members

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

Standard Course Planning vs. Backward Design

- Choose textbook
- Write syllabus
- Write/Revise lectures
- Prepare PowerPoints
- Write exams/problem sets

Instructor centered

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

Student centered

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
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
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### 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
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.
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.
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

- Small Group Instruction Diagnosis (SGID)
  [www.miracosta.edu/home/gfloren/sgid.htm](http://www.miracosta.edu/home/gfloren/sgid.htm)

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Chronological Real-time Representation (Dashboard?) of Students’ Progress and Continued Challenges—Remain Informed
Today’s experts

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