

**Assessment-as-Learning Lisa Janicke Hinchliffe**

Assessment reveals learning. Learning creates opportunities for assessment. We learn about learning through assessment. This is assessment for the purpose of improvement – improving learning through assessment.

Classroom Assessment Techniques: A Handbook for College Teachers (Angelo and Cross) presents seven assumptions underlying classroom assessment:

1. The quality of student learning is directly, although not exclusively, related to the quality of teaching. Therefore, one of the most promising ways to improve learning is to improve teaching.
2. To improve their effectiveness, teachers need first to make their goals and objectives explicit and then to get specific, comprehensible feedback on the extent to which they are achieving those goals and objectives.
3. To improve their learning, students need to receive appropriate and focused feedback early and often; they also need to learn how to assess their own learning.
4. The type of assessment most likely to improve teaching and learning is that conducted by faculty to answer questions they themselves have formulated in response to issues or problems in their own teaching.
5. Systematic inquiry and intellectual challenge are powerful sources of motivation, growth, and renewal for college teachers, and Classroom Assessment can provide such challenge.
6. Classroom Assessment does not require specialized training; it can be carried out by dedicated teachers from all disciplines.
7. By collaborating with colleagues and actively involving students in Classroom Assessment efforts, faculty (and students) enhance learning and personal satisfaction.

In the complementary text *Classroom Research: Implementing the Scholarship of Teaching* (Cross and Steadman, 1996), the authors explain that Classroom Assessment consists of *small-scale* assessment conducted continually in college *classrooms* by discipline-based *teachers* to determine what students *are learning in that class*" (p. 8, *emphasis in original*). With respect to student learning, the teacher learns what, how much, and how well students learn.

Deb Gilchrist's information literacy instruction assessment framework:

- Knowing what you are doing.
- Knowing why you are doing it.
- Knowing what students are learning as a result.
- Changing because of the information.

Deb's Five Questions:

1. What do you want the student to be able to do? (the outcome)
2. What does the student need to know? (the curriculum)
3. What is the learning activity? (the pedagogy)
4. How will the student demonstrate learning? (the data/evidence)
5. How will I know the student has done this well? (the criteria)

Understanding by Design (Wiggins and McTighe, 2005) presents a useful "backwards design" model that is useful for assessment-as-learning.

1. Identify desired results
2. Determine acceptable evidence
3. Plan learning experiences and instruction

Student-Centered Learning Beth S. Woodard

As teachers, to be learner-centered we need to pay attention to the knowledge, skills, attitudes, preferences, and beliefs that learners bring to the educational setting.

Students vary dramatically in the way they process and understand information. These differences, called "learning styles," refer to students' preferences for some kinds of learning activities over others. While it might be impossible to know individually the learning preferences of our students, it is important to balance our teaching to address a variety of learning styles.



Although there are a variety of ways to look at learning styles, Kolb's approach gives us a lot to think about: He found that a person's learning style has to do with the way he or she:

- perceives information, through emotional responses, first hand experiences, or through thinking, experiencing things second hand by being told about them or reading about them.
- processes information in order to learn and apply it by reflecting upon it or investigating them further in an active way.

David Kolb. 1984. *Experiential Learning*. Englewood Cliffs, NJ: Prentice-Hall

Weimer's 7 Principles to Guide Learner-Centered Teachers

Learner-Centered Teachers . . .

1. Do learning tasks less – less generating & organizing of content, creating examples, asking questions, summarizing, solving problems, generating diagrams/charts. The key here is “less” not “always”
2. Do less telling and get students doing more discovering
3. Do more design work that meets these four goals:
 - takes students from their current knowledge and skills levels and moves them to a new place
 - designs activities and assignments that engage students' interest, involvement
 - involves students authentically in the legitimate work of the field
 - develops content knowledge and skills awareness
4. Do more modeling by thinking aloud, sharing problem-solving approaches, discussing how skillful professionals in their field approach problems/activities
5. Do more of getting students to learn from each other and why learning from each other is important
6. Work to create climates for learning
7. Do more with feedback.

Maryellen Weimer. 2002. *Learner-Centered Teaching: Five Key Changes to Practice*. San Francisco: Jossey-Bass.

Teaching as Performance Monika Antonelli

How Can Theatrical Techniques in the Classroom Benefit Students?

- Can Help Maintain Attention
- Can Assist with Retention and Recall
- Can Make the Learning Experience More Enjoyable

Performing in the Classroom

- Your Body
 - Body Position – Posture and Placement
 - Gestures – Get Attention; Create Physical Variety
 - Movement – Use To Draw Focus; Eliminate Distracting Movement
- Your Voice
 - Control – Volume, Pitch and Diction
 - Silence – Use to Highlight Points, Use to Get Rid of Ums and Uhs
 - Variety – Your Voice is an Instrument – Play It!
- Your Stage
 - The Room – Break the 4th Wall
 - Props – Captures Focus; Assist with Retention
 - Music – Creates a Mood; Use as a Cue
 - Costume – Effects How You Feel; Wear a Smile!
 - Rehearsal – Check Your Equipment Before You Teach

What Next?

- Start by Trying One New Technique
- Little Improvements Add Up to Big Improvements
- Do What Feels Right for You
- Have Fun!