

Faculty Fellows Sample Submission Information #2

(The following is information that is entered into the online submission form. It is presented here as one document for easy reference)

Teaching Approach: Structuring Classroom Experiences

Title: Assessment for Learning

Overview:

All too often, professors confuse assessment with grading. In the name of assessment they may give two midterms, a final, and a research paper then enter the results into a grade book. However, assessment is much more nuanced than just a mechanism for a grade. For example, formative assessment is a low-stakes way for students and instructors to gauge whether they are learning course material or not. Because of this, research shows that formative assessment has the power to significantly improve student learning. This workshop explores the differences between grading and assessment, the different types of assessment, and how formative assessment can be used as a learning tool.

References:

Anderson, Lorin W. Krathwohl, David R. (Eds.) (2001) *A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives* New York : Longman.

Angelo, Thomas A., Cross, K. Patricia. (1993) *Classroom assessment techniques : a handbook for college teachers* San Francisco : Jossey-Bass Publishers.

Weurlander, M; et al. (2012) Exploring formative assessment as a tool for learning: students' experiences of different methods of formative assessment. *Assessment & Evaluation in Higher Education*. 37, 6, 747-760.

Learning Outcomes:

- Participants will develop an appropriate assessment plan for a lesson they normally teach.
- Participants will identify three or four formative assessment strategies they can easily incorporate into their teaching practice.
- Participants will formulate a plan for using their examinations as a tool for learning.

Activities:

- Using the updated Bloom's Taxonomy matrix, participants will go through the process of developing an assessment plan that aligns their learning goals, activities, and formative and summative assessment strategies.

- Using *Classroom Assessment Techniques*, participants will work in groups to brainstorm ideas for formative assessment strategies they can implement.
- After a mini-lecture on using examinations as learning tools, participants will work in small groups to identify ways they can redesign their examination practices to encourage deep learning rather than surface learning and/or regurgitation.