GATHERING AND USING FORMATIVE FEEDBACK

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CFI TEACHING AREA OUTCOMES

1. Create assignments that support higher-level learning (deep learning)
2. Practice the integration of scholarship with teaching and other career aspirations
3. Design and offer courses that align learning objectives, assessment, and learning activities
QUESTIONNAIRE
GOALS FOR TODAY

Participants will...

...participate in at least 3 formative assessment activities

...evaluate different Classroom assessment techniques for the potential efficacy in one course they teach

...choose at least one classroom assessment technique and construct an action plan for use in one course they teach
FORMATIVE ASSESSMENT

“all those activities undertaken by teachers, and by the students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.”

~Black and William (1998)
GOAL OF FORMATIVE ASSESSMENTS

• Data on performance
• Improve the classroom experience
• Gather accurate information about students’ learning
• Use that information to promote deeper learning.

NOT for grading or accountability
CHARACTERISTICS OF FORMATIVE ASSESSMENT

Mutually beneficial

What are the essential skills and knowledge I am trying to each?
How can I find out whether students are learning them?
How can I help students learn better?
CHARACTERISTICS OF FORMATIVE ASSESSMENT

Formative

Improve quality
Not graded
What, how much, how well students are learning
CHARACTERISTICS OF FORMATIVE ASSESSMENT

Context specific
Ongoing
Rooted in good teaching practice
Teacher-directed
Learner-centered:
  observing/improving learning (not teaching)
  metacognitive
CONTRAST TO SUMMATIVE ASSESSMENT

Summative assessments

• provide information
• allow instructors to make judgements about student achievement at the end of a sequence of instruction
• allow instructors to determine a student’s mastery of information/skill/concept/process
• Examples:
  - final drafts
  - tests
  - exams
  - projects
  - performances
A WORD ON BACKWARD DESIGN

Formative assessment is easy to implement at any phase/stage of your course development.

The formative assessments are a way for you to take data on how you and your students are moving toward those goals you’ve set.

Before we start though... we have to have an idea of where we want to end up – so we can make a plan to get there, otherwise we wander aimlessly.

So let’s work on that first.
Choose a particular class you’re teaching or want to teach.

Describe the student that has gotten everything you intended out of the class. – What does that student know or feel? What skills does that student have?
WRITE ONE OR TWO OBJECTIVES ABOUT THAT IDEAL STUDENT

Characteristics of objectives

- measurable
- based on principles of learning
SOME KEY LEARNING PRINCIPLES

Learning involves the active construction of meaning by the learner.

Learning facts and learning to do something are two different processes.

Some things that are learned are specific to the domain or context (subject matter or course) in which they are learned, whereas other things are more readily transferred to other domains.

Individuals are likely to learn more when they learn with others than when they learn alone.

Meaningful learning is facilitated by articulating explanations, whether to one’s self, peers, or teachers.

- See more at: http://www.facultyfocus.com/articles/teaching-and-learning/five-key-principles-of-active-learning/#sthash.mbTx3osL.dpuf
Dee Fink’s Taxonomy of Significant Learning
THE CAT PROJECT PROCESS

WITH AN EXAMPLE
3 PHASES OF CAT PROJECT

Plan

Choose a class
Pick an assessable question
Design a CAT to answer the assessable question

Implement
Respond
3 PHASES OF CAT PROJECT

Plan

Implement

Teach the target lesson
Collect feedback on the assessable question
Analyze feedback and turn into usable info

Respond
3 PHASES OF CAT PROJECT

Plan
Implement
Respond

Interpret and formulate response
Communicate results to students
Evaluate CAT’s effect on teaching and learning
CAT IDEAS

NEWBIES
Minute Paper
Muddiest Point
One sentence summary
Directed paraphrasing
Application cards

MORE SEASONED
RSQC2
Course related self confidence surveys
Exam evaluations
Group work evaluations
Goal ranking and matching