



**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 teach?

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  
projects

tests exams  
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.



# BACKWARD DESIGN: SET THE DESTINATION

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.

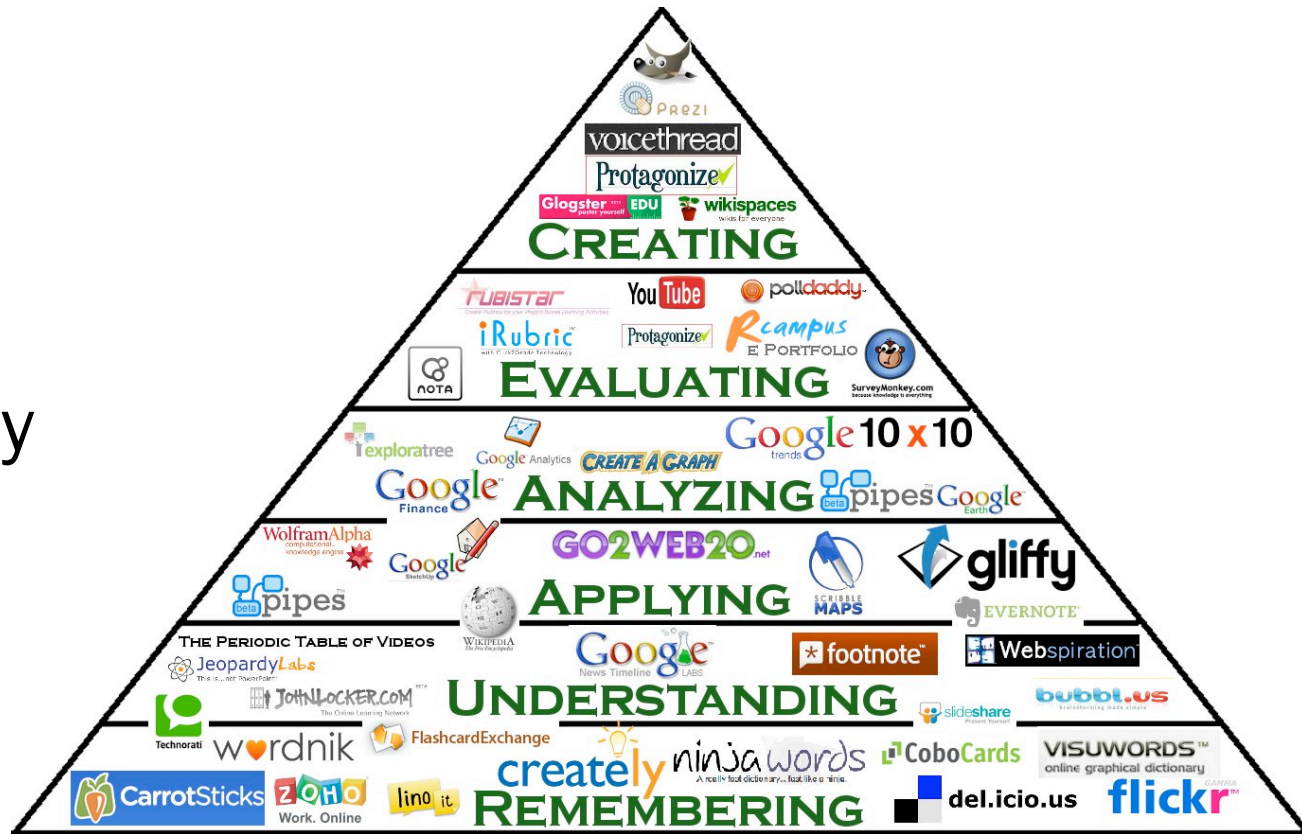
Meaningful learning is facilitated by articulating explanations, whether to one's self, peers, or teachers.

Michael, J. (2006). Where's the evidence that active learning works? *Advances in Physiology Education*, 30, 159-167.

Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93 (3), 223-231.

- See more at: <http://www.facultyfocus.com/articles/teaching-and-learning/five-key-principles-of-active-learning/#sthash.mbTx3osL.dpuf>

# Revised Bloom's Taxonomy

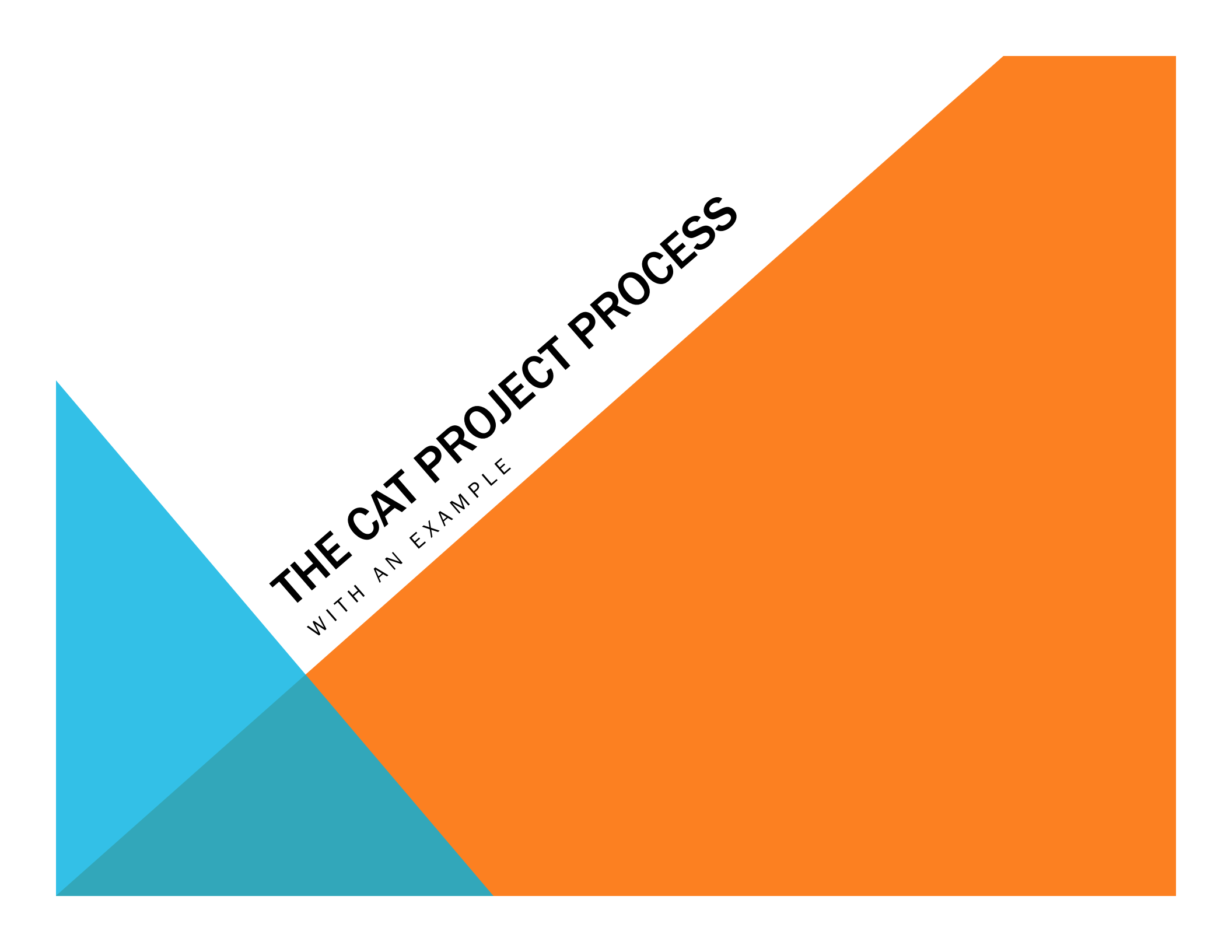


## THE TAXONOMY OF SIGNIFICANT LEARNING

Dee Fink's Taxonomy of Significant learning





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# 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

Cross, K. Patricia, and Thomas A. Angelo. "Classroom Assessment Techniques. A Handbook for Faculty." (1988).