

# El Sílabo del Curso: La Planificación de Cursos con Enfoque de Enseñanza Centrada en el Estudiante (The Course Syllabus: Planning Student-Centered Courses)

## Día 6: Valoración y Evaluación (Day 6: Assessment and Evaluation)

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## Objetivos

- Aplicar los principios básicos de valoración del aprendizaje
- Seleccionar y usar una variedad de métodos de valoración de aprendizaje
- Alinear métodos de valoración con los resultados de aprendizaje esperados en el curso
- Revisar métodos para evaluar la efectividad general del curso

Q. *Constructivism* can best be described as

- 1 A belief in the value of building products for a better society
- 2 An extension of the behaviorist approach to teaching and learning
- 3 A principle that argues that students build their own frameworks of knowledge
- 4 I have no idea



Q. If you believe that *metacognition* is important, you would provide

- 1 Lecture notes to students before class
- 2 Opportunities for students to reflect on their learning
- 3 Learning environments that promote collaboration
- 4 I have no idea



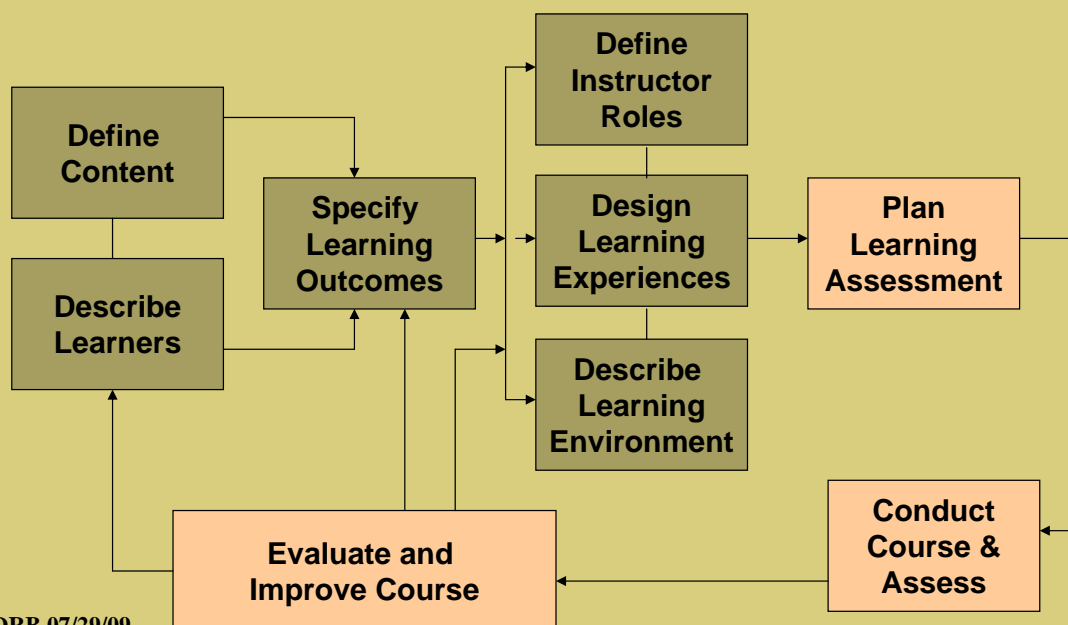
## Q. *Social negotiation* promotes learning because students

- 1 Have opportunities to evaluate their own understandings
- 2 Are placed in situations with students they wouldn't otherwise meet
- 3 Learn the principles of workplace negotiations
- 4 I have no idea

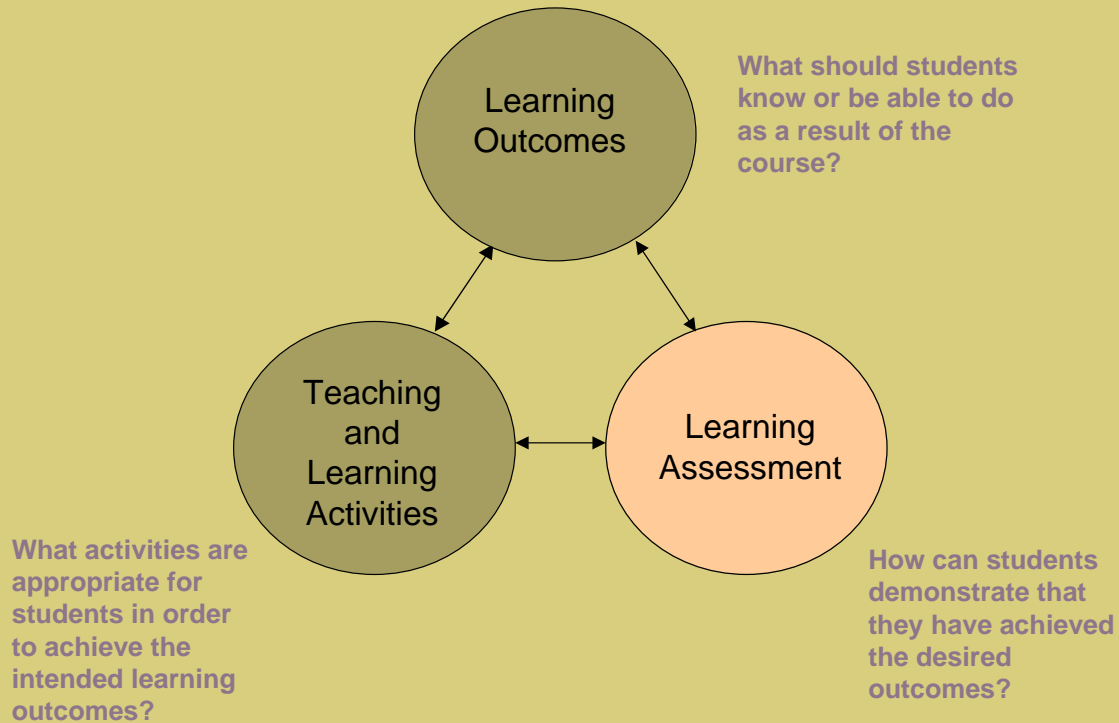


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## Course Planning Model



# Constructive Alignment



## Basic Assessment Principles

- 1 Assessment requires attention to outcomes and to the experiences that lead to those outcomes.
- 2 Different types of learning objectives require different methods of assessment.
- 3 Teaching and assessment are intertwined.
- 4 Any assessment is only a sample.
- 5 Assessment works best when it is regular and ongoing, and not just a final measure.
- 6 There are trade-offs between authenticity and efficiency, *i.e.*, the closer the tasks are to real-world experiences, the more time and resources they require.

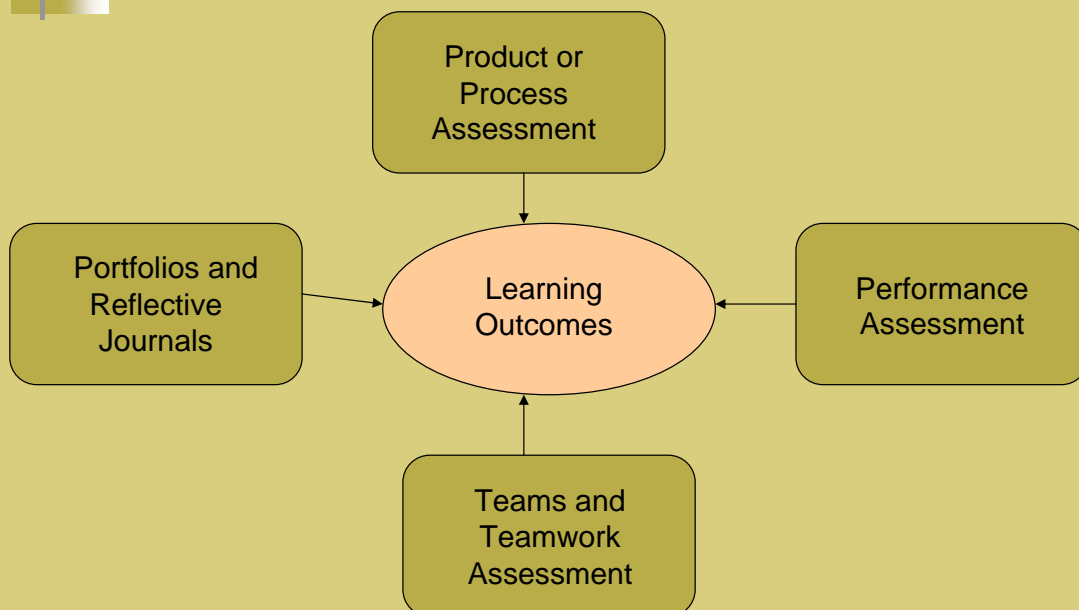
## Planning Learning Assessment

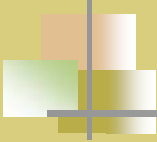
- What methods and tools will you use to gather evidence that students have achieved the intended learning outcomes?
- How will assessment be embedded in the learning activities and tasks?
- Which methods will you use to assess individual work and teamwork?



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## Assessment Methods and Tools





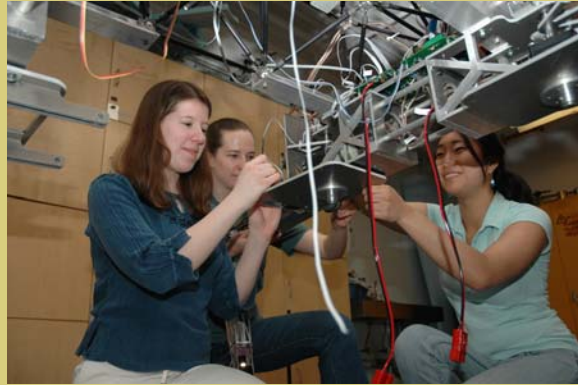
## Assessing Products and Processes

### Design Considerations

- A project whose focus is on the development of a tangible product
- The product itself, the process, and quality of reasoning are all assessed

### Procedure

Use rubrics that address specific criteria relevant to the product, process and quality of reasoning and scales with 3 to 5 levels of mastery



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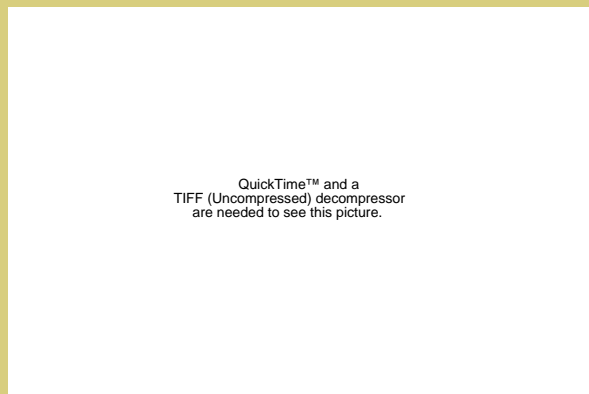
## Assessing Performance Skills

### Design Considerations

- Students prepare and present a performance of a valued activity, e.g., oral presentations and technical briefing, problem-solving, teamwork
- It is the *process* itself that is assessed

### Procedure

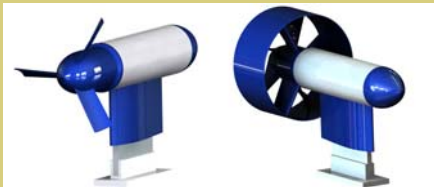
Use rubrics that address specific criteria relevant to the process and scales with 3 to 5 levels of mastery



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## Criteria for Projects and Processes



- List the criteria or characteristics of a “good” product, process, or performance in relation to the intended learning outcomes (objectives)
- Decide the standards by which you will judge each product, process, or performance
- When defining criteria and standards, it is sometimes helpful to think of what a “bad” product or performance would look like

## Assessing Teams and Teamwork

### Design Considerations

- Students rate themselves and each member of their group
- Criteria address technical competence, as well as group interactions

### Procedure

Use rubrics that address specific criteria relevant to the process and scales with 3 to 5 levels of mastery



## Assessing Students in Groups

- 1 Assess students individually when each student's contribution to the group can be clearly identified
- 2 When successful teamwork is an important criterion, assess the final results (product), and give the same grade to all team members
- 3 Use an oral exam to determine each student's conceptual understanding of the group project
- 4 Use multiple assessment methods in a project-based course
- 5 Be sure the grading criteria and assessment measures are clear to students from the start

## Assessing With Journals and Portfolios

### Design Considerations

- Students write narratives describing their product, process, or performance
- Descriptions are accompanied by reflections on what was learned and how it was learned (metacognition)
- May include samples of projects

### Procedure

- Provide a template for journal or portfolio entries and reflections
- Use rubrics or rating scales to assess the criteria and expected standards of the journal or portfolio





# Aligning Assessment With Learning Outcomes

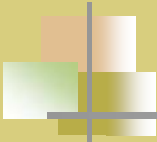
	Products and Process Assessment	Performance Assessment	Teams and Teamwork Assessment	Journals and Portfolios
Conceptual Understanding				
Reasoning and Problem Solving				
Skills and Procedures				
Creativity and Synthesis				
Attitudes and Dispositions				

## Providing Feedback to Students



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- Provide frequent feedback throughout the term and be prompt in returning assignments and exams
- Make feedback as specific as possible so that students know how to improve
- Correct errors, but avoid sarcasm and condescending comments

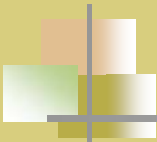


## Evaluating the Course

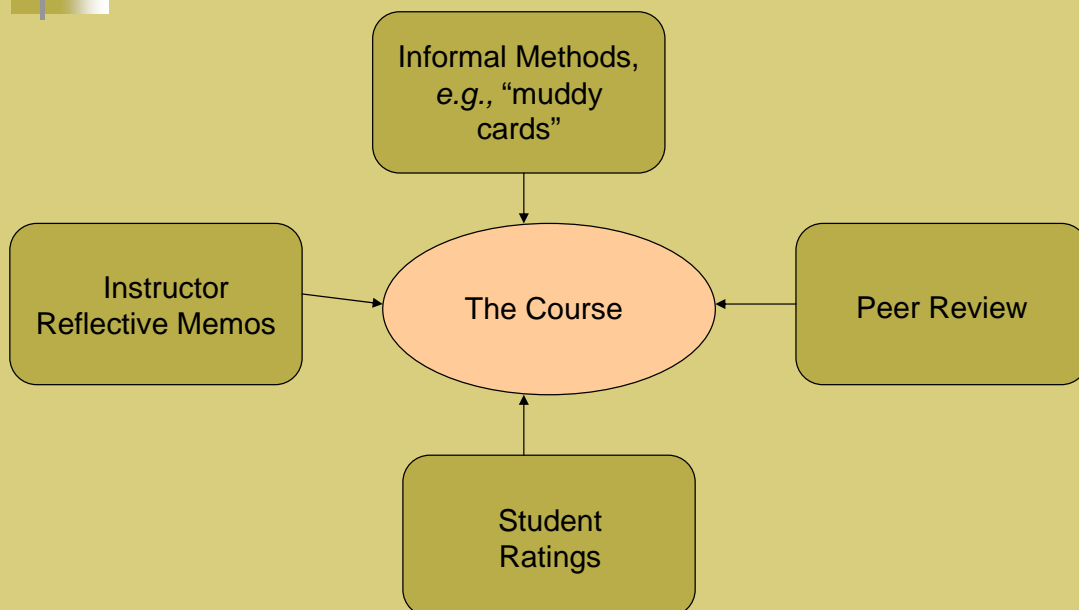
- What methods and tools will you use to gather evidence of the overall success and value of the course?
- How will you use the data to make decisions about what to do the next time?



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## Course Evaluation Methods



# Student Ratings of Instruction

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SD = Strongly Disagree D = Disagree N = Neutral A = Agree SA = Strongly Agree

<b>The Subject</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
Subject learning objectives are clear.					
The subject is well organized.					
The subject stimulates my interest to learn more.					
The subject is relevant.					
Feedback about my work is helpful.					
Grading criteria are fair.					
I am achieving the subject learning objectives.					
The overall quality of this subject is good.					
<b>Instructor 1 (name) _____</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
gives clear explanations.					
maintains a pace that is (too slow -- just right -- too fast)					
encourages me to take an active part in my own learning.					
is available outside of class to answer questions.					
Overall, the instructor contributes to my learning.					

# Student Ratings of Instruction (cont.)

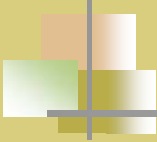
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How effective are these *teaching and learning strategies* in helping you achieve the learning objectives in this subject? (If the strategy is *not* used in the subject, check *Strategy Not Used*.)

<b>Teaching and Learning Strategies</b>	<b>Not at all Effective</b>	<b>Generally Ineffective</b>	<b>Generally Effective</b>	<b>Very Effective</b>	<b>Strategy Not Used</b>
Lectures					
"Muddiest part" cards					
Concept questions with PRS					
In-class group discussion					
Recitations					
Prepared lecture notes					
Subject web page					
Lab projects					
Term projects					
Working in teams					

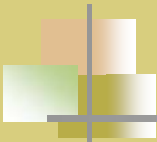
How effective are these *assessment strategies* in measuring your learning in this subject? (If the strategy is *not* used in the subject, check *Strategy Not Used*.)

<b>Assessment Strategies</b>	<b>Not at all Effective</b>	<b>Generally Ineffective</b>	<b>Generally Effective</b>	<b>Very Effective</b>	<b>Strategy Not Used</b>
Quizzes and exams					
Oral exams					
Homework and problem sets					
Peer assessment					
Lab notebooks					
Oral reports					
Written reports					



## Instructor Reflective Memos

- To what extent were you able to integrate the personal and professional skills specified in the curriculum plan?
- What teaching and assessment methods did you use and what evidence indicates these methods were successful or not?
- How well did students perform on each of the course learning outcomes?
- What actions do you recommend to improve this course in the future?
- To whom have you forwarded this memo?



## 3-2-1 Summary

- 3 ideas you learned about assessing student learning and evaluating courses
- 2 assessment and evaluation practices you still have questions about
- 1 step you will take to implement learning assessment in your course