

SUNY Fall 2006 Assessment Event: Enhancing Teaching & Learning through Assessment Standards and Activities

Featured Speaker: Dr. Barbara Walvoord
Director, John Kaneb Center for Teaching and Learning
Chair, Provost's Advisory Committee on Assessment
University of Notre Dame
Format: Face to face
Duration: One day
Prerequisite Knowledge: N/A

ABOUT THE FEATURED SPEAKER:

BARBARA WALVOORD, Ph.D., is Director of the John Kaneb Center for Teaching and Learning, concurrent professor of English, and fellow of the Institute for Educational Initiatives at the University of Notre Dame. She was named Maryland English Teacher of the Year for Higher Education in 1987, and has taught undergraduate and graduate students for more than 20 years. She was elected a national Danforth Fellow in 1979 for excellence in teaching and commitment to values. Walvoord's most recent books are a long-term qualitative study of the outcomes for faculty of their participation in the Writing Across the Curriculum movement, and *Effective Grading: A Tool for Learning and Assessment*.

AGENDA:

8:30 - 9:00 am -- Check-In and Continental Breakfast

9:00 - 9:10 am -- Welcome and Introduction - Lisa Miles Raposo, Assistant Director, SUNY Training Center

9:10 - 10:45 am -- Keynote: Establishing Criteria and Standards for Grading Student Work - Barbara E. Walvoord, Ph.D. Chair, Provost's Advisory Committee on Assessment, University of Notre Dame
This presentation will discuss issues such as 1) how to set fair yet challenging standards; 2) how to communicate with students about criteria and standards; 3) how to deal with "grade inflation"; 4) how to evaluate ineffable qualities such as "originality" or "appreciation of diversity"; 4) how to achieve consistency in grading; and 5) do high standards mean low student evaluations?

10:45 - 11:00 am -- Break

11:00 - Noon -- Clickers in the Classroom: A terrific classroom assessment tool - Clyde (Kip) F. Herreid, SUNY Distinguished Teaching Professor, Department of Biological Sciences, University at Buffalo
Personal response systems (PRS), better known as "clickers," are the newest way to get students involved in class and to find out if they understand the material. These devices work like TV remote controls. Faculty can ask multiple choice questions, and students record their answers by pushing a button on their remotes. The data is picked up by a receiver connected to a computer where the data are tabulated. The purpose of this workshop is to demonstrate the many uses of PRS systems including their use in teaching with case studies, quizzes, surveys, and a host of other assessment activities. Faculty attending this workshop

will experience the use of clickers from the viewpoint of a student and they will design their own clicker questions to test out in their own classes .

Noon - 1:00 pm -- Lunch (provided)

1:00 - 2:30 pm -- Implementing and Utilizing an Integrated Curricular Assessment Program - Gayle A . Brazeau, Associate Dean for Academic Affairs for the School of Pharmacy, School of Pharmacy and Pharmaceutical Sciences, University at Buffalo

This presentation will highlight how the School of Pharmacy and Pharmaceutical Sciences has implemented an integrated assessment program to provide continuous quality improvement in its Doctor of Pharmacy Curriculum. This integrated assessment plan involves collection, analysis, and interpretation of data/information obtained from students, alumni, employers, and faculty members by various strategies that can be easily employed with available resources. This assessment program is designed with the goals of assisting faculty members in their efforts as educators and scholars to develop a curricular structure and format that works to achieve the educational outcomes for the Doctor of Pharmacy curriculum.

2:30 - 2:45 pm -- Break

2:45 - 4:15 pm -- Managing the Paper Load: Using time effectively for grading and responding - Barbara E. Walvoord, Ph.D., Provost's Advisory Committee on Assessment, University of Notre Dame

This presentation will address the kinds of assignments and tests that require significant time for grading and responding -- for example, written papers, technical projects, artistic works. It will address issues such as: 1) What is the appropriate number of assignments, and of what type, for maximum learning and best use of teacher time? 2) How can we guide students' work without spoon-feeding? 3) What types of teacher comments are most effective? 4) How can we assign the amount of student work we know is optimal for learning, yet keep responding time within reasonable bounds? 5) How can we help students check their own work? and 6) How can we help students to best use our comments?

4:15 - 4:30 pm -- Group Activity: Wrap-Up and Evaluations

Visit the conference website at
<http://www.tc.suny.edu/ubassessf06/index.html>.

Created: September 2007