

CONTENTS

Preface	xi
Acknowledgments	xvii
The Authors	xix
Introduction: Conceptual Framework	1
How Can We Best Teach to Promote Learning?	1
What Is a Learning Assessment Technique (LAT)?	4
How Do LATs Support the Kind of Teaching that Promotes Significant Learning?	5
Conclusion	10
Part One: The Learning Assessment Techniques Cycle	11
1 Clarifying What You Want Students to Learn	13
Defining Learning	13
Aiming for Significant Learning	14
Using the Learning Goals Inventory (LGI) to Identify Significant Learning Goals	14
Expressing What You Want Students to Learn in Language that Is Helpful for Assessment	14
Identifying Course-Level Learning Goals	14
Considering the Challenges Related to Course Learning Objectives and Outcomes	17
Determining Course-Level Learning Objectives	18
Identifying Course-Level Student Learning Outcomes (SLOs)	20
Differentiating Between Learning Objectives and Learning Outcomes	20

	Crafting a Course Learning Outcome Statement	21
	Determining Performance Standards for Individuals and the Class as a Whole	21
	Is All the Work Required Worth the Effort?	22
2	Determining Your Purpose for Assessing Student Learning	24
	Defining Assessment	24
	How Learning Assessment Is Different from Grading	25
	Types of Learning Assessment	25
	Assessing Students to Determine for Ourselves How Well Students Are Learning	26
	Assessing to Give Learners Feedback on Their Progress	27
	Assessing Learning to Improve Our Profession through the Scholarship of Teaching and Learning (SoTL)	27
	Assessing to Provide Information to Institutional and External Stakeholders on How Well Students Are Learning	27
	Crafting the Assessment Question	28
3	Selecting a Learning Assessment Technique	30
	Using the Learning Goals Inventory (LGI)	30
	Considering Instructional Context When Choosing a LAT	30
	Key Instructional Elements to Consider	35
	Considering Clustering Multiple LATs Together	35
4	Implementing a Learning Assessment Technique	43
	Creating Assessment Rubrics	43
	Creating Student Self-Evaluation Forms	45
	Creating Peer Evaluation Forms	45
	Introducing the Activity	46
	Providing Students with Information They Need About the Learning Assessment	46
	Facilitating the Learning Assessment	47
	Concluding the Activity	48
	Timing the Phases	49
	Collecting the Learning Artifacts	50
	Managing the Learning Artifacts	50
5	Analyzing and Reporting What Students Have Learned	52
	Identifying Whose Learning You Are Gauging	52
	Considering Independent and Collaborative Data Analysis	53
	Scoring Individual Learning Artifacts	53
	Scoring Group Artifacts	53
	Determining the Method of Data Analysis	54
	Using Quantitative Data Analysis	54

Using Qualitative Data Analysis	55
Displaying Data and Findings	57
Interpreting Results	64
Writing Up the Results of the Assessment	65
6 Closing the Loop	67
Modifying Your Learning Goals, Objectives, and Outcomes	67
Adjusting Your Purpose for Assessing Learning	68
Selecting a Different LAT	68
Altering an Aspect of Implementation	68
Changing the Way You Analyze or Report Findings	69
Part Two: Learning Assessment Techniques	71
7 Teaching and Assessing for the Foundational Knowledge Domain	73
Clarifying Learning Goals Related to Foundational Knowledge	73
Identifying Learning Outcomes for Foundational Knowledge	74
Aligning Course Level Foundational Knowledge Learning Outcomes with Institutional Learning Goals	75
Assessing Achievement of Foundational Knowledge Learning Outcomes	75
Conclusion	77
Foundational Knowledge Domain LATs	78
1 <i>First Day Final</i>	78
2 <i>Background Knowledge Probe</i>	85
3 <i>Entry and Exit Tickets</i>	91
4 <i>Guided Reading Notes</i>	96
5 <i>Comprehensive Factors List</i>	101
6 <i>Quick Write</i>	105
7 <i>Best Summary</i>	111
8 <i>Snap Shots</i>	116
9 <i>Team Tests</i>	122
10 <i>Team Games Tournament</i>	128
8 Teaching and Assessing for the Application Learning Domain	134
Clarifying Learning Goals Related to Application Learning	134
Skills Goals	134
Identifying Learning Outcomes for Application Learning	136
Aligning Course Level Application Learning Outcomes with Institutional Learning Goals	136
Assessing Achievement of Application Learning Outcomes	136
Conclusion	139
Application Learning Domain LATs	148
11 <i>Prediction Guide</i>	148

12	<i>Fact or Opinion</i>	153
13	<i>Quotation Commentaries</i>	158
14	<i>Insights-Resources-Application (IRA)</i>	164
15	<i>Consider This</i>	169
16	<i>What's the Problem?</i>	174
17	<i>Think-Aloud Problem-Solving Protocols (TAAPs)</i>	180
18	<i>Peer Problem Review</i>	185
19	<i>Triple Jump</i>	191
20	<i>Digital Projects</i>	196
9	Teaching and Assessing for the Integration Domain	202
	Clarifying Learning Goals Related to the Integration Domain	202
	Identifying Learning Outcomes for Integration Learning	203
	Aligning Course Level Integrative Learning Outcomes with Broader Institutional Learning Goals	204
	Assessing Achievement of Learning in the Integration Domain	204
	Conclusion	204
	Integration Domain LATs	208
	21 <i>Knowledge Grid</i>	208
	22 <i>Sequence Chains</i>	214
	23 <i>Concept Maps</i>	218
	24 <i>Contemporary Issues Journal</i>	225
	25 <i>Dyadic Essay</i>	230
	26 <i>Synthesis Paper</i>	237
	27 <i>Case Study</i>	243
	28 <i>Class Book</i>	248
	29 <i>E-Portfolios</i>	255
10	Teaching and Assessing for the Human Dimension Domain	261
	Clarifying Learning Goals Related to the Human Dimension Domain	261
	Identifying Learning Outcomes for Human Dimension Learning	262
	Aligning Course Level Human Dimension Learning Outcomes with Institutional Learning Goals	262
	Assessing Achievement of Learning Regarding the Human Dimension Domain	263
	Conclusion	264
	Human Dimension Domain LATs	271
	30 <i>Free Discussion</i>	271
	31 <i>Nominations</i>	277
	32 <i>Editorial Review</i>	282
	33 <i>Dramatic Dialogues</i>	287
	34 <i>Role Play</i>	292
	35 <i>Ethical Dilemma</i>	298
	36 <i>Digital Story</i>	303

11 Teaching and Assessing for the Caring Domain	312
Clarifying Learning Goals Related to the Caring Domain	313
Identifying Learning Outcomes for the Caring Domain	314
Aligning Learning Outcomes Related to Caring with Institutional Learning Goals	314
Assessing Achievement of Learning Outcomes in the Caring Domain	315
Conclusion	315
Caring Domain LATs	319
37 <i>Stand Where You Stand</i>	319
38 <i>Three-Minute Message</i>	324
39 <i>Issue Awareness Ad</i>	330
40 <i>Proclamations</i>	334
41 <i>Editorial</i>	340
42 <i>Debate</i>	346
43 <i>Briefing Paper</i>	353
12 Teaching and Assessing for the Learning How to Learn Domain	358
Clarifying Learning Goals Related to the Learning How to Learn Domain	358
Identifying Learning Outcomes for the Learning How to Learn Domain	359
Aligning Learning Outcomes Related to Learning How to Learn with Institutional Learning Goals	359
Assessing Achievement of Learning Outcomes in the Learning How to Learn Domain	359
Conclusion	361
Learning How to Learn Domain LATs	364
44 <i>Study Outlines</i>	364
45 <i>Student Generated Rubrics</i>	370
46 <i>Invent the Quiz</i>	376
47 <i>Learning Goal Listing</i>	382
48 <i>What? So What? Now What? Journal</i>	388
49 <i>Multiple-Task Mastery Checklist</i>	393
50 <i>Personal Learning Environment</i>	399
Bibliography	405
Appendices	417
Appendix A About the Learning Goals Inventory (LGI)	419
Appendix B The Learning Goals Inventory with Scoring Sheet	425
Appendix C Key to Classroom Environment and Discipline in LAT Examples	433
Index	439