

### Special Thanks to:

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All of today's presenters and facilitators.

Yevgeniya Lapik, Loretta Visomirskis, John Kieraldo, Fernando Miranda-Mendoza, Aigerim Bizhanova, Amy Rosenquist, and Jennifer Asimow for donating snacks for today's event.

Cindy Cerrentano and Aretha Hall for scheduling the rooms for the breakout sessions

Ken Butler for preparing the meeting space.

Jen Asimow for preparing this program.

Every member of the Assessment Committee, CAST, and Faculty Council for working so hard to prepare a meaningful morning for fellow faculty.

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"What psychologists call the curse of knowledge is our tendency to underestimate how long it will take another person to learn something new or perform a task that we have already mastered"

P.C. Brown, H.L. Roediger III, and M.A. McDaniel (2014). *Making it Stick: The Science of Successful Learning*.

Teaching, Learning,  
and Assessment:  
A morning dialogue  
designed by faculty  
for faculty

April 8, 2016

# Welcome

## Agenda

- Sign-in and coffee
- Welcome and introductions: Assessment as part of the teaching and learning process
- Levels of assessment: Carrie Nepstad AC Chair
- Closing the Loop: Diversity assessment, Michael Heathfield
- Keynote: Joe Hinton, Investigating and Applying Diversity through the LGBTQ Lens
- Breakouts: Two 40-minute sessions

Seeking your feedback

Index cards: The Assessment Committee is collecting your questions about assessment. Please write your questions and put them in the pink box.

Index cards: Please write your suggestions for future meetings and put them in the pink box.

Today's event was prepared by the HWC Assessment Committee, CAST, and Faculty Council.

## Online Learning and Assessment

Room: 614

Facilitator: Jennifer Asimow, Child Development

Intended Audience: Faculty members who teach online for Harold Washington College

Description: In this session, participants will engage in an interactive dialog about assessing online learning at Harold Washington College. The session will begin with a brief overview of current online learning assessment research followed by a short discussion about the differences between what is currently being collected (online course evaluation) and assessment of online learning. Participants will then brainstorm ideas about what they want to know about their students' learning in the online environment.

Faculty Learning Outcomes (FLOs):

By the end of this session participants will be able to

1. Differentiate between evaluation of online courses and the assessment of student learning in online courses.
2. Consider ways to assess student learning in online courses relative to student learning in face-to-face courses.

## Investigating and Applying Diversity through the LGBTQ Lens

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Keynote Room: 102-103

**Facilitator:** Joe Hinton, Geography

**Intended Audience:** All faculty interested in developing a more thorough understanding of their own views of diversity and applying those views to interactions with students. Specific focus will be placed on collective values towards encouraging diversity among students in terms of sexual orientation and gender identity.

**Description:** Participants in this session will be posed with several questions to help assess their own perspectives on diversity, their values as applied to diversity, and how best to apply those values to interactions with students. Participants will be guided through an interactive presentation on sexual orientation and gender identity as traits that make us diverse.

Faculty Learning Outcomes (FLOs):

By the end of this session participants will be able to

1. Articulate their own perspectives on diversity
2. Use appropriate vocabulary when addressing various sexual orientations and gender identities
3. Consider applications of LGBTQ studies to their personal curriculum.

## Assessment Rubrics Room: 622

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**Facilitators:** Aigerim Bizhanova, Biology; Janette Gayle, Social Sciences; Fernando Miranda-Mendoza, Math and CIS

**Intended Audience:** Faculty members interested in learning more about rubrics for assessment purposes.

**Description:** The presenters will provide examples of rubrics used for summative and formative assessment across different disciplines. Participants will discuss the strengths and weaknesses of the examples. Time will be provided for participants to begin developing an assessment rubric.

Faculty Learning Outcomes (FLOs):

By the end of this session participants will be able to

1. Identify assessment rubrics.
2. Recognize challenges in rubric design.
3. Begin the process of rubric design.

## Hybrids at HWC

Room: 620

**Facilitators:** Kristin Bivens and Elisabeth Greer, English, Speech and Theatre

**Intended Audience:** This session is intended for anyone currently teaching a hybrid, anyone interested in teaching a hybrid in the future, and anyone curious about hybrid courses in general.

**Description:** A hybrid course replaces one or more of its weekly classroom sessions with required online activities. But, what can those online activities entail? How can you facilitate online activities asynchronously? In this session, participants will be introduced to the concept of hybrid learning and I will discuss the Hybrid Committee at HW. Also, participants will be shown 1 method for facilitating online activities. The facilitators will:

1. provide digitized resources to begin to think about redesigning a face-to-face course for hybrid delivery;
2. explain the re-emergence of the Hybrid Committee as a standing committee devoted to nurturing the best practices in hybrid pedagogy and assessment;
3. demonstrate how to create a short video using your computer's web camera and Eye Jot.

Faculty Learning Outcomes (FLOs):

By the end of this session, participants will be able to

1. Define hybrid course delivery
2. Describe an example of an online activity

## Interactive Assessment

Room: 623

**Facilitator:** Amy Rosenquist and Kamilah Sanders, English, Speech, and Theatre

**Intended Audience:** Any faculty member who is interested in learning more about using Kahoot or Clickers in their classroom to facilitate interactive learning via technology.

**Description:** Participants in this session will see a brief demonstration of how to create an instructor account at Kahoot, an interactive online tool in which students participate in formative assessments using their smart phone or tablets, and then will be invited to participate in a few rounds of the game. Kamilah Sanders will provide an overview of how faculty can utilize the clickers we have available at HW for short in-class assessments, after which faculty will have an opportunity to participate in a demonstration of clicker use, as well.

Faculty Learning Outcomes (FLOs):

By the end of this session participants will be able to

1. Articulate the purpose of the two interactive technology-based assessments presented.
2. Create an instructor account, utilize public Kahoots, and create personalized Kahoots for use in their classes.
3. Utilize the process for signing out clickers, creating assessments, and using clickers during class.

## Generating evidence to back-up your claims

**Room: 624**

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**Facilitators:** Philip Vargas, Physical Science; Anthony Escuadro, Physical Science; Bral Spight, Business

**Intended audience:** Any faculty member who has or anticipates having quantitative data from formative and/or summative assessment and wants to learn more about making sense of these results.

**Description:** This session will introduce a few of the statistical methods used in the physical and social sciences to analyze the data gathered from assessment. A brief overview will be presented of how pre- and post-testing is used in physics and astronomy courses to survey both the students' conceptual resources and beliefs about learning science, as well as attempt to measure the effectiveness of a course in promoting conceptual understanding. Participants will then discuss how these analyses might be adapted and enhanced to fit the needs of faculty in their own disciplines.

### **Faculty Learning Outcomes (FLOs):**

By the end of this session, participants will be able to

1. Describe examples of conceptual and attitudinal surveys used in the physical and social sciences.
2. Analyze the results of pre- and post-testing to determine normalized gain, normalized change, effect size, and attitudinal shifts.
3. Relate the results of assessment in physics and astronomy education to their own disciplines.

## Book discussion - Teaching to Transgress: Education as the Practice of Freedom by bell hooks

**Room: 608**

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**Facilitator:** Kamran Swanson, Humanities & Music

**Intended audience:** Any faculty member who has read the book or is interested in the book's key concepts as they relate to the teaching and learning process.

**Description:** Faculty discussion about teaching and learning based on key ideas from the text.

Faculty Learning Outcomes (FLOs):

By the end of this session, participants will be able to

1. Describe key ideas presented in *Teaching to Transgress*
2. Explore connections between hooks' concepts and one's own teaching

## Assessing vs. Grading: What Do You Really Want to Know About Student Learning? Room: 609

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**Facilitators:** Jess Bader, Art & Architecture;  
Sarah Kakumanu, Math & CIS; Erica McCormack, Humanities & Music

**Intended Audience:** Any faculty member who is unsure of the difference between assessment and grading.

**Description:** In this session, participants will engage in an interactive dialogue about how assessment and grading differ even though both involve examining student work and both can involve the use of rubrics.\* The session will begin with a brief overview of some of the presenters' work in assessment at the unit-level in order to provide some concrete examples of these two distinct processes, followed by a short discussion about the way the same example of student work can be assessed apart from being graded. Participants will then brainstorm ideas about which outcomes (within their individual classroom level, course level, or program level) they want to prioritize assessing instead of grading. Participants will also articulate reasons why grading or assessing is a more appropriate choice in a given situation. Please feel free to bring a rubric you use or an assignment description you are working on, or data you have collected, and/or questions you have about assessment.

### Faculty Learning Outcomes (FLOs):

By the end of this session participants will be able to

1. Differentiate between assessment and grading.
2. Identify one formative assessment technique that can be used to adjust teaching and learning while in the classroom.
3. Recognize a situation related to their own teaching

## Program Level Assessment:

### What is it? Who does it?

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Room: 102-103

**Facilitator:** Carrie Nepstad, Child Development

**Intended audience:** Department chairs and/or faculty members who will be designing and facilitating an assessment plan for programs offered within the department.

**Description:** This session will provide an opportunity to explore a step-by-step process for developing an assessment plan at the program level.

Faculty Learning Outcomes (FLOs):

By the end of this session participants will be able to

1. Explore the process of developing an assessment plan at the program level
2. Draft Program-level student learning outcomes
3. Brainstorm ideas for assessing Program-level student learning outcomes
4. Identify next steps in the process of developing an assessment plan for a program