

Worksheet – Instruction and Assessment Methods in Individual Courses/Educational Experiences

Source: Maki, Peggy. Assessing for Learning (2004)

Individual submitting worksheet: _____

Course or educational experience: _____

1. List agreed-upon outcome statement or statements your course or educational experience addresses:
 - 1.
 - 2.
 - 3.
 - 4.

2. What methods of teaching and learning contribute to or foster the learning described in this outcome statement or these outcome statements?
 - 1.
 - 2.
 - 3.
 - 4.

3. What assumptions about teaching and learning should underlie these methods?
 - 1.
 - 2.
 - 3.
 - 4.

4. What assessment methods do you use to assess the learning described in the outcome statements listed under Number 1?

5. What assumptions underlie your methods?

6. What inferences can you draw from what students represent or demonstrate or produce?

Worksheet - Linking Outcomes to the Curriculum

Source: Diamond, R.M. Designing and assessing courses and curricula (1998).

Assessment Matrix: Linking Outcomes to Curriculum

<p>Key I = Introduced E = Emphasized U = Utilized A = Comprehensive Assessment</p>

	Course Numbers									
	1	3	3	4						
Objectives	1	5	7	9						
Communicate effectively in writing and speech	I	U	E	A						
Apply discipline specific theory and principles										

Examples: Opportunities to Learn

Example 1:

The program strives at improving its student oral communication abilities. Two courses include specific content on improving oral communications. Class 110, Team Problem Solving and Leadership, is intended for the freshman year, and is highly centered on communication issues. Class 465, Professional Practice, includes carrying out mock trials, responding (orally) to Requests For Proposals, and other similar activities. The attached syllabi for Class 110 and Class 465 discuss these activities in detail.

Example 2:

Opportunity 1: Students will be introduced to expectations for professional behavior as they enter the program via the "new student orientation" process.

Opportunity 2: The student handbook will include information related to professional development, expectations of student performance, and a copy of the professional behavior measure that will be used throughout the program.

Opportunity 3: Coursework will teach, support and reinforce professional behavior on the part of students with ties to the profession's established Code of Ethics.

Opportunity 4: Faculty for targeted courses will incorporate measures of professional behavior into their syllabi.

Example 3:

The Program will have the students develop the research and writing outcome in the context of the Capstone Seminar. Students will develop their critical thinking skills in the course they use to satisfy the Logical and Critical Thinking category of the general education program and through upper-division courses in their concentration that introduce them to critical perspectives in particular fields. They also will learn critical thinking in the two courses they take to fulfill Foundations and Perspectives in the general education program (Class 455 or 456 and Class 492).