THE SCHOLARSHIP OF ASSESSMENT: TRANSLATING YOUR WORK IN ASSESSMENT TO YOUR CV

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Presentation Learning Outcomes

Participants in this session will be able to:

- Describe the connections and integration of scholarship and assessment
- Outline principles and practices that will make their assessment work more publishable
- Highlight possibilities for sharing their work on and off campus
- Discuss how the scholarship of assessment has been utilized in several disciplines
“Since colonial times, the American Professoriate has responded to mandates both from within the Academy and beyond. First came teaching, then service, and finally the challenge of research.”

- From Boyer’s *Scholarship Reconsidered* (1990)

In this seminal work, Boyer frames a directive that calls for an end to “old teaching versus research” while broadening the scope of scholarship to include:

1. Scholarship of discovery
2. Scholarship of integration
3. Scholarship of application
4. Scholarship of teaching
Scholarship of Discovery

At its best, the scholarship of discovery makes generous contributions, not only to human knowledge in general, but as Boyer intimates, it also adds “to the intellectual climate of a college or university.”

Examples
1. James Watson – Helped unlock genetic code
3. Hannah Arendt – Political philosopher
4. Noam Chomsky – Transformed linguistics
Scholarship of Integration

- Giving perspective and meaning to isolated facts.
- Connecting across disciplines.
- Bringing new insight together in and around original research.

Philosopher-physicist Michael Polyani called these things “overlapping (academic) neighborhoods.”

- Has the effect of fitting one’s own research into larger intellectual patterns.
Boyer suggested several shifts in thinking about scholarship:

- The cycle of learning is dynamic.
- Involves the use of knowledge to solve problems.
  - Often described as “outreach.”
- Creative intellectual work should be original and validated through peer review, but can be communicated in ways that impact professionals and publics beyond the University, or the discipline itself.
“...(the scholarship of teaching and learning) means viewing the work of the classroom as a site for inquiry, asking and answering questions about students' learning in ways that can improve one's own classroom and also advance the larger profession of teaching.”
SoTL addresses:

“Are my students learning? This question and the ongoing quest for the answer are at the core of every great teacher’s work. Inside each class session, answers come as these teachers pay attention to how students understand. Outside of each teaching and learning environment—through reflection, guided study, and conversation—scholars of teaching and learning discover insights for improved instruction.”

David M. Hastings, University of Wisconsin-Stevens Point (USA)
Applying Boyer’s Vision

- Boyer saw the value in analyzing or perhaps, ‘assessing’ the value of the many different fields of academic work.

- Carnegie Foundation for the Advancement of Teaching, led by Boyer, in 1997 produced a report entitled “Scholarship Assessed”.

Carnegie Foundation for the Advancement of Teaching
Practices and Principles

“Scholarship Assessed” Standards:

1. Must develop clear goals
2. Must include adequate preparation
3. Must use appropriate methods
   A. Using reliable and valid data
   B. Running demographic analyses
4. Should show outstanding results
5. Offer effective communication
6. Consider a reflective critique
Practices and Principles

Measurement

Subjective

Objective

Qualitative

Quantitative
Psychometrics

Educational & Psychological Measurement

- measurement of knowledge, abilities, attitudes, and personality traits
- mainly concerned with the construction and validation of measurement instruments (i.e. cognitive tests, surveys/questionnaires, and personality assessments.)
Practices and Principles

Key Concepts in Assessment

- Reliability
- Validity
Reliability

“The more consistent the scores are over different raters and occasions, the more reliable the assessment is thought to be.” (Moskal & Leydens, 2000 as cited in Jonsson & Svingby, 2007)

- Test re-rest
- Inter-rater
- Binary vs. Likert scale
- Rubrics and calibration process

“Validity is not a property of the test or assessment as such, but rather of the meaning of the test scores. These scores are a function not only of the items or stimulus conditions, but also of the persons responding as well as the context of the assessment. In particular, what needs to be valid is the meaning or interpretation of the score; as well as any implications for action that this meaning entails” (p. 741).

Validity

- Construct Validity
  - Content / Face
  - Convergent
  - Discriminant
  - Predictive

The question is: What can we validly conclude about a student who receives a score of “X” vs. that of receiving “Y”? 
Construct Validity

In assessment, an instrument’s validity is usually established by examining whether they distinguish between groups logically presumed to differ on competency being measured

- Experienced practitioners vs. novices or
- Peer nominated superior performers vs. average performers

Gauging the Value Placed on Assessment in Your Department

- Initiate conversations with your department chair and colleagues about the value of assessment efforts for your CV
  - Assessment as aspect of teaching quality and/or research for promotion/tenure and annual reviews
  - Assessment work can be disseminated through:
    1) Conferences
    2) Newsletters
    3) Journal Articles
    4) On Campus Opportunities
    5) Other?
THE ASSOCIATION FOR THE ASSESSMENT OF LEARNING IN HIGHER EDUCATION - SECOND ANNUAL CONFERENCE – “The Practice of Assessment”

- Open to all who are engaged in learning assessment.
- The conference is designed, like the AAHE Assessment Forum conferences of the past, to facilitate dialogue within and across these groups of practitioners, and welcomes submissions from many different perspectives and in many different formats.

http://aalhe.org/content/second-conference
Sharing Assessment (Conference)

- 2012 NASPA Assessment & Persistence Conference
  - Designed to address these issues and promote student learning and success by strengthening assessment, quality improvement, and intentional persistence and retention programs. Institutional leadership must create an environment which builds capacity, as well as encourage an organizational culture that includes a comprehensive assessment, persistence and completion program as part of strategic planning.

- [http://www.naspa.org/programs/apc/](http://www.naspa.org/programs/apc/)
- Proposal Deadline: March 23, 2012
Sharing Assessment (Conference)

Next Generation STEM Learning: Investigate, Innovate, Inspire

- November 8–10, 2012
  Kansas City, Missouri

Proposals Deadline: March 19, 2012
Sharing Assessment (Newsletter)

- National Institute for Learning Outcomes Assessment Newsletter
  - Monthly newsletter.
  - Mostly about the work done by NILOA, but also features Occasional Papers.
  - [http://www.learningoutcomesassessment.org/NILOAnewsletters.html](http://www.learningoutcomesassessment.org/NILOAnewsletters.html)
Sharing Assessment (Newsletter)

- **eAIR** - Electronic Newsletter from the Association for Institutional Research
  - Frequently cited as the oldest continuous email newsletter in existence. Currently, the newsletter is available complimentary to anyone interested in institutional research, institutional effectiveness, or assessment.
  - [http://www.airweb.org/eAIR/Pages/default.aspx](http://www.airweb.org/eAIR/Pages/default.aspx)
Sharing Assessment (Online Journal)

- **Assessment UPdate.**
  - Edited by Trudy Banta
  - Published bimonthly by Jossey-Bass. Articles cover a wide array of assessment-related issues, including methods, tools, processes, measures, and design and implementation models. The readers of this publication include academic administrators, campus assessment practitioners, institutional researchers, and faculty from a variety of fields and institution types.
Sharing Assessment Within Your Field – A National Focus (Journal)

- Assessment and Evaluation in Higher Education
  - An established international peer-reviewed journal which publishes papers and reports on all aspects of assessment and evaluation within higher education. Its purpose is to advance understanding of assessment and evaluation practices and processes, particularly the contribution that these make to student learning and to course, staff and institutional development.
  - [http://www.tandf.co.uk/journals/titles/02602938.asp](http://www.tandf.co.uk/journals/titles/02602938.asp)
Sharing Assessment (Journal)

- Research in Higher Education
  - Enhances our understanding of educational institutions.
  - Helps faculty and administrators in making more informed decisions about current or future operations and in improving efficiency and effectiveness.
  - Covers such topics as curriculum and instruction; recruitment and admissions; and retention, attrition, and transfer.
- [http://www.springer.com/education+%26+language/hi gher+education/journal/11162](http://www.springer.com/education+%26+language/higher+education/journal/11162)
Sharing Assessment on Campus – A Localized Focus (Workshops)

- Universal Design for Learning

The Faculty Seminar on Universal Design for Learning is a workshop series on ways to orient teaching and learning to include all learners.

- In conjunction with the Stem Scholar Program which engages disabled veterans and aids them as they build careers after their military service.
“Best practices” workshops can be presented throughout the year.

FaCET has Teaching Enhancement Grants to aid in making an impact in the classroom.
Coming Soon (March 2012) To a Desk near You!!!
Serkan’s Examples of the Scholarship of Teaching and Learning


Sharing my experience in the scholarship of teaching

Barb Glesner Fines
Law School
Benefits of Publishing & Presenting Assessment Practices:

- Forces rigorous assessment methods.
- Improves my scholarship in my fields of study.
- Provides feedback for my own teaching and assessment practices.
- Provides a community of fellow learners to share ideas and solve problems.
- Influences the academy to improve student learning.
- Provides professional recognition and advancement opportunities.
Types of Scholarship of Assessment

- Descriptions
- Reflections
- Critiques
- Analysis and Integration
- Teaching Materials

You can build your skills in assessment and share your learning along the way, in the same way we expect our student learning to progress.
Use precise language of assessment

Like a good ethnographer, aim for a deep and credible snapshot of your assessment practices and the insights you have derived from those practices.
Descriptions of Assessment

- Use precise language of assessment
- Like a good ethnographer, aim for a deep and credible snapshot of your assessment practices and the insights you have derived from those practices.
- Nearly every field has a teaching & learning journal.
Integrating Assessment Research from other Disciplines

- Sharing the results of educational research and hypothesizing how that research might impact teaching and learning in your field.
Critiques of Educational Systems

- What we choose to assess reflects value judgments
- How we choose to assess and what we choose to do with our assessments also reflects value judgments
Analysis and Integration

- Reporting the results of a single assessment can model and improve effective assessment practices.
- Increasingly blogs and online publications are becoming accepted publication outlets.
Especially with online or computer mediated instruction, you can model effective assessment practice.
Share your learning modules or problem sets as examples of learning and assessment activities.
Developing teaching materials that model the assessment process, with clear and measurable learning outcomes, learning activities that progressively develop those outcomes, and a variety of assessment devices can be some of the most effective scholarship of teaching.
QUESTIONS?