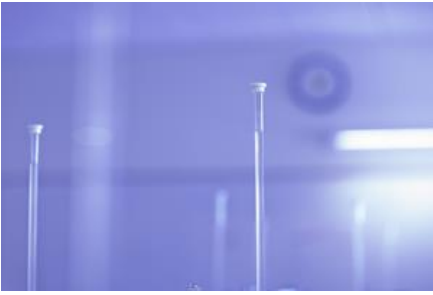


ASSESSMENT AS PLANNING & PEDAGOGY

UNIVERSITY
OF
CALIFORNIA
MERCED



Anne Zanzucchi and Angela Winek

- Through grant sponsorship by the Council of Graduate Schools, UCM has engaged graduate students and faculty in creating a culture which values assessment as pedagogy over the course of the last four semesters.

CGS Grant Project Team

A collaboration between

- Graduate Division
- Center for Research on Teaching Excellence
- Office of Institutional Assessment
- Merritt Writing Program



Overarching Goal

Prepare future faculty to engage in assessment as planning and pedagogy

- course
- program
- institution (general education)

Project Design

A certificate for graduate student participants in *Undergraduate Outcomes Assessment: Pedagogy and Program Planning* through the Center for Research on Teaching Excellence



Project Model: Learning Community



The Learning Community Model

“In recent years in America there has developed a ‘learning communities’ approach to education. In a learning community the goal is to advance the collective knowledge and in that way to support the growth of individual knowledge (Scardamalia & Bereiter, 1994). The defining quality of a learning community is that there is a culture of learning, in which everyone is involved in a collective effort of understanding.”

(Bielaczyc and Collins 2)

According to Bielaczyc and Collins,

There are four characteristics that such a culture must have:

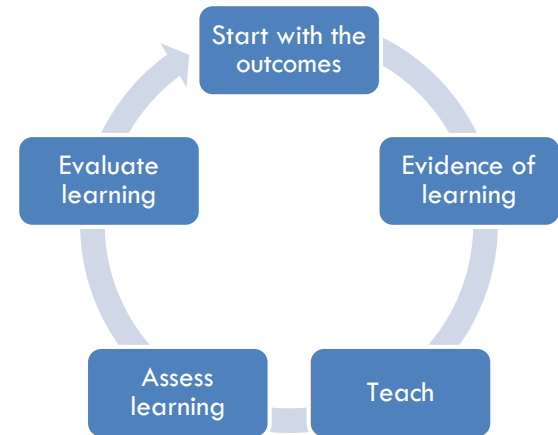
- (1) diversity of expertise among its members, who are valued for their contributions and given support to develop,
- (2) a shared objective of continually advancing the collective knowledge and skills,
- (3) an emphasis on learning how to learn, and
- (4) mechanisms for sharing what is learned.

(2)

Project Outcomes

Graduate Student Participants:

Engage in backward design to plan outcomes-oriented instruction, with a focus on the needs of *diverse, at-risk undergraduates*.



Key Certificate Activities

1) **Pre-semester:** Draft the lesson plan for first day of class & needs assessment

2) **Semester**

Wk 1: Needs Assessment

Mid-course evaluation

Signature assignment

Semester

- Weekly teaching plans and related reflections
- Weekly meetings - discuss teaching and student learning in your classroom

3) **Final products:**

- a. Lesson plans and related materials (what you did in your classroom this semester)
- b. Final reflective teaching and learning essay for public posting (what you learned)

Value-Added

- Strengthens undergraduate learning
- Extends faculty mentoring roles to teaching and learning
- Connects courses with discipline (program) and institutional student learning goals

Blended Disciplinary Learning Community

<i>Spring 2013</i>	<i>Fall 2014</i>	<i>Spring 2014</i>	<i>Fall 2014</i>
<ul style="list-style-type: none">• Biology• Chemistry• Physics	<ul style="list-style-type: none">• Biology• Spanish• Environmental Chemistry• Cognitive Science	<ul style="list-style-type: none">• Engineering• Math• Chemistry	<ul style="list-style-type: none">• Literature• Psychology• Math• Engineering• Chemistry



Future Faculty Findings

- 100% developed and implemented all elements of semester long project, including final essay
- A majority of graduate students experienced challenges with outcomes-based lesson planning; sustained feedback and mentoring is critical



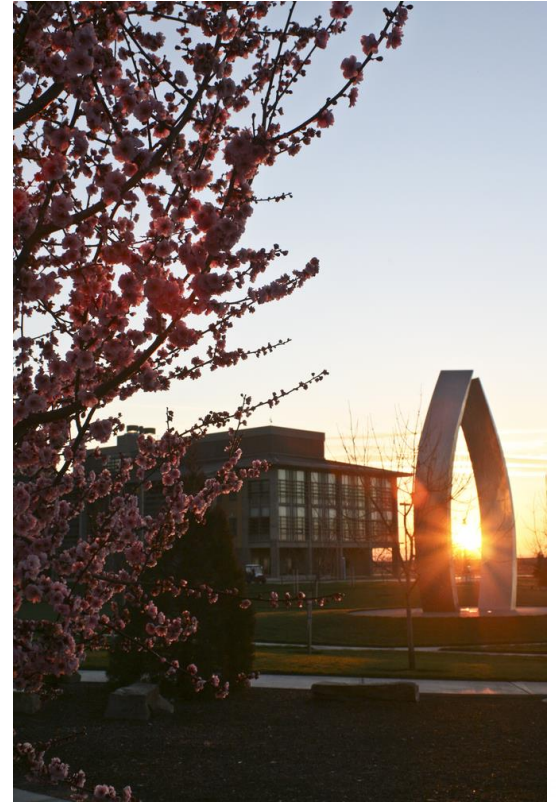
Future Faculty Findings

- 100% of graduate participants report project has impacted their approach to instruction
- 62% reported increased intentionality to their instruction
- 75% of graduate participants reported that the project has influenced their own *graduate research activities*



A Potential Model

- A learning community is a flexible mentoring model
 - Format
 - Expertise
 - Incentives



Citation

- Bielaczyc, Katherine and Alan Collins. “Learning Communities in Classrooms: A Reconceptualization of Educational Practice.” *Instructional Design Theories and Models, 2*, Mahwah NJ. Web. 20, Aug. 2014 <*isites.harvard.edu*>