

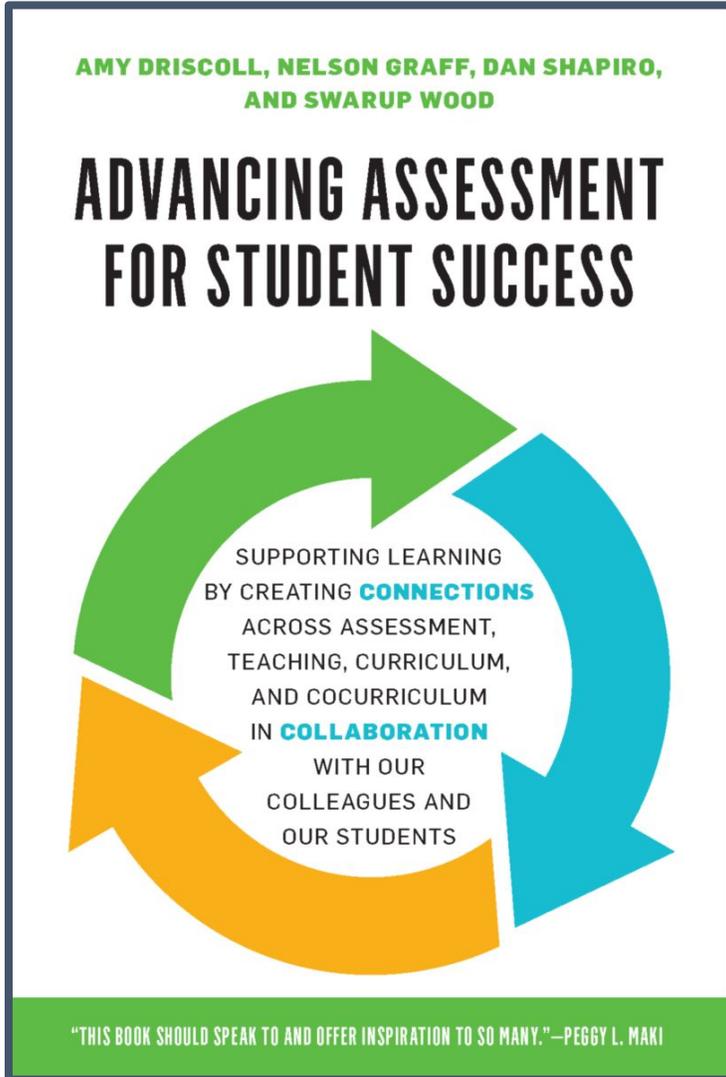
Using Reflection to Advance Assessment for Student Success

Featuring Authors
Daniel Shapiro and Swarup Wood

June 3rd, 1PM ET / 10AM PT



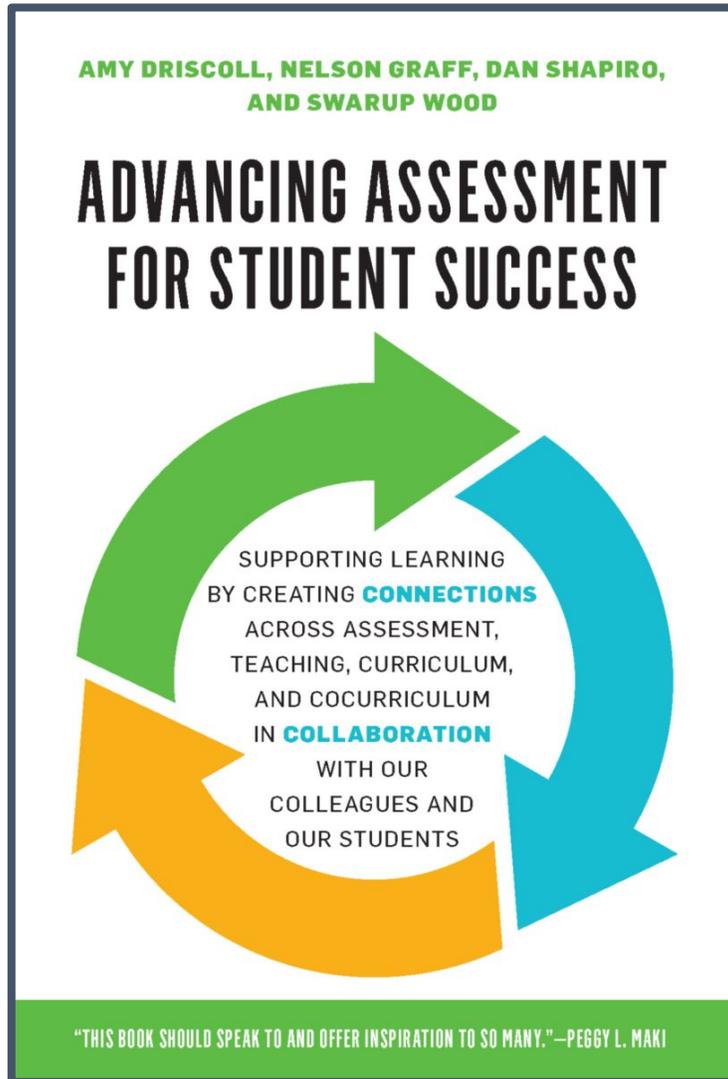
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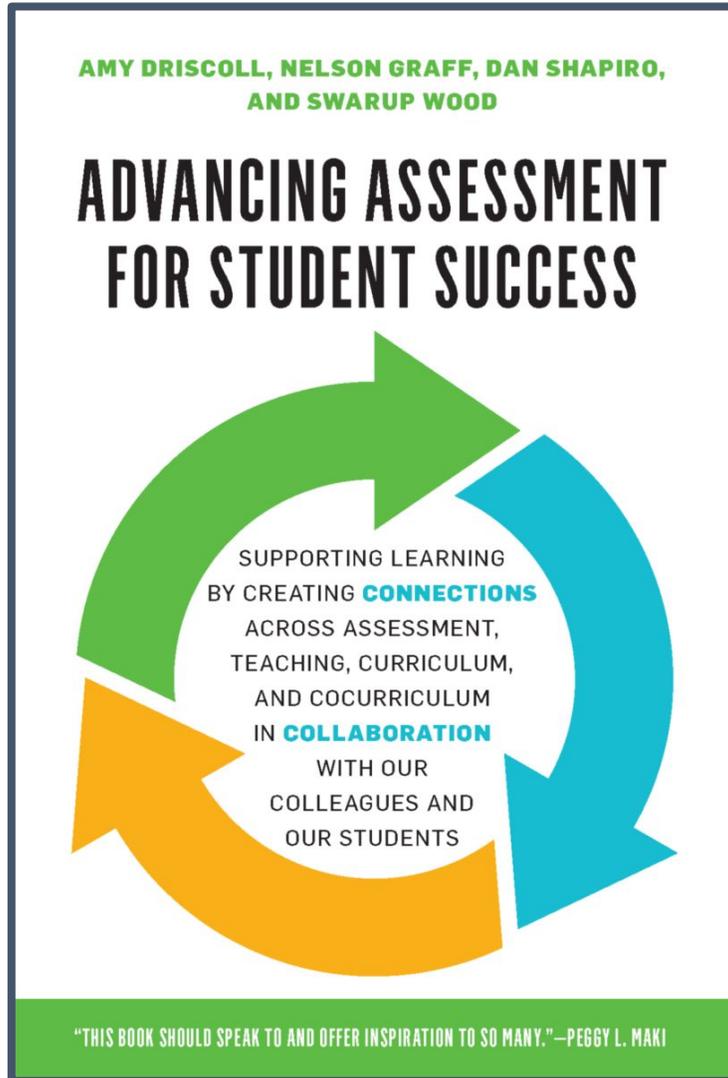
With Amy Driscoll and Nelson Graff, authors of:
Advancing Assessment for Student Success,
Stylus, June 2021

Webinar Outline



- Welcome & overview
 - **Primary theme: using reflection as a means of collective meaning-making**
- Unpacking reflection
- Integrating reflection into the assessment cycle
 - **Using learning outcomes with students**
 - **Assessing student work**
- Your insights and questions

Book Themes



- **Integration:** assessment, teaching, curriculum & co-curriculum
- **Collaboration:** faculty, staff, student affairs professionals, community partners, and students

Reflection

“Another theme of Assessment 2.0 [= assessment focused on specific, faculty-generated questions] emphasized by other scholars is the key role of discussion, reflection, and collective meaning-making among departmental faculty as they analyze assessment data” (Metzler and Kurz, 2018, p. 17).

Metzler, E. T., & Kurz, L. (2018). Assessment 2.0: An organic supplement to standard assessment procedure. University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).
<https://www.learningoutcomesassessment.org/wp-content/uploads/2019/02/OccasionalPaper36.pdf>

Unpacking Reflection Part 1

- From a neurological perspective, reflection could be considered how incoming experience interacts with past experiences (memory)
 - How it interacts with our unique pasts
- What is your purpose in using reflection?
 - To have those you're working with use known frameworks to analyze/evaluate/interrogate their experience?
 - These tend to produce similar student/ faculty work products
 - To use free association and a quiet mind to see what emerges?
 - These tend towards ends unique to the individuals
- We'll differentiate between these: Directed versus Emergent reflective practices

Unpacking Reflection Part 2

A means of collective meaning-making

Phases of Reflection

- Experiencing
- Interpreting the experience
- Naming the problems or questions
- Generating possible explanations
- Creating hypotheses
- Testing/acting

Attitudes

- Wholeheartedness
- Directness
- Open-mindedness
- Responsibility
- Curiosity
- Desire for growth

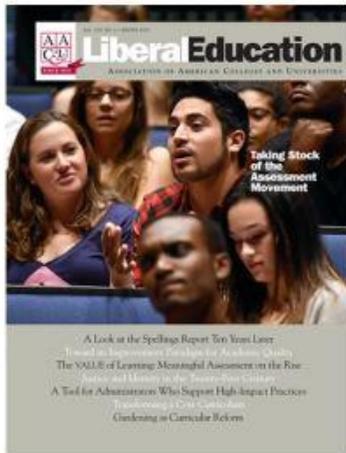
Rodgers, Carol. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teachers College Record*, 104(4), 842–866.

Collective Reflection → Student Learning



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Winter 2017, Vol. 103, No. 1

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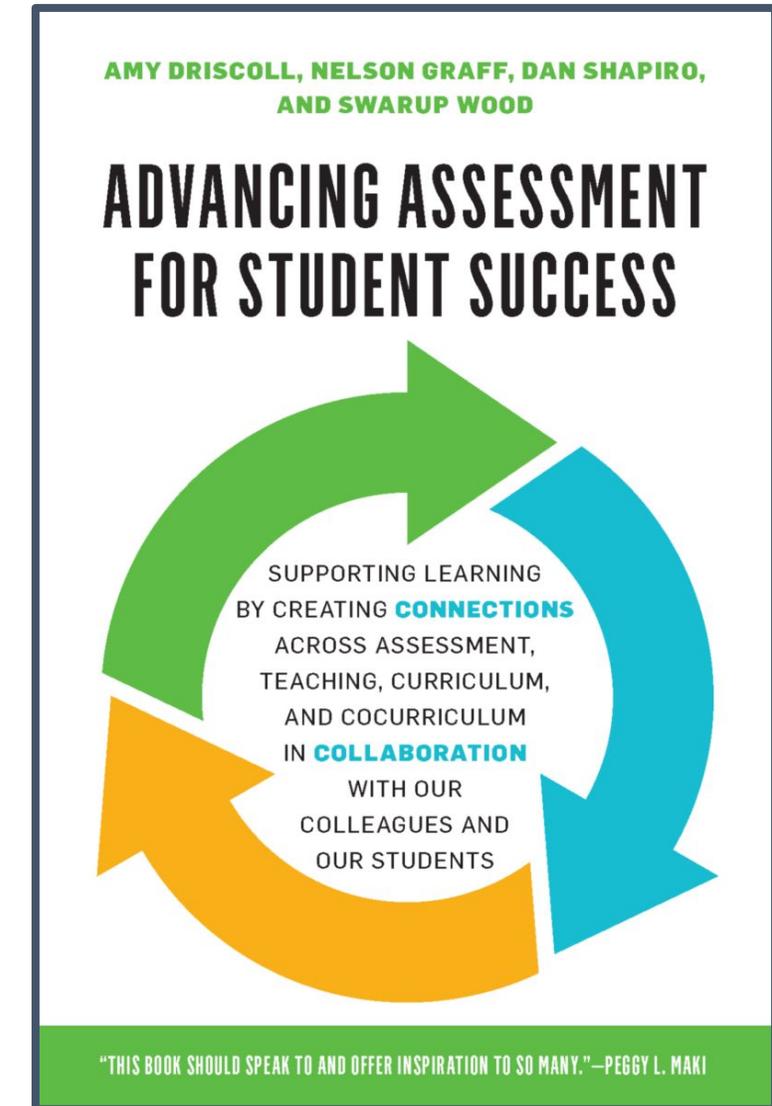
Liberal Education Toward an Improvement Paradigm for Academic Quality

By: Douglas D. Roscoe

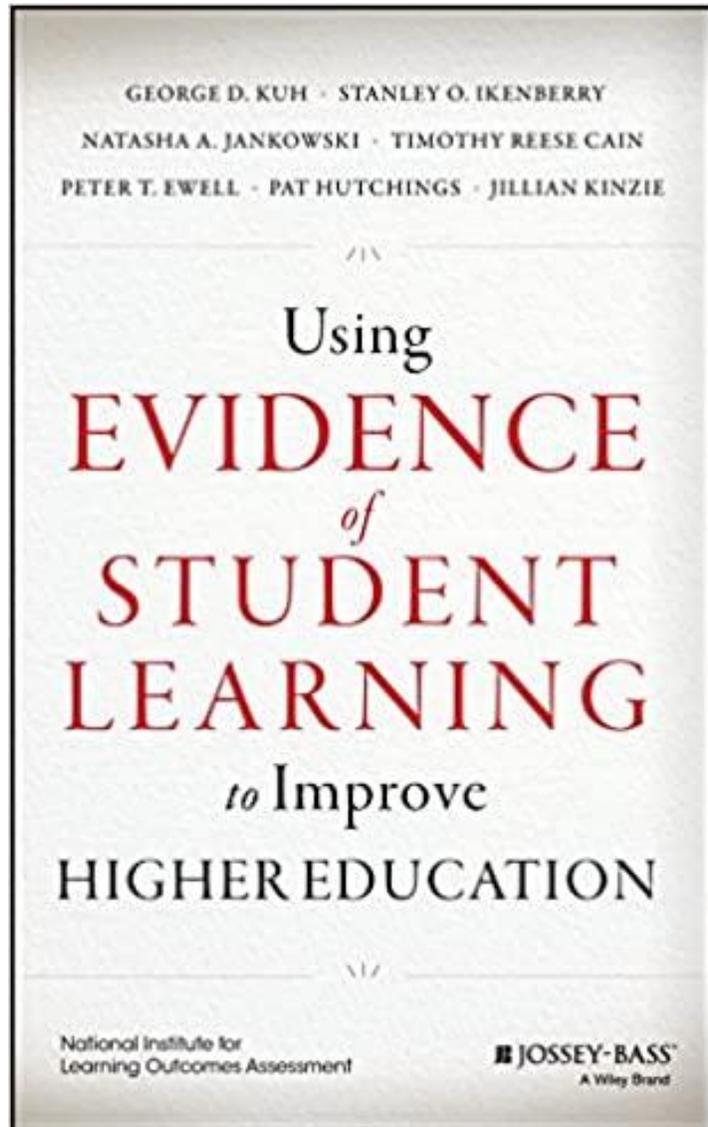
The assessment movement that has emerged on American college campuses over the last twenty years emphasizes the need to carefully articulate the particular outcomes we seek for our students, and it demands that faculty and administrators provide evidence of their students' success with respect to these outcomes. It also requires that this evidence be used to improve the educational experience of students in order to better meet those outcomes.

Roscoe, D. D. (2017). Toward an improvement paradigm for academic quality. *Liberal Education*, 103(1).

<https://www.aacu.org/liberaleducation/2017/winter/roscoe>



What Makes Assessment Data “Valid”?



Consequential validity

The impacts or consequences of its [assessment data] use should be factors in determining validity.

“A locally designed student survey, for example, may not have the psychometric properties of a tool such as NSSE, but the process of designing it may start **productive, generative conversations** among faculty, and such conversations are often harbingers of meaningful change.” [emphasis added]

Reflecting Throughout the Assessment Cycle



1. **Equity in assessment (chapter 2):** designing equity-minded assessments
2. **Learning outcomes (chapter 3):** writing, revising, and using learning outcomes with students
3. **Alignment and coherence (chapter 4):** developing, analyzing, and/or improving curriculum maps
4. **Assignment prompts and rubrics (chapter 5):** creating assignment prompts and rubrics, and reviewing and refining assignments
5. **Using evidence (chapter 6):** developing and implementing action plans based on evidence of student achievement.

Larger Purpose of Outcomes

- Organizing principles for:
 - Curriculum
 - Pedagogy and instruction
 - Assessment
- Help students direct their efforts
- These purposes assume a common understanding of what learning outcomes mean
 - Among faculty
 - Within and among departments (at least for GE courses)
 - Between faculty and students

Reflective practices serve these ends (collective meaning making)

Engaging Students as Partners: Developing, Revising and Using Learning Outcomes

On the first day of class, when reviewing the syllabus, students can be asked to rephrase and/or explain what a specific outcome means to them. Or students are asked what part, if any, of an outcome is confusing, vague, or could be stated more clearly. (Montenegro, p. 200).

Montenegro recommends using students as a ‘clarification and validation tool for learning outcomes’ to help uncover troublesome language, misunderstandings, and areas for improvement (2021).

Faculty Development activity--faculty role play students reviewing outcomes.

Engaging Students as Partners: Working with students and outcomes to develop grading rubrics

- Have students deconstruct outcomes into components
- Draw on students to define components
- Evaluation: Draw on students to describe distribution of points
 - Which parts receive greater or fewer points and *why*?
 - Gives faculty insights into student conceptions and misconceptions
 - Gives students insights into faculty thinking
- Great opportunity for students to teach/lead

Directed Versus Emergent Reflection Practices-imagine two different prompts

- 1) Sit quietly for ten minutes, reflecting and writing on all of the things that come to mind as you consider the murder of George Floyd (Emergent)
- 2) Reflect on the murder of George Floyd while considering the different elements of Critical Race Theory (Directed)

How would student work directed towards these two prompts differ?

Examples of Emergent Vs. Directed Reflection in Assessment (using reflection as a means of collective meaning-making)

Emergent Reflection: Working with faculty to develop learning outcomes: What do we want students to know and be able to do?

Working with faculty this way results in brainstorming sessions the results of which gradually emerge into workable learning outcomes

Directed Reflection: Using a rubric with a group in a norming session or to evaluate student work is a great example of directed reflection. The criteria narrow our vision and focus our attention. In addition to collecting data on student performance, these activities typically result in refining learning outcomes and/or the rubric

Reflecting While Assessing Student Work

Institution-level learning goals

- Critical Thinking
- Information Literacy
- Quantitative Reasoning
- Written Communication
- Oral Communication



Assessment

- Collect assignment guidelines & student work aligned to institutional learning goals from across programs
- Interdisciplinary faculty use institution-level rubrics to assess students work
- Faculty reflect during and after assessment



Institution-level outcomes assessment at CSUMB: <https://digitalcommons.csumb.edu/ulos/>

Weaving Reflection & Assessment



- **8:30 - 9:00:** Discuss previous day's reflection responses
- **9:00 - 12:00:** Assess student work
- **12:00 - 12:30:** Reflect on morning assessment (emergent reflection)
- **12:30 - 1:00:** Lunch
- **1:00 - 4:00:** Assess student work
- **4:00 - 4:30:** Reflect on afternoon assessment (emergent reflection)
- **4:30:** Submit responses to reflection questions (directed reflection)

What Faculty Learn From Assessing Student Work



Directed reflection questions (Brookfield's Critical Incident Questionnaire):

1. At what moment did you feel most engaged with what was happening?
2. At what moment were you most distanced from what was happening?
3. What action that anyone took did you find most affirming or helpful?
4. What action that anyone took did you find most puzzling or confusing?
5. What surprised you the most?

Reflecting While Assessing Student Work

TABLE 7.1
Daily and Final Reflections

<i>Question(s)</i>	<i>Theme</i>	<i>Affirmative Responses for Theme (by Percentage)</i>	<i>Representative Quote</i>
At what moment(s) during today's work did you feel most engaged with what was happening?	Social interaction	80%	"I enjoy collaborating with faculty. It allows for sharing teaching styles, insights, and strategies. It allows me to think more deeply about course and assignment design to benefit student learning."
What is something you experienced during today's work that you found most affirming or helpful?	Norming	74%	"While we all operate within a certain set of standards, the norming process reminds us that we don't always share identical values. Deliberately applying a rubric can help to diminish these personal distinctions."
	Rubric	63%	"Writing assignments and corresponding rubrics can be utilized as powerful teaching tools. The assignments and feedback given to students across this university should be rigorous, clear, and consistent."
What is something you experienced during today's work that you find most puzzling or confusing.	Rubric	61%	"We're still fleshing out the rubric, so there is a [little bit of] of confusion—but that's kind of the point of this whole process."

Note. $n = 40$ faculty members.

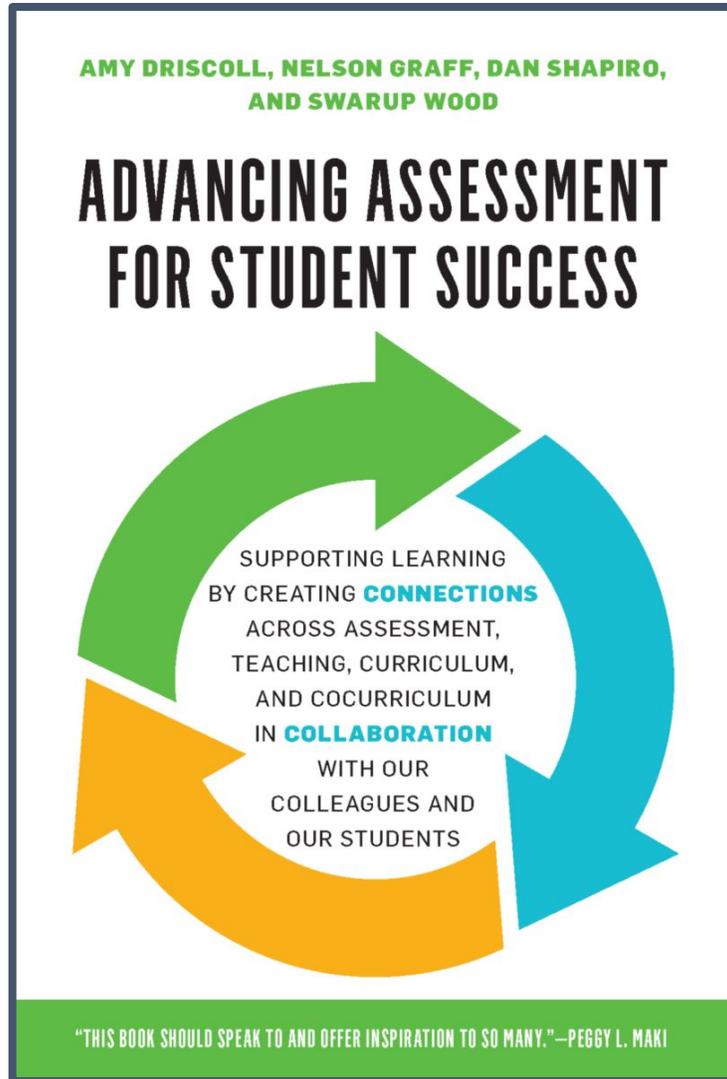
Reflecting After Assessing Student Work

TABLE 7.2
Postassessment Surveys

<i>Questions</i>		<i>Affirmative Responses (by Percentage)</i>	<i>Representative Quote(s)</i>
How did participation in the ILO 1 assessment work affect your . . .	Course/ syllabus design	72%	“I think more about the overall course rather than the assignments first—that is, what do I want my students to get out of the course.”
	Assignment design	88%	“Not only did I change wording in assignments to more directly target the learning outcomes, I also dropped an assignment that did not directly address learning outcomes and added two other assignments that allow students to think more critically and use information literacy skills.”
	Teaching and other interactions with students	92%	“I was able to communicate oral and written communication goals in an informed, confident manner. I particularly appreciated that I was speaking from a platform that included my peers rather than being based only on my personal training and perception.”
	Work or other conversations with faculty/staff	80%	“I’ve become more bold in pushing for greater clarity from my colleagues in their work with students—and for more opportunities for collaboration to achieve more parity in the work we assign.”

Note. $n = 25$ faculty members.

Reflection in assessment takeaways



- **Reflect:** Foster collective meaning-making
- **Value:** Recognize the importance of reflection & conversation
- **Be intentional:** Thoughtfully plan where and how to seed reflection & conversation. Emergent or directed -- *strategically located and crafted reflection questions are key!*
- **Connect:** Link reflection and conversation to facilitating student learning
- **Act:** After you reflect and talk, do something!

Your Insights & Questions



Raise your hand or enter into the chat your response to one or both of the following:

- What insights or questions did today's webinar generate for you?
- What are ways you have used (or could use) reflection to create collective meaning-making with students, faculty and staff on your campus?

