

Changing the Way We Grade Student Performance: Classroom Assessment and the New Learning Paradigm

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Rebecca S. Anderson Bruce W. Speck

Changing The Way We Grade Student Performance New Directions For Teaching And Learning

**Bette LaSere Erickson, Calvin B.
Peters, Diane Weltner Strommer**



Changing The Way We Grade Student Performance New Directions For Teaching And Learning:

Changing the Way We Grade Student Performance: Classroom Assessment and the New Learning Paradigm

Rebecca S. Anderson, Bruce W. Speck, 1998-08-14 Assigning grades to student work raises many dilemmas for college and university teachers This volume helps teachers deal with these dilemmas by providing rubrics to be used as guides for scoring various kinds of student performance The authors offer a range of alternative approaches to assessing student performance that are rooted in the belief that students should be active rather than passive learners They draw on their own classroom experience to explain how to use each assessment measure presented including developing criteria integrating peer and self assessment and assigning grades and discuss the advantages and disadvantages of each This is the 74th issue of the quarterly journal New Directions for Teaching and Learning EJEL Volume 8 Issue 1 , Outcome-Based Science, Technology, Engineering, and Mathematics Education: Innovative Practices Yusof, Khairiyah Mohd, Azli, Naziha Ahmad, Kosnin, Azlina Mohd, Yusof, Sharifah Kamilah Syed, Yusof, Yudariah Mohammad, 2012-06-30 This book provides insights into initiatives that enhance student learning and contribute to improving the quality of undergraduate STEM education Provided by publisher

Problem-based Learning Peter Schwartz, 2013-10-11 Problem based learning PBL is

becoming widely used in higher education Popular in the medical sciences PBL is now finding applications beyond in engineering sciences and architecture and is widely applicable in many fields It is a powerful teaching technique that appeals to students and educators alike This book will be of great value to those who want to improve their use of PBL and for those who want to learn more and implement it It provides compelling accounts of experiences with PBL from eight countries including the UK US Canada Australia and New Zealand and gives readers the opportunity to understand PBL and to develop strategies for their own curriculum in any subject and at many levels

Teaching First-Year College Students Bette

LaSere Erickson, Calvin B. Peters, Diane Weltner Strommer, 2009-11-24 Teaching First Year College Students is a thoroughly expanded and updated edition of Teaching College Freshmen which has become a classic in the field since it was published in 1991 The book offers concrete suggestions about specific strategies and approaches for faculty who teach first year courses The new edition is based on the most current research on teaching and learning and incorporates information about the demographic changes that have occurred in student populations since the first edition was published The updated strategies are designed to help first year students adjust effectively to both the academic and nonacademic pressures of college The authors also help faculty understand first year students and show how their experiences in high school have prepared 3 or not prepared 4 them for the world of higher education

Effective Grading Barbara E. Walvoord, Virginia Johnson

Anderson, 2011-01-13 The second edition of Effective Grading the book that has become a classic in the field provides a proven hands on guide for evaluating student work and offers an in depth examination of the link between teaching and grading Authors Barbara E Walvoord and Virginia Johnson Anderson explain that grades are not isolated artifacts but part of

a process that when integrated with course objectives provides rich information about student learning as well as being a tool for learning itself The authors show how the grading process can be used for broader assessment objectives such as curriculum and institutional assessment This thoroughly revised and updated edition includes a wealth of new material including Expanded integration of the use of technology and online teaching A sample syllabus with goals outcomes and criteria for student work New developments in assessment for grant funded projects Additional information on grading group work portfolios and service learning experiences New strategies for aligning tests and assignments with learning goals Current thought on assessment in departments and general education using classroom work for program assessments and using assessment data systematically to close the loop Material on using the best of classroom assessment to foster institutional assessment New case examples from colleges and universities including community colleges When the first edition of Effective Grading came out it quickly became the go to book on evaluating student learning This second edition especially with its extension into evaluating the learning goals of departments and general education programs will make it even more valuable for everyone working to improve teaching and learning in higher education L Dee Fink author Creating Significant Learning Experiences Informed by encounters with hundreds of faculty in their workshops these two accomplished teachers assessors and faculty developers have created another essential text Current faculty as well as graduate students who aspire to teach in college will carry this edition in a briefcase for quick reference to scores of examples of classroom teaching and assessment techniques and ways to use students classroom work in demonstrating departmental and institutional effectiveness Trudy W Banta author Designing Effective Assessment

A Guide to Teaching Introductory Psychology Sandra Goss Lucas, 2009-01-22 A Guide to Teaching Introductory Psychology focuses on the critical aspects of teaching introductory psychology to undergraduate students It includes ideas tips and strategies for effectively teaching this course and provides useful answers to commonly asked questions A concise and accessible guide to teaching introductory courses in Psychology Begins with an orienting history of the course Evaluates current trends in teaching and offers suggestions for developing personal techniques Addresses a number of relevant issues including how to teach difficult topics linking course content to everyday experience developing and using class presentations lectures and active learning ideas and increasing interest in course topics Supported by a website that provides links to useful websites and handouts that instructors can use in their classes <http://www.blackwellpublishing.com/teachpsychscience/lucas>

Discussion as a Way of Teaching Stephen D. Brookfield, Stephen Preskill, 2012-06-14 Thoroughly revised and updated the second edition of the landmark book Discussion as a Way of Teaching shows how to plan conduct and assess classroom discussions Stephen D Brookfield and Stephen Preskill suggest exercises for starting discussions strategies for maintaining their momentum and ways to elicit diverse views and voices The book also includes new exercises and material on the intersections between discussion and the encouragement of democracy in the classroom This revised edition expands on the

original and contains information on adapting discussion methods in online teaching on using discussion to enhance democratic participation and on the theoretical foundations for the discussion exercises described in the book Throughout the book Brookfield and Preskill clearly show how discussion can enliven classrooms and they outline practical methods for ensuring that students will come to class prepared to discuss a topic They also explain how to balance the voices of students and teachers while still preserving the moral political and pedagogic integrity of discussion

Assessment in Online and Blended Learning Environments Selma Koç,Xiongyi Liu,Patrick Wachira,2015-03-01 Online and blended learning requires the reconstruction of instructor and learner roles relations and practices in many aspects Assessment becomes an important issue in non traditional learning environments Assessment literacy i e understanding assessment and assessment strategies is critical for both instructors and students in creating online and blended environments that are effective for teaching and learning Instructors need to identify and implement assessment strategies and methods appropriate to online or blended learning This includes an understanding of the potential of a variety of technology tools for monitoring student learning and improving their teaching effectiveness From the students perspective good assessment practices can show them what is important to learn and how they should approach learning hence engaging them in goal oriented and self regulatory cognitions and behaviors The book targets instructors instructional designers and educational leaders who are interested in understanding and implementing either summative or formative assessment in online and blended learning environments This book will assist the relevant audience in the theory and practice of assessment in online and blended learning environments Providing both a research and practice perspective this book can help instructors make the connection between pedagogy and technology tools to maximize their teaching and student learning Among the questions addressed in this book are What assessment strategies can be used in online or blended learning How can instructors design effective assessment strategies What methods or technology tools can be used for assessment in online or blended learning How does peer assessment work in online or blended learning environments

Contemporary Global Perspectives on Cooperative Learning Robyn M. Gillies,Barbara Millis,Neil Davidson,2023-03-29 This volume captures contemporary global developments in cooperative learning CL across varied educational contexts levels and disciplines Cooperative learning is widely recognized as a pedagogical practice that promotes socialization and learning among students from kindergarten to tertiary education and across different subject domains With chapters from contributors throughout the Global North and South this comprehensive volume offers a wide ranging perspective and addresses a range of cooperative learning pedagogies including relational online and peer learning STAD the Jigsaw model and dialogic talk The chapters draw on novel empirical research and theory to highlight best practices in cooperative learning whilst also considering the challenges limitations and factors which drive or inhibit learner engagement and success Consistent attention is given to the pivotal role of the educator in implementing cooperative learning to maximum benefit to enhance students affective social cognitive and

metacognitive learning Thus this book will appeal to scholars and researchers across a variety of subjects and will provide an additional benefit to in service and pre service educators who already practice cooperative learning in their classrooms as well as those who are interested in implementing the model

Blueprint for Learning Laurie Richlin, 2023-07-03 An acclaimed educator presents hands on advice on teaching that meets today's emphasis on learning outcomes and assessment Informed by the most up to date research on how people learn For all instructors in higher education as well as high school teachers Laurie Richlin has been running a workshop on course design for higher education for over fifteen years modifying and improving it progressively from the feedback of participants and from what they in turn have taught her Her goals are to enable participants to appropriately select teaching strategies to design and create the conditions and experiences that will enable their students to learn and in the process to develop the scholarly scaffold to document their ongoing course design and achievements This book familiarizes readers with course design elements enables them to understand themselves as individuals and teachers know their students adapt to the learning environment design courses that promote deep learning and assess the impact of the teaching practices and design choices they have made She provides tools to create a full syllabus offers guidance on such issues as framing questions that encourage discussion developing assignments with rubrics and creating tests The book is packed with resources that will help readers structure their courses and constitute a rich reference of proven ideas What Laurie Richlin offers is a intellectual framework set of tools and best practices to enable readers to design and continually reassess their courses to better meet their teaching goals and the learning needs of their students

Using Simulations to Promote Learning in Higher Education John Paul Hertel, Barbara Millis, 2023-07-03 Not only did I learn more substantive law than in any other course I've taken but I learned why I needed to learn all those things Alumnus of a legal simulation course Simulations create and use a complete environment within which students can interact to apply theory and practice skills to real world issues related to their discipline Simulations constitute a powerful tool for learning They allow teachers simultaneously to integrate multiple teaching objectives in a single process They motivate students provide opportunities for active participation to promote deep learning develop interactive and communication skills and link knowledge and theory to application This book provides an introduction to the use of simulations from creating simple scenarios that can be completed in a single class period to extended complex simulations that may encompass a semester's curriculum Assuming no prior experience in their use the authors provide a recipe approach to selecting and designing scenarios for all sizes of class offer guidance on creating simulated environments to meet learning objectives and practical advice on managing the process in the classroom through to the crucial processes of debriefing and assessment The detailed concluding description of how to plan and manage a complex simulation complete with its sample scenario and examples of documentation provides a rich demonstration of the process This book will appeal to anyone in virtually any field of study looking for effective ways to bridge the gap between academic learning and discipline specific practice

One-Day,

One-Problem Glen O'Grady, Elaine Yew, Karen P.L. Goh, Henk Schmidt, 2012-04-13 One day one problem is a unique adaptation of problem based learning PBL pioneered at Republic Polytechnic Singapore Here students are challenged each day with a problem from their domain and attain the necessary learning outcomes in the process of responding to the problem Throughout the day students would engage in small group discussions self directed learning and conversations with their teacher who plays the role of a facilitator This approach to learning and instruction represents a new brand of constructivist learning in a more structured learning environment compared to conventional PBL This book contains a series of chapters by authors with first hand experience in the One day one problem PBL approach Unlike other books on PBL the chapters are both research informed and practical Results of empirical studies into the factors of PBL such as quality of problems tutor behaviours scaffoldings student learning and interest are discussed together with practical implications for the educator The book begins with an overview of the one day one problem process providing a viewpoint from both the student and tutor Republic Polytechnic s pedagogical philosophy and epistemological belief of education are introduced with the intent to share how the polytechnic designed and implemented a system that supports the philosophical beliefs Results and practical implications of empirical studies on the various factors that influence students learning in PBL are discussed These include the quality of problems and the use of scaffoldings for students learning tutors as facilitators preparation of staff for PBL student assessment how students learn in the process of PBL and student interest **Current Index to**

Journals in Education , 1999-04 **Discussion as a Way of Teaching** Stephen Brookfield, Stephen Preskill, 1999-01-01 This book is written for all university and college teachers interested in experimenting with discussion methods in their classrooms Discussion as a Way of Teaching is a book full of ideas techniques and usable suggestions on How to prepare students and teachers to participate in discussion How to get discussions started How to keep discussions going How to ensure that teachers and students voices are kept in some sort of balance It considers the influence of factors of race class and gender on discussion groups and argues that teachers need to intervene to prevent patterns of inequity present in the wider society automatically reproducing themselves inside the discussion based classroom It also grounds the evaluation of discussions in the multiple subjectivities of students perceptions An invaluable and helpful resource for university and college teachers who use or are thinking of using discussion approaches **Inclusive College Classrooms** Lauren S.

Cardon, Anne-Marie Womack, 2022-12-27 Inclusive College Classrooms provides instructors with research based practices and tools to create an effective and inclusive classroom environment Filling a visible gap in pedagogical training this important book responds to current barriers to inclusion in higher education by helping instructors improve the methods they are already using and identify new methods that could enhance their courses The inclusive approach in this book is informed by critical pedagogy universal design for learning and intersectional social justice pedagogies The authors identify practices in education that exclude historically marginalized groups and outline teaching strategies that can create more inclusive

classrooms where all students can feel heard and represented This timely volume is packed full of hundreds of example lessons from across a range of disciplines tips for moving classes online questions to generate dialogue about various methods and appendices on lesson planning With this book in hand instructors can continually adapt and revise their pedagogy to be more inclusive and effective Cooperative Learning in Higher Education Barbara Millis,2023-07-03 Research has identified cooperative learning as one of the ten High Impact Practices that improve student learning If you ve been interested in cooperative learning but wondered how it would work in your discipline this book provides the necessary theory and a wide range of concrete examples Experienced users of cooperative learning demonstrate how they use it in settings as varied as a developmental mathematics course at a community college and graduate courses in history and the sciences and how it works in small and large classes as well as in hybrid and online environments The authors describe the application of cooperative learning in biology economics educational psychology financial accounting general chemistry and literature at remedial introductory and graduate levels The chapters showcase cooperative learning in action at the same time introducing the reader to major principles such as individual accountability positive interdependence heterogeneous teams group processing and social or leadership skills The authors build upon and cross reference each others chapters describing particular methods and activities in detail They explain how and why they may differ about specific practices while exemplifying reflective approaches to teaching that never fail to address important assessment issues **Engineering and Social Justice** Caroline Baillie,Alice Pawley,Donna M. Riley,2012 This book is aimed at engineering academics worldwide who are attempting to bring social justice into their work and practice or who would like to but don t know where to start This is the first book dedicated specifically to University professionals on Engineering and Social Justice an emerging and exciting area of research and practice An international team of multidisciplinary authors share their insights and invite and inspire us to reformulate the way we work Each chapter is based on research and yet presents the outcomes of scholarly studies in a user oriented style We look at all three areas of an engineering academic s professional role research teaching and community engagement Some of our team have created classes which help students think through their role as engineering practitioners in society Others are focusing their research on outcomes that are socially just and for client groups who are marginalized and powerless Yet others are consciously engaging local community groups and exploring ways in which the University might serve communities at home and globally from a post development perspective We are additionally concerned with the student cohort and who has access to engineering studies We take a broad social and ecological justice perspective to critique existing and explore alternative practices This book is a handbook for any engineering academic who wishes to develop engineering graduates as well as technologies and practices that are non oppressive equitable and engaged It is also an essential reader for anyone studying in this interdisciplinary juncture of social science and engineering Scholars using a critical theoretical lens on engineering practice and education from Science and

Technology Studies History and Philosophy of Engineering Engineering and Science Education will find this text invaluable

Problem-Based Learning in the Information Age Dave S. Knowlton, David Sharp, 2003-10-30 This issue provides information about theories and practices associated with Problem based learning PBL Partially because of changes in the Information Age that are transforming the nature of knowledge and the types of problems that people face professors are adopting PBL in order to facilitate a broader and more up to date role of what it means to learn Professors will encounter however their own set of problems when designing and implementing a problem based curriculum Not unlike PBL assignments to their students the issues and obstacles professors will encounter require practical solutions The authors of this issue have practical experience in the design and implementation of PBL Based on their experiences they offer insightful commentaries and useful guidelines about various aspects of PBL These guidelines include ideas for designing useful problems that can serve as the basis of PBL activities creating environments conducive to problem solving facilitating students problem solving activities and assessing students efforts in problem solving This is the 95th issue of the quarterly journal *New Directions for Teaching and Learning*

Freedom to Learn Bruce Macfarlane, 2016-08-12 The freedom of students to learn at university is being eroded by a performative culture that fails to respect their rights to engage and develop as autonomous adults Instead students are being restricted in how they learn when they learn and what they learn by the so called student engagement movement Compulsory attendance registers class contribution grading group project work and reflective learning exercises based on expectations of self disclosure and confession take little account of the rights of students or individual differences between them This new hidden university curriculum is intolerant of students who may prefer to learn informally are reticent shy or simply value their privacy Three forms of student performativity have arisen bodily participative and emotional which threaten the freedom to learn Key themes include A re imagining of student academic freedom The democratic student experience Challenging assumptions of the student engagement movement An examination of university policies and practices *Freedom to Learn* offers a radically new perspective on academic freedom from a student rights standpoint It analyzes the effects of performative expectations on students drawing on the distinction between negative and positive rights to re frame student academic freedom It argues that students need to be thought of as scholars with rights and that the phrase student centred learning needs to be reclaimed to reflect its original intention to allow students to develop as persons Student rights to non indoctrination reticence in choosing how to learn and in being treated like an adult ought to be central to this process in fostering a democratic rather authoritarian culture of learning and teaching at university Written for an international readership this book will be of great interest to anyone involved in higher education policy and practice drawing on a wide range of historical and contemporary literature related to sociology philosophy and higher education studies

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