Laura Winer, McGill University

Peter Felten, Elon University

Focusing on Assessment for Improvement: Theory and Practice

Part 1   Values, people, context

Part 2   Using data

Part 3   Sustaining the messy/hard work

Assessment to prove

Assessment to improve

1
Make the work problem specific and user centered

2
See the system that produces the current outcomes

(Bryk et al., 2015, pp. 12-17)

"What many perceive as a failing of individual faculty to value teaching may in fact reflect the absence of a culture that supports teaching and learning."

(Condon et al., 2016, p. 126)

"Are we liberating academic teachers or are we part of the machinery suppressing them?"

(Roxa & Martensson, 2017)

Closing dates

1. What specifically is the problem you're working on?

2. Who are the "users" who should be at the center of this work? What are their (and your) values and aspirations associated with this work?

3. What are the assets and constraints in your context related to this work?

Part 1   Values, people, context

Part 2   Using data

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3

Use inquiry to drive improvement

(Bryk et al., 2015, pp. 12-17)

"Faculty see teaching as engaging in a process of continual learning and improvement."

(Condon et al., 2016, p. 64)

A crucial problem is the all-too-common disconnect between what is valued within a teaching micro-culture and the "explicit and measurable routines and practices" used institutionally to evaluate teaching.

(Roxa & Martensson, 2011, p. 41)

"Consequential validity posits that assessment must be valid for the purposes for which it is used, consistent with relevant professional standards, and – this is the key point here – that the impacts or consequences of its use should be factors in determining its validity."

(Kuh et al, 2015, p. 41)

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(Kuh et al, 2015, p. 41)

Decimal places

1. Do you already have the data you need? If not, how will you generate that data?

2. Do "users" value the data you have? If not, what can you do to generate or use data that is valued?

3. How will people use the data to make improvements?

1

Establish clear priorities for sustained focus

2

Gather enough data to have a reasonable basis
for action

3

Be sure that those in positions to act have the
opportunity to understand the data and shape
the actions emerging from it

4

Remain humble and restless

(Felten et al., 2016)

Equity

What ideas, plans, and questions will you take from this session?

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Micro

Meso

Macro

Micro-cultures

Meso

Macro