Finding Out How Well Students Are Learning What We’re Teaching

An Introduction to Formative Classroom Assessment

PowerPoint slides for a workshop session in MAKING PROGRAM ASSESSMENT WORK FOR YOU
The Ohio State University
2:00-3:30 PM, Friday 8 March 2013
Dr. Tom Angelo, Adjunct Professor of Higher Education
La Trobe University – Melbourne, Australia

Lever 1

Background Knowledge Probe
Please answer each question for all three countries: the United States (USA), Canada (CAN), and Mexico. Guessing is encouraged!

A “Balcony” Question
If you participated actively:
Are you more interested in finding out the answers to these questions now than you were 10 minutes ago?

Students’ prior knowledge and beliefs are among the most powerful influences on their learning Consequently, assessing that prior knowledge can provide powerful leverage

Goal Ranking & Matching
What do you hope to learn this morning?
The Usefulness of Shared Goals
Without shared goals, we are less likely to collaborate willingly and effectively.

What are your learning goals today?

What are your colleagues’ goals?

How much common ground—in terms of shared goals—can you find?

Teaching Objectives for this Session
1. Propose seven research-based guidelines to improve teaching and learning
2. Demonstrate applications of those guidelines
3. Provide hands-on experience with those applications
4. Encourage you to identify possible applications to your own teaching and your students’ learning

Intended Learning Outcomes for this Session
By the end of this brief workshop, participants will have:
1. Evaluated the relevance to their own teaching practice of seven (7) research-based guidelines proposed in the workshop
2. Evaluated the potential usefulness of at least five (5) new strategies/techniques practiced during the workshop
3. Committed to adapt and apply at least two or three (2-3) strategies/techniques to improve their students’ learning
4. Identified at least two (2) useful resources and references for follow up

2nd “Balcony” Question
If you participated actively:
What differences do you note between “teaching objectives” and “intended learning outcomes”? (Are they consequential differences?)

“It’s not what we do, but what students do that’s the important thing.”

Collaborative Learning Technique
Think-Pair-Share
This is a “Low-Threshold Application”
- Low complexity – easy to use
- Low cost – in time and effort
- Low risk – to teachers or learners
- Relatively high ROI (Return on Investment)
- Potentially worth adapting?
**Page 4 – Lever 1**

*Background Knowledge Probe*

A simple, quick way to assess students' prior knowledge before we begin teaching – to better fit teaching to learning and to provide feedback to students.

**Page 13 – Lever 5**

Another “Low-Threshold Application”

**Applications Card**

| Ideas/Techniques | Possible Applications |

**Page 5 – Lever 1**

*Concept Tests*

**Page 6 – Lever 3**

*Two Simple Metacognitive “Levers”*

*The Minute Paper* and *The Muddiest Point*

**Page 7 – Lever 4**

*Group Informal Feedback on Teaching is the G.I.F.T.*
**Page 8 – Lever4**

*Discussion Draft Questions for an Undergraduate Course/Teaching Feedback Form*

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**Page 12**

*Seven Levers for Deeper Learning*

Please mark each of the 7 “levers” with a plus sign, minus sign, or question mark:

- Use the plus (+) if you understand and agree.
- Use the minus (−) if you understand, but disagree.
- Use the question mark (?) if the lever’s meaning is unclear – or if you’re unsure.

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*A “Balcony” Question*

If you followed directions:
Did you read and think about the list on page 8 any differently than you would have if you had simply been asked to “read it”?

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**Page 13 – Guidelines #1 & #3**

*The Minute Paper and The Muddiest Point*

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**Page 13**

*Applications Card*

Idea/Technique | Possible Applications
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**Page 13**

*A Two-Sentence Summary of this morning’s workshop*

It's what the learners do that matters most to their learning.

But teachers can greatly and positively influence what learners do and learn.
Page 15

Why Give Learners Feedback?
How Can We Make it More Consequential and Useful?

Assessment & Feedback for Learning:
A Gap-Analysis Approach

Find the Gaps
Mind the Gaps
Close the Gaps

Page 13 – Lever 5

Applications Card
Ideas/Techniques  Possible Applications

Page 19 – Lever 5

Applications Card

Choose one of your possible applications. Prepare to answer the three questions below about that specific application:
• What is it?
• Why do you think it might be useful?
• How do you think you might use it?

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Seven Levers for Deeper Learning
• Prior knowledge and beliefs
• High expectations and clear goals
• Metacognition – Learning tools
• Standards, assessment and feedback
• Connections – Transfer and application
• Collaboration toward shared goals
• Time invested in engaged, active learning

Another Attempt at Summary:
Three Sentences this Time
We learn most deeply not by thinking or doing, but by thinking about what we are doing.
What learners do and think matters most.
But teachers greatly and positively influence what learners do, think, and learn
[How shall we and our students use our powerful levers for higher learning?]
Please complete the workshop evaluation.

Feel free to send further questions, comments, critiques and suggestions to thomas.a.angelo@gmail.com