Assessing Active Learning

Innovation in Education Grant Series

April 8, 2016
What is Active learning?
Active Learning Strategies

This is a spectrum of some active learning activities arranged by complexity and classroom time commitment.

Prepared by Chris O'Neal and Tenshia Pinder-Grover, Center for Research on Learning and Teaching, University of Michigan
Experiential Learning

The *Experiential Learning Program* at Missouri S&T refers to learning stimulated by a variety of structured activities that differ significantly from the traditional lecture format. Experiential learning activities are designed to require students to go beyond mastering basic skills and knowledge in the application of that material to problem solving challenges. These activities involve collaboration and reflective learning and allow students to learn in environments that align with their aptitudes.

http://ugs.mst.edu/experientiallearning/
Experiential Learning Guidelines

• The activity must be University sponsored or affiliated and the student must receive written approval of the activity from their academic advisor in the student’s degree program.

• The academic advisor will ensure the activity is of significant duration, intensity and rigor to demonstrate successful application of learned principles.

• The focus must be on “learning by doing” in a creative and innovative activity that falls outside the realm of the traditional lecture classroom experience and contributes significantly to professional and personal development.

• A written summary reflections piece that will document the experience from the student’s perspective.

http://ugs.mst.edu/experientiallearning/
Formative Assessment

Informal

Formal

Summative Assessment
Amy Skyles, MEd.

Educational Technology

Learning Strategies
# Guidelines for Self-Assessment

<table>
<thead>
<tr>
<th>Shared Tasks (may be helpful to use a Google doc with different colors for each group member)</th>
<th>Role 1</th>
<th>Role 2</th>
<th>Role 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video selection</td>
<td>Write video synopsis including CDC references</td>
<td>Supplemental resource links with explanations</td>
<td>Create class activity</td>
</tr>
<tr>
<td>Review completed scoring guide</td>
<td>Create multiple choice quiz questions about the video</td>
<td>Create discussion prompts</td>
<td>Organize completed content into Canvas page in group area</td>
</tr>
<tr>
<td>Make sure assignment is submitted completely and on time</td>
<td>Complete scoring guide for supplemental resources and discussion prompts</td>
<td>Complete scoring guide for class activity</td>
<td>Complete scoring guide for video length, synopsis, and multiple choice questions</td>
</tr>
</tbody>
</table>
Self-Assessment

Boud’s Research on Self-Assessment:
• Higher achieving vs. lower achieving students
• Self-assessment convergence

http://www.uts.edu.au/staff/david.boud

Small Portion of 3 Page Scoring Guide

<table>
<thead>
<tr>
<th>Multiple choice questions about the video</th>
<th>4 DOK1 questions and 1 DOK 2 question all with timestamps</th>
<th>5 DOK 1 questions or 4 questions, one of which is DOK 2 all with timestamps</th>
<th></th>
<th>No video provided or no questions provided or no timestamps provided</th>
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</thead>
<tbody>
<tr>
<td>5 points</td>
<td>4 points</td>
<td>3 points</td>
<td>2 points</td>
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Criterion
## Self-Assessment

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<th>Multiple choice questions about the video</th>
<th>4 DOK1 questions and 1 DOK 2 question all with timestamps</th>
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Dr. Westenberg

Department of Biological Sciences
Dr. Schmidt

Mechanical and Aerospace Engineering
# ME1720 Peer Evaluation Form

**Lab Section:**

**Team Name:**

<table>
<thead>
<tr>
<th></th>
<th>Memo #1</th>
<th>Memo #2</th>
<th>Memo #3</th>
<th>Memo #4</th>
<th>Project Design</th>
<th>Team Meetings</th>
<th>Prototype Construction</th>
<th>Overall Participation</th>
<th>Member Specific Comments</th>
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<tbody>
<tr>
<td>Team Member 1 (You)</td>
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<td>Team Member 5</td>
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**General Comments**

**Instructions**

Fill in percentages for each team member on each work item. Include yourself first. Write any member specific comments in the space provided. Do not alter the shaded cells. Bring a folded printed copy of this evaluation to your lab instructor during your team presentation. The Assignment Totals should equal 100%. Include your lab section and team name at the top.
Table Discussions

• What are some challenges to assessing active learning in the classroom?
• What are some solutions?
Innovation in Education Grants

- Innovation in Education Grant Program webpage: http://certi.mst.edu/InnovationInEducationGrants
- Letters of intent due April 30, 2016, to CERTI office
- Full proposals due May 31, 2016, to CERTI office
Transformative Creativity Workshop

- Wednesday, April 29
- 8:30 AM-2 PM, breakfast and lunch provided
- 305 Norwood
- Dr. Iain Kerr, Montclair State University
- RSVP to Diane Hagni
Thank you for attending and giving us your feedback!