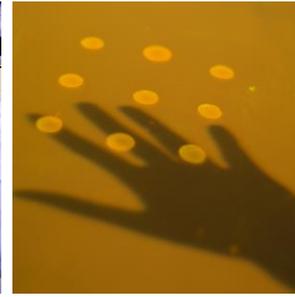
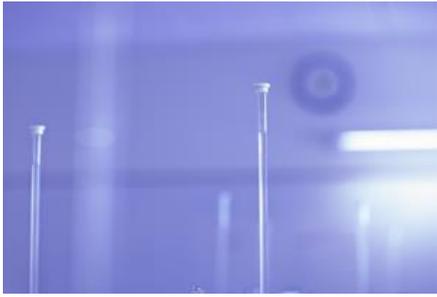


# ASSESSMENT AS PLANNING & PEDAGOGY

UNIVERSITY  
OF  
CALIFORNIA  
MERCED



*Anne Zanzucchi and Angela Winek*

- Through grant sponsorship by the Council of Graduate Schools, UCM has engaged graduate students and faculty in creating a culture which values assessment as pedagogy over the course of the last four semesters.

# CGS Grant Project Team

A collaboration between

- Graduate Division
- Center for Research on Teaching Excellence
- Office of Institutional Assessment
- Merritt Writing Program



# Overarching Goal

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Prepare future faculty to engage in assessment as planning and pedagogy

- course
- program
- institution (general education)

# Project Design

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A certificate for graduate student participants in *Undergraduate Outcomes Assessment: Pedagogy and Program Planning* through the Center for Research on Teaching Excellence



# Project Model: Learning Community



# The Learning Community Model

“In recent years in America there has developed a ‘learning communities’ approach to education. In a learning community the goal is to advance the collective knowledge and in that way to support the growth of individual knowledge (Scardamalia & Bereiter, 1994). The defining quality of a learning community is that there is a culture of learning, in which everyone is involved in a collective effort of understanding.”

(Bielaczyc and Collins 2)

# According to Bielaczyc and Collins,

There are four characteristics that such a culture must have:

(1) diversity of expertise among its members, who are valued for their contributions and given support to develop,

(2) a shared objective of continually advancing the collective knowledge and skills,

(3) an emphasis on learning how to learn, and

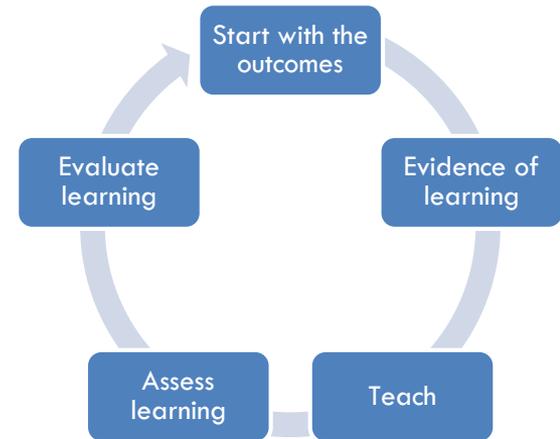
(4) mechanisms for sharing what is learned.

(2)

# Project Outcomes

Graduate Student Participants:

Engage in backward design to plan outcomes-oriented instruction, with a focus on the needs of *diverse, at-risk undergraduates*.



# Key Certificate Activities

1) **Pre-semester:** Draft the lesson plan for first day of class & needs assessment

2) **Semester**

*Wk 1: Needs Assessment*

*Mid-course evaluation*

*Signature assignment*

**Semester**

- Weekly teaching plans and related reflections
- Weekly meetings - discuss teaching and student learning in your classroom

3) **Final products:**

- a. Lesson plans and related materials (what you did in your classroom this semester)
- b. Final reflective teaching and learning essay for public posting (what you learned)

# Value-Added

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- Strengthens undergraduate learning
- Extends faculty mentoring roles to teaching and learning
- Connects courses with discipline (program) and institutional student learning goals

# Blended Disciplinary Learning Community

<i>Spring 2013</i>	<i>Fall 2014</i>	<i>Spring 2014</i>	<i>Fall 2014</i>
<ul style="list-style-type: none"><li>• Biology</li><li>• Chemistry</li><li>• Physics</li></ul>	<ul style="list-style-type: none"><li>• Biology</li><li>• Spanish</li><li>• Environmental Chemistry</li><li>• Cognitive Science</li></ul>	<ul style="list-style-type: none"><li>• Engineering</li><li>• Math</li><li>• Chemistry</li></ul>	<ul style="list-style-type: none"><li>• Literature</li><li>• Psychology</li><li>• Math</li><li>• Engineering</li><li>• Chemistry</li></ul>



# Future Faculty Findings

- 100% developed and implemented all elements of semester long project, including final essay
- A majority of graduate students experienced challenges with outcomes-based lesson planning; sustained feedback and mentoring is critical



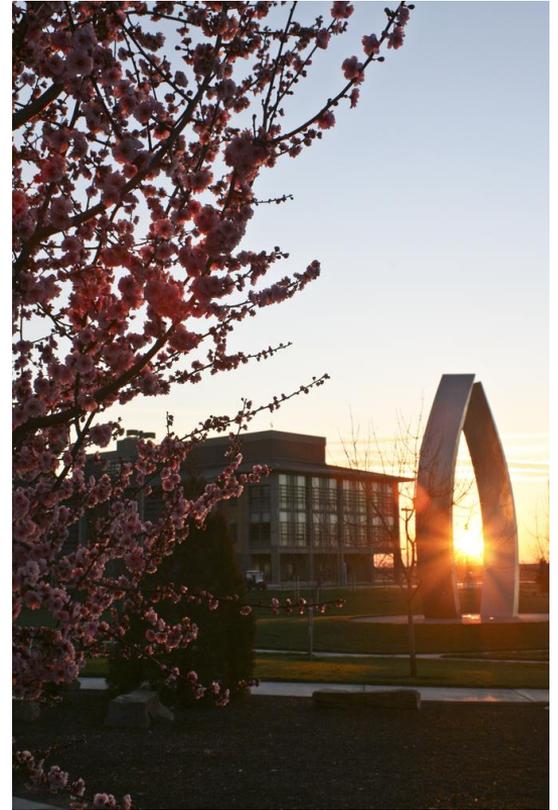
# Future Faculty Findings

- 100% of graduate participants report project has impacted their approach to instruction
- 62% reported increased intentionality to their instruction
- 75% of graduate participants reported that the project has influenced their own *graduate research activities*



# A Potential Model

- A learning community is a flexible mentoring model
  - Format
  - Expertise
  - Incentives



# Citation

- Bielaczyc, Katherine and Alan Collins. “Learning Communities in Classrooms: A Reconceptualization of Educational Practice.” *Instructional Design Theories and Models, 2*, Mahwah NJ. Web. 20, Aug. 2014 <[sites.harvard.edu](http://sites.harvard.edu)>