

## **Classroom Assessment Techniques**

**April 5<sup>th</sup> to April 23<sup>rd</sup>, 2010**

**Twenty faculty and staff members participated in this virtual workshop, discussing ways to expand assessment in courses. Their insights pertaining to Assessment Techniques were shared in an online discussion board.**

“Formative assessment can provide valuable information about the student’s gaps in understanding the material, thus allowing the instructor to explain the misunderstood information about the described topic prior to the administration of a summative assessment tool. Faculty should utilize CATs to improve assessment techniques within a particular subject area. CATs helps by allowing the instructor to design a learner-centered improvement plan and enhance utilization of appropriate assessment techniques that invokes student interests in the assessment process.” **Kim Foster**

“I also really like the idea of placing some of the accountability and ownership of learning in the students’ hands when it comes to assessing their learning. It’s a very powerful moment when a student realizes his/her own role in learning and assessing that learning.” **Lauren Ermel**

“A student take-away from CAT is that students can use these techniques in other courses either individually or in group study/projects.” **John Myers**

“What I have studied and tried in my classroom has convinced me that learning for a student is a cycle and if we engage the student in that cycle they are more apt to learn. I’ve used what is called the background knowledge probe – a fancy name for a pretest – with my students to gauge their knowledge of a subject before talking about it. Then, we spend class time going over that subject. Finally, I often have the student journal about what they learned. This cycle, determine what the student knows, instruct the student, and allow the student to reflect on what they learned, helps to cement the knowledge into that student’s brain. This, then, allows the student to perform better on summative assessments, such as tests and papers.” **Brian Lawrence**

“I do my work. I want them to do theirs, regardless of technology. That is the point of developing skill in any course. Painting courses still just use pigment, turpentine, and pencil. But to be a successful painter, one must put the time in, not just say ‘Hey, I have the “technology”... I bought the brushes, the pigments, the mediums, etc....’” **Wesley Whitfield**

“The activity that students found most helpful during the whole unit was a certain other CAT we had used in class: It was an oral quiz in which the students competed in teams to see who could answer the most review questions correctly. Throughout the game, students asked for clarification on certain points, and I recall her being a much more interested audience than students usually are when I just tell them things that I think they should know.” **Sheba Nitsch**

“We need to figure out ways to use technology to teach critical thinking. One way I’ve been contemplating is the use of Facebook to teach rhetoric.... Think of this - for anyone that is an English instructor. What if you have your students post their assignments as a note on Facebook. Think of how dramatic the audience changes. What will this do to the student’s writing?” **Brian Lawrence**