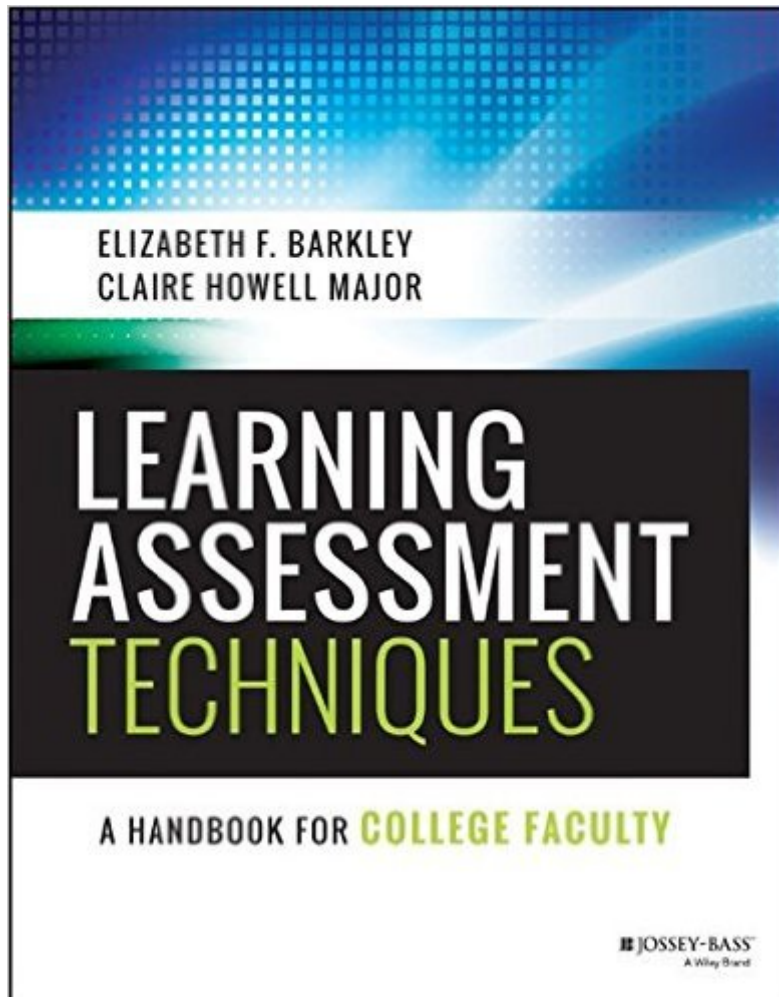# Learning Assessment Techniques: A Handbook For College Faculty

Synopsis

50 Techniques for Engaging Students and Assessing Learning in College Courses Do you want to: Know what and how well your students are learning? Promote active learning in ways that readily integrate assessment? Gather information that can help make grading more systematic and streamlined? Efficiently collect solid learning outcomes data for institutional assessment? Provide evidence of your teaching effectiveness for promotion and tenure review? Learning Assessment TechniquesÂ provides 50 easy-to-implement active learning techniques that gauge student learning across academic disciplines and learning environments. Using Fink's Taxonomy of Significant Learning as its organizational framework, it embeds assessment within active learning activities. Each technique features: purpose and use, key learning goals, step-by-step implementation, online adaptation, analysis and reporting, concrete examples in both on-site and online environments, and key referencesâ "all in an easy-to-follow format. The book includes an all-new Learning Goals Inventory, as well as more than 35 customizable assessment rubrics, to help teachers determine significant learning goals and appropriate techniques.Â Readers will also gain access to downloadable supplements, including a worksheet to guide teachers through the six steps of the Learning Assessment Techniques planning and implementation cycle. College teachers today are under increased pressure to teach effectively and provide evidence of what, and how well, students are learning. An invaluable asset for college teachers of any subject, Learning Assessment Techniques provides a practical framework for seamlessly integrating teaching, learning, and assessment.

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Customer Reviews

As a faculty for many years, I am always looking for resources related to assessment and evaluation. I teach a master's level course on this very topic and so good resources for not only helping students but informing my own educational practice is essential. I have said this before in other reviews, but Jossey-Bass is a leading publisher of educational products (I not only use them now as an educator but when I was getting my doctorate, I used a lot of resources from this particular publisher. This resource has a lot of useful charts and examples. There are also a lot of online resources that can be accessed as well besides those in the hardcopy book. There are concepts maps and rubrics, as well as information on the specific learning domains which include knowledge, application, integration, and even the caring domain (which I have to say is a new concept to me but is quite interesting since I teach nursing - a caring curriculum). There is a lot of interesting ideas including assessment and promotion of learning, implementation strategies, and information on how to collect data on student assessment and evaluation that can be used as support for showing positive outcomes that might actually be helpful to the educator for annual professional summaries (yearly performance evaluations) and promotions or tenures. While I am a fan of CATS (classroom assessment activities), this book is more about engagement as well as assessment.

From the development of Course-Level Learning Objectives as a pathway to empowering students as learners and increasing course effectiveness to helpful step-by-steps to assist in crafting good assessment questions, "Learning Assessment Techniques" is rich in information and teacher support. With consideration of traditional, online, collaborative and flipped classrooms, this book will be helpful for me in re-designing my classroom assessments for better student learning. Practical and full of useful assessments samples, this is an excellent book for both the beginning and experienced teacher.

I've been teaching English (composition and literature) for twenty-two years at the college level, and am always on the lookout for books that will enrich my teaching. This book contains much helpful information about how to assess student learning, and I know that I will get a lot of use out of it with my classes.This book extends the work that Pat Cross and Tom Angelo did with their Classroom Assessment Techniques (CAT's) to focus instead on Learning Assessment Technique (LAT's). As

the authors explain in their introduction to this book, LAT's build not only on CAT's, but also on student engagement techniques and collaborative learning techniques in order to synthesize the strategies in a way that allows college faculty to pull together all of these previous modes of assessment. The goal is help instructors assess student learning by gathering data that can be used, as they say, "for diagnostic, formative, or summative purposes (and often for all three)" (xiv).To do so, the book includes fifty frameworks that can be modified and adapted across disciplines. Before doing so, it also includes two main sections that explain how to use the LAT's effectively and how to best determine which ones will work for your purposes. One of the major strengths of this book is that it also includes specific examples of how to use each LAT.The book is a true handbook in the sense that the organization makes it easy to access and use the information you need, and, as I mentioned at the start of my review, I know I will be using these strategies on a regular basis, much as I still use CAT's. I definitely recommend this book.

I have a mixed relationship with this book. Initially, and still at moments, I get lost with it. If you're a college professor, you've no doubt been flooded with administrative mandates that make you design, redesign, add to, subtract from your syllabus on a yearly basis as new patterns gain sway. It feels like it is part of the ongoing attempt to overthrow faculty altogether, exhausting us with mandates and educational mantras.The text is, admittedly, written in a way that gives me the shakes, causing me to tense up as I see dense text filled with educational acronyms and complicated prose. Now I am an academic, so I don't mind dense or complicated prose, but as a reader and as someone who is too busy, I want something that is as clear as possible and as easily adapted to my usage.This book is written that way which led me to put it aside for a while after receiving it in the mail. One probably should not start this when near the end of a quarter, a pile of research papers to grade, and next quarter's syllabi requiring finalization. Now, a few weeks later, I return to it with maybe not fresh eyes, but certainly more patience. I'm glad I waited to look at it and to give a review.It really is a worthwhile text, both for application, as it does give a wide selection of patterns for different purposes, and maybe even better it gives substantive justification for adaptive techniques. I get strong student reviews, but a lot of my style comes from instinct and my own creative insights, rather than grounded justification. Which is okay, but when I want to deepen both my own teaching and explain my pedagogical approaches, I'm on less secure ground. I don't have a degree in educational theory or suchlikes. Barkley and Major provide a resource rich text that is very dense in both guidance and support, making this a very valuable text for both exploring new models of learning as well as providing a great reference when you are proposing different patterns to your

department head or administration. A lot of the ground work is done, and so this is a great springboard for exploring new approaches and deepening those that work for you.

Learning Assessment Techniques: A Handbook for College Faculty The Kids' College Almanac: A First Look at College (Kids' College Almanac: First Look at College) Classroom Assessment Techniques: A Handbook for College Teachers Paying for College Without Going Broke, 2017 Edition: How to Pay Less for College (College Admissions Guides) Successful STEM Mentoring Initiatives for Underrepresented Students: A Research-Based Guide for Faculty and Administrators Pathophysiology of Heart Disease: A Collaborative Project of Medical Students and Faculty Teaching in Nursing: A Guide for Faculty, 4th Edition Pathophysiology of Heart Disease: A Collaborative Project of Medical Students and Faculty (PATHOPHYSIOLOGY OF HEART DISEASE (LILLY)) Advice for New Faculty Members Multiple Mini Interview (MMI): Winning Strategies from Admissions Faculty The Bible Knowledge Commentary: An Exposition of the Scriptures by Dallas Seminary Faculty [New Testament Edition] ParaPro Assessment Secrets Study Guide: ParaProfessional Test Review for the ParaPro Assessment Pocket Companion for Physical Examination and Health Assessment, 6e (Jarvis, Pocket Companion for Physical Examination and Health Assessment) Orthopedic Physical Assessment, 5e (Orthopedic Physical Assessment (Magee)) Advanced Health Assessment of Women, Third Edition: Clinical Skills and Procedures (Advanced Health Assessment of Women: Clinical Skills and Pro) Rabbit Medicine and Surgery: Self-Assessment Color Review, Second Edition (Veterinary Self-Assessment Color Review Series) The K&W Guide to Colleges for Students with Learning Differences, 13th Edition: 353 Schools with Programs or Services for Students with ADHD, ASD, or Learning Disabilities (College Admissions Guides) Innovation in Open and Distance Learning: Successful Development of Online and Web-based Learning (Open and Flexible Learning Series) Implementing Cisco IP Routing (ROUTE) Foundation Learning Guide: Foundation learning for the ROUTE 642-902 Exam (Foundation Learning Guides) Implementing Cisco IP Switched Networks (SWITCH) Foundation Learning Guide: Foundation learning for SWITCH 642-813 (Foundation Learning Guides)