


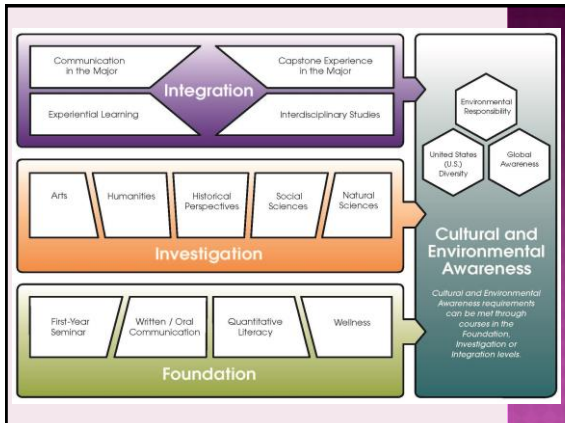
ALIGNING COURSES AND GEP INVESTIGATION LEVEL LEARNING OUTCOMES

Summer 2014
Course Portfolio Workshops
Paula DeHart
Assessment Coordinator
School of Education Faculty



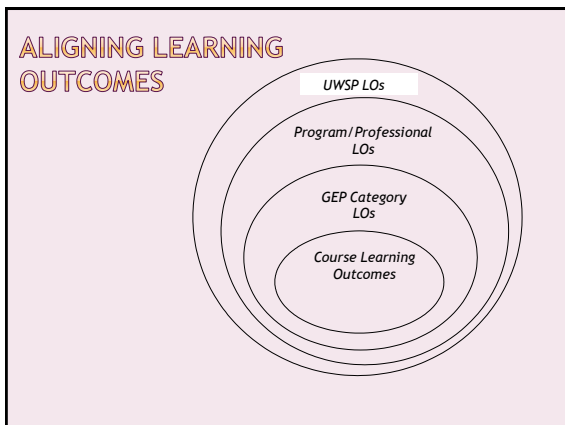
Good teachers possess a capacity for connectedness. They are able to weave a web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves.

From "The Courage to Teach" by Parker Palmer



GEP CURRICULUM: KEY FEATURES

- **Based on learning outcomes:**
 - GEP-level category learning outcomes
 - Measurable learning outcomes in each category
- **Four progressive levels:**
 - Foundation, Investigation, Cultural and Environmental Awareness, Integration Level
 - Developmental, scaffolded learning experiences
- **New requirements:**
 - First Year Seminar, Experiential Learning, Interdisciplinary Studies
 - Communication & Capstone Experience in the Major
- **Assessment process is Intended to be Relevant, Useful, and Meaningful**



Bowman FYS Fall 2012

Course Syllabus

Outcomes Measured

Activities Assessed

Assessment Results

Samples of Student Work

Plans for Improvement

Note: This sample course portfolio was created to provide a "real-life" example. It is only an example and is not intended to be a "model" portfolio in any sense.

The topic of my FYS is *The Lord of the Rings*. I had two sections totalling 37 students.

This is my syllabus for FYS for Fall 2012. The course learning outcomes are identical to the learning outcomes for the FYS requirement of the GEP.

[FYS Syllabus Fall 2012](#)

GETTING ORGANIZED NOW

- Address alignment between Course and GEP Learning Outcomes now/while planning for fall (FLCs encourage alignment to be included/explained in course syllabus)
- Create a folder called “GEP Investigation Level Course Portfolio, Course # and Title”
- Consider using D2L for submission of student work that will be assessed, otherwise remember to scan student work
- Consider creating/using a rubric for assessing student work (can be applied in D2L)

CREATING WORD DOCUMENTS FOR GEP COURSE PORTFOLIO

- Course Syllabus
- Alignment of Course and GEP Learning Outcomes
- Learning Experiences that Support GEP Learning Outcomes
- Activities Assessed
- Assessment Results
 - Optional: Other feedback mechanisms
- Samples of Student Work (names removed)
- Plans for Improvement

All Word documents need to be converted to PDFs just before uploading into ePortfolio

LEARNING OUTCOMES FOR THE ARTS:



Students can/will be able to:

- Identify aesthetic, cultural, and historical dimensions of artistic traditions and techniques
- Demonstrate an understanding of creative expression by critiquing, creating, or collaborating on a specific work of art
- Express their own understanding and interpretation of works of art critically and imaginatively

LEARNING OUTCOMES FOR HUMANITIES



Students will be able to:

- ★ Demonstrate an ability to read carefully, speak clearly, think critically, or write persuasively about cultures and cultural works/artifacts
- ★ Identify and analyze how beliefs, values, languages, theories, or laws shape cultures and cultural works/artifacts
- ★ Engage a variety of ideas and worldviews critically by formulating reflective and informed moral, ethical, or aesthetic evaluations of cultures and cultural works/artifacts

LEARNING OUTCOMES FOR HISTORICAL PERSPECTIVES



Students will be able to:

- ★ Describe events from past cultures, societies, or civilizations
- ★ Recognize the varieties of evidence that historians use to offer diverse perspectives on the meaning of the past
- ★ Identify the role of human agency in shaping events and historical change
- ★ Explain historical causality
- ★ Evaluate historical claims that frequently inform the present

LEARNING OUTCOMES FOR SOCIAL SCIENCES



Students will be able to:

- ★ Define the major concepts and methods used by social scientists to investigate, to analyze, or to predict human or group behavior
- ★ Explain the major principles, models, and issues under investigation by the social sciences
- ★ Examine how the individual or groups of individuals are influenced by social, cultural, or political institutions both in their own culture and in other cultures

LEARNING OUTCOMES FOR NATURAL SCIENCES



Students will be able to:

- * Identify the basic taxonomy and principles of the scientific method as it pertains to the natural, physical world
- * Infer relationships, make predictions and solve problems based on an analysis of evidence or scientific information
- * Apply scientific concepts, quantitative techniques and methods to solving problems and making decisions
- * Describe the relevance of some aspect of the natural science to their lives and society

UNDERSTANDING AND ALIGNING TO GEP INVESTIGATION LEVEL LEARNING OUTCOMES

- In Category alike groups, discuss the GEP Learning Outcomes to explore their meaning
 - Be ready to share explanation in words that make sense to your group what your GEP Category Learning Outcomes mean
- Discuss the connection/alignment from Course to GEP Category Learning Outcomes
 - Each person should be able to state in general how their course aligns with the GEP Category Learning Outcomes (you are encouraged to begin drafting your explanation of alignment)

WRITING COURSE LEARNING OUTCOMES

WHAT SPECIFICALLY IS A LEARNING OUTCOME?

- A statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience
- Learning outcomes can be written for activities, lessons, courses, areas of emphasis, majors, programs, and degrees
- Written in the form: 1) Student can/will be able to; 2) action verb; 3) specific action/skill they will be able to do
- Learning outcomes can be measured (evidence of learning can be produced)

Remembering the format: “Students can/will be able to| action verb| specific action/skill they will be able to do,” and that they have to be measurable, decide if the following are learning outcomes:

1. Provide students with an enhanced understanding of human communication and the ability to deliver an effective presentation
2. Students can sing a melody at sight, including intervals, rhythms, and dynamics
3. Students will understand the importance of note-taking and time management

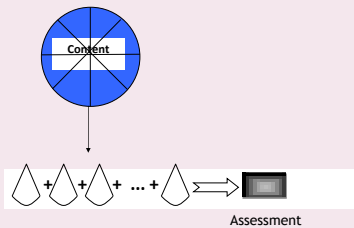
EXAMPLE OF CONNECTED LEARNING OUTCOMES

- GEP Level:
 - Students will be able to Identify and analyze how beliefs, values, languages, theories, or laws shape cultures and cultural works/artifacts (Humanities)
- Course level:
 - Students can analyze a piece of French literature and identify and explain ways the work was shaped by the beliefs, values, theories, or laws of France/French culture
- Lesson level:
 - Students can identify how French values have shaped a short piece of French literature

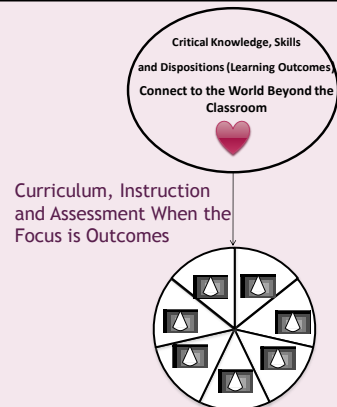
WRITING A COURSE LO CONNECTED TO A GEP LO

- Working individually, start with a GEP Category Learning Outcome and write a Course Learning Outcome that is aligned with it
- In your Category alike groups, have each person share their course learning outcome and explain how it is aligned with the GEP Learning Outcome

DEVELOPING ASSESSMENTS TO MEET GEP LEARNING OUTCOMES (ACTIVITIES ASSESSED)



Curriculum, Instruction and Assessment
When the Focus is Content Input



ASSIGNMENTS AND ASSESSMENTS

- Should require students to apply and demonstrate the understanding, content knowledge, skills, and dispositions defined as key for the chosen GEP Category Learning Outcome(s)
- Often framed in a real world context to add authenticity and meaning (What would a real person in a real situation/context do related to the learning outcomes—knowledge, skills, and dispositions)

LEARNING OUTCOMES CAN BE PRACTICED AND ASSESSED IN A VARIETY OF WAYS

- | | |
|---------------------|----------------------|
| Project | Performance |
| Essay | Poster |
| Portfolio | Re-enactment |
| Discussion | Menu |
| Exam | Speech |
| Power Point | Business plan |
| Debate | Architectural Design |
| Problem solution | Model |
| Research/Lab Report | |

EXAMPLE OF CONNECTED LEARNING OUTCOMES

- ◉ **GEP Level:**
 - Students will be able to Identify and analyze how beliefs, values, languages, theories, or laws shape cultures and cultural works/artifacts (Humanities LO)
- ◉ **Course level:**
 - Students can analyze a piece of French literature and identify and explain ways the work was shaped by French beliefs, values, language, theories, or laws
- ◉ **Lesson level:**
 - Students can identify how French values have shaped a short piece of French literature

HUMANITIES



- ◉ **Goal:**
- ◉ **Role:**
- ◉ **Audience:**
- ◉ **Situation:**
- ◉ **Purpose / Product:**
- ◉ **Standards: In the product students will:**
 - Demonstrate an ability to read carefully, speak clearly, think critically, or write persuasively about cultures and cultural works/artifacts
 - Identify and analyze how beliefs, values, languages, theories, or laws shape cultures and cultural works/artifacts
 - Engage a variety of ideas and worldviews critically by formulating reflective and informed moral, ethical, or aesthetic evaluations of cultures and cultural works/artifacts

HUMANITIES

- ◉ **Goal:** Analyze French lit.
- ◉ **Role:** Book reviewer
- ◉ **Audience:** NY Times readers
- ◉ **Situation:** Need to write a review of a new piece of French literature to discuss how it has been shaped by French beliefs, values, language, theories, or laws
- ◉ **Purpose / Product:** Book review
- ◉ **Standards: In the product students will:**
 - Demonstrate an ability to read carefully, speak clearly, think critically, or write persuasively about cultures and cultural works/artifacts
 - Identify and analyze how beliefs, values, languages, theories, or laws shape cultures and cultural works/artifacts



ARTS

- ◉ **Goal:**
- ◉ **Role:**
- ◉ **Audience:**
- ◉ **Situation:**
- ◉ **Purpose / Product:**
- ◉ **Standards: In the product students will:**
 - Identify aesthetic, cultural, and historical dimensions of artistic traditions and techniques
 - Demonstrate an understanding of creative expression by critiquing, creating, or collaborating on a specific work of art
 - Express their own understanding and interpretation of works of art critically and imaginatively



HUMANITIES

- ◉ **Goal:**
- ◉ **Role:**
- ◉ **Audience:**
- ◉ **Situation:**
- ◉ **Purpose / Product:**
- ◉ **Standards: In the product students will:**
 - Demonstrate an ability to read carefully, speak clearly, think critically, or write persuasively about cultures and cultural works/artifacts
 - Identify and analyze how beliefs, values, languages, theories, or laws shape cultures and cultural works/artifacts
 - Engage a variety of ideas and worldviews critically by formulating reflective and informed moral, ethical, or aesthetic evaluations of cultures and cultural works/artifacts



HISTORICAL PERSPECTIVES

- ◉ **Goal:**
- ◉ **Role:**
- ◉ **Audience:**
- ◉ **Situation:**
- ◉ **Purpose / Product:**
- ◉ **Standards: In the written product students will:**
 - Describe events from past cultures, societies, or civilizations
 - Recognize the varieties of evidence that historians use to offer diverse perspectives on the meaning of the past
 - Identify the role of human agency in shaping events and historical change
 - Explain historical causality
 - Evaluate competing historical claims that frequently inform the present



SOCIAL SCIENCES

- Goal:
- Role:
- Audience:
- Situation:
- Purpose / Product:
- Standards: In the written product students will:
 - Define the major concepts and method used by social scientists to investigate, to analyze or to predict human or group behavior
 - Explain the major principles, models, and issues under investigation by the social sciences
 - Examine how the individual or groups of individuals are influenced by social, cultural, or political institutions both in their culture and in other cultures



LEARNING OUTCOMES FOR NATURAL SCIENCES

- Goal:
- Role:
- Audience:
- Situation:
- Purpose / Product:
- Standards: In the product students will:
 - Identify the basic taxonomy and principles of the scientific method as it pertains to the natural, physical world
 - Infer relationships, make predictions and solve problems based on an analysis of evidence or scientific information
 - Apply scientific concepts, quantitative techniques and methods to solving problems and making decisions
 - Describe the relevance of some aspect of the natural science to their lives and society



DEVELOPING A STUDENT ASSESSMENT ALIGNED WITH CHOSEN GEP CATEGORY LEARNING OUTCOMES

Using GRASPS as a guide, develop an assessment that can be used to assess chosen GEP Category Learning Outcomes (if your chosen assessment is an exam, draft two exam questions that are aligned with GEP LOs and incorporate aspects of GRASPS)

- Goal:
- Role:
- Audience:
- Situation:
- Purpose / Product:
- Standards: In the assessment/product students will (GEP Category Learning Outcomes):

DEVELOPING A STUDENT ASSESSMENT ALIGNED WITH SELECTED GEP CATEGORY LEARNING OUTCOMES

- In your Category Alike groups, share your student assessment and explain how it will demonstrate the achievement of the GEP Category Learning Outcomes (Activities Assessed component in course portfolio)
- If your chosen assessment is an exam, share one or two specific exam questions that will be aligned with the GEP Category Learning Outcomes

DESIGNING LEARNING EXPERIENCES THAT SUPPORT THE ACHIEVEMENT OF GEP LEARNING OUTCOMES (LEARNING EXPERIENCES)

HUMANITIES

- Goal: Analyze French lit.
- Role: Book reviewer
- Audience: NY Times readers
- Situation: Need to write a review of a new piece of French literature to discuss how it has been shaped by French beliefs, values, language, theories, or laws
- Purpose / Product: Book review
- Standards: In the product students will:
 - Demonstrate an ability to read carefully, speak clearly, think critically, or write persuasively about cultures and cultural works/artifacts
 - Identify and analyze how beliefs, values, languages, theories, or laws shape cultures and cultural works/artifacts



LEARNING EXPERIENCES TO SUPPORT THE ACHIEVEMENT OF GEP LEARNING OUTCOMES

- Course learning experiences that support the achievement of GEP Category Learning Outcomes and successful completion of work to be assessed
 - Presentation of key French values, beliefs, theories, or laws (might be done through multiple forms of media)
 - Practice in reading and analyzing French literature
 - Practice in identifying values, beliefs, theories, or laws in French literature
 - Analysis of the components of a book review
 - Practice in writing different components of a book review

DEVELOPING COURSE ASSIGNMENTS

- Using your chosen GEP Category Learning Outcomes and chosen assessment to guide you, list the course experiences that would be necessary/helpful to include in your course (and course portfolio) to help students successfully achieve the learning outcomes and complete the chosen assessment
- In your Category alike groups, share two of your course experiences and explain how they help your students successfully achieve the chosen GEP Category LOs and complete the chosen assessment (Learning Experiences component in course portfolio)

DEVELOPING ASSESSMENT CRITERIA/RUBRICS FOR ASSESSING STUDENT WORK (ACTIVITIES ASSESSED)

ASSESSMENT OF LEARNING

- Assessing LOs requires a different way of thinking about evaluation
- When the focus is inputs, the main goal is to assess what content has stayed with the student, usually through exams
- When the focus is learning outcomes, knowledge, skills, AND dispositions may be included, and the assessment must provide students with the ability to demonstrate the targeted knowledge, skills, and dispositions
- A rubric can be very useful for assessing student work that demonstrates LOs

HORIZONTAL = LEVEL OF UNDERSTANDING/PROFICIENCY

Level	Beginning	Developing	Proficient	Exemplary
Value	1	2	3	4

VERTICAL = CRITERIA TO BE ASSESSED

Criteria				
Knowledge				
Skills				
Dispositions				
Application to Discipline				

	Introducing	Developing	Prepared to Student Teach	Prepared as Initial Educator
Knowledge	Articulates insights into own cultural rules and biases.	Articulates insights into own cultural rules and biases and identifies new perspectives about own cultural rules and biases.	Articulates insights into own cultural rules and biases, begins to explain elements important to members of another culture (history, values, politics, communication styles, economy, or beliefs and practices), and explains the role of cultural identity on own perspective.	Articulates insights into own cultural rules and biases, explains elements important to members of another culture, explains the role of cultural identity on own perspective, and applies this knowledge to professional interactions and instruction.
Skills	Articulates and acknowledges the experiences of others through own cultural and learning lenses.	Articulates and acknowledges the experiences of others and begins to identify advantages and disadvantages that can be tied to cultural identity and/or learner differences.	Articulates and acknowledges the experiences of others, identifies advantages and disadvantages that can be tied to cultural identity and/or learner differences, and explains how these advantages and disadvantages can impact learning.	Articulates and acknowledges the experiences of others, identifies advantages and disadvantages that can be tied to cultural identity and/or learner differences, and applies this knowledge to professional interactions and instruction.
Dispositions	Explains value of a perspective different from own.	Explains value of multiple perspectives and is able to support with concrete examples from own life.	Explains value of multiple perspectives and develops curriculum, instruction, and assessment that includes/addresses multiple perspectives.	Explains value of multiple perspectives and suspends judgment in his/her interactions with culturally different others (students, colleagues, parents, community members, etc.).
Application to Teaching	Identifies some assets and differences of learners.	Identifies some assets and differences of learners and explains how these differences impact learning.	Begins to apply knowledge of learner assets and differences to development of curriculum, instruction, and assessment.	Develops differentiated curriculum, instruction, and assessment that supports the assets and differences of each learner.

RUBRIC RESOURCES

- AAC&U Value Rubrics: http://www.aacu.org/value/rubrics/index_p.cfm?CFID=28141192&CFTOKEN=86967073
- Rubistar: <http://rubistar.4teachers.org/>

DEVELOPING CRITERIA/RUBRICS TO ASSESS STUDENT WORK

- Look through the VALUE rubrics provided
- Choose two rubric criteria (rows) from the VALUE Rubrics that you could potentially use in a rubric for your chosen course assessment
- Determine if there is language in the rubric “levels of proficiency” that you would revise to make it better fit your course assessment
- In your GEP Category alike group, share one idea you have for assessment criteria you might use for assessing student work

TIPS ON RUBRICS

- Think carefully about the values assigned for the different levels—do the math and make sure the total point score matches with how you would grade the level of proficiency
- Using descriptive language in your rubric is more effective for promoting learning than using judgmental language
- Keep your rubric limited to the most critical criteria (linked to LOs, 2 - 5 criteria)
- Break larger projects/assessments into smaller components, create a rubric for each component, use one rubric at a time

EFFECTIVE ASSESSMENT

- Course LOs are aligned with GEP (and program) LOs
- Course assignments/assessments are closely matched with course LOs
- Rubrics have been developed utilizing criteria (rubric rows) that are closely matched with course learning outcomes
- Knowledge, skills, and dispositions have been taught, scaffolded, practiced, and assessed multiple times
- Rubrics are used to assess student work to provide them with feedback for continued learning and to provide the instructor with data for evaluating and improving instruction

RUBRIC TO TABLE: SUMMARIZING AND REPORTING ASSESSMENT RESULTS

	Introducing	Developing	Prepared to Student Teach	Prepared as Initial Educator
Knowledge	Articulates insights into own cultural rules and biases.	Articulates insights into own cultural rules and biases and identifies new perspectives about own cultural rules and biases.	Articulates insights into own cultural rules and biases, begins to explain elements important to members of another culture (history, values, politics, communication styles, economy, or beliefs and practices), and explains the role of cultural identity on own perspective.	Articulates insights into own cultural rules and biases, explains elements important to members of another culture, explains the role of cultural identity on own perspective, and applies this knowledge to professional interactions and instruction.
Skills	Articulates and acknowledges the experiences of others through own cultural and learning lenses.	Articulates and acknowledges the experiences of others and begins to identify advantages and disadvantages that can be tied to cultural identity and/or learner differences.	Articulates and acknowledges the experiences of others, identifies advantages and disadvantages that can be tied to cultural identity and/or learner differences, and explains how these advantages and disadvantages can impact learning	Articulates and acknowledges the experiences of others, identifies advantages and disadvantages that can be tied to cultural identity and/or learner differences, and applies this knowledge to professional interactions and instruction.
Dispositions	Explains value of a perspective different from own.	Explains value of multiple perspectives and is able to support with concrete examples from own life.	Explains value of multiple perspectives and develops curriculum, instruction, and assessment that includes/addresses multiple perspectives.	Explains value of multiple perspectives and suspends judgment in his/her interactions with culturally different others (students, colleagues, parents, community members, etc.).
Application to Teaching	Identifies some assets and differences of learners.	Identifies some assets and differences of learners and explains how these differences impact learning.	Begins to apply knowledge of learner assets and differences to development of curriculum, instruction, and assessment.	Develops differentiated curriculum, instruction, and assessment that supports the assets and differences of each learner.

SUMMARY OF RESULTS

	Not Addressed	Introducing	Developing	Prepared To Student Teach	Prepared as Initial Educator
Knowledge	67%	0%	0%	33%	0%
Skills	11%	0%	89%	0%	0%
Dispositions	0%	11%	0%	89%	0%
Application to Teaching	0%	0%	11%	89%	0%

n = 43 students (12 curriculum unit plans)

WHERE REPORTING GRADES ALONE FALLS SHORT

Unit Plan Grades

- A 75%
- A- 17%
- B+ 2%
- B 2%
- C+ 2%

REPORTING AND INTERPRETING YOUR ASSESSMENT RESULTS

- Individually, thinking about the criteria you chose for assessing student work in the earlier exercise, what results in each category might you predict?
- Think about the narrative you would need to include to help the FLC make sense of your results
- In your Category alike groups, share your possible results and explain why you believe you got the results you did

SAMPLES OF STUDENT WORK

SAMPLES OF STUDENT WORK

- As you are assessing student work, think about examples that would illustrate different levels of achievement
- Include at least one example of student work illustrating at least two levels of achievement (i.e., exemplary/beginning, exemplary/proficient/beginning)
- Remove student name/identification from the work included

PLANS FOR IMPROVEMENT

SUMMARY OF RESULTS

	Not Addressed	Introducing	Developing	Prepared To Student Teach	Prepared as Initial Educator
Knowledge	67%	0%	0%	33%	0%
Skills	11%	0%	89%	0%	0%
Dispositions	0%	11%	0%	89%	0%
Application to Teaching	0%	0%	11%	89%	0%

n = 43 students (12 curriculum unit plans)

FUTURE PLANS BASED ON RESULTS

- Separate one integrated unit plan into two plans so all students develop curriculum, instruction, and assessment related to social studies, which ensures they focus on culture and diversity (Knowledge, Skills, and Application to Teaching)
- Add separate seminar session on differentiation (Skills)
- Strengthen focus on cultural identity, multiple perspectives, and advantages and disadvantages tied to cultural identity and/or learner difference in the guidelines for the social studies unit plan and require discussion of these issues in the unit introduction (Dispositions, Application to Teaching)

PLANS FOR IMPROVEMENT BASED ON RESULTS

- Make clear how your plans for improvement relate directly to the assessment results (articulate the connections)
- If the results reveal that student performance is not at the acceptable/desirable level, you may have ideas for changing course curriculum (what is taught), course instruction (how it is taught), the student work being assessed and/or the criteria/rubric being used for assessment
- If the results reveal that student performance is at the acceptable/desirable level, it is fine to say that you are going to continue to do what you are currently doing

PLANS FOR IMPROVEMENT

- In your Category alike groups, share possible ideas you have for how you might change course curriculum (what is taught), course instruction (how it is taught), the student work being assessed and/or the criteria/rubric being used for assessment based on your assessment results
- EXIT CARD: On one side of the exit card, please describe what you understand now about the course portfolio process as a result of the workshop, on the other side, please provide one suggestion/idea for improvement