

**EHRD 641: Evaluation of Adult Teaching and Learning  
Texas A&M University  
Summer I 2007**

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Office Hours: Tuesdays & Thursdays, 4:00-4:45 and by appointment

**Where & When:** 601 Harrington  
Tuesday & Thursday 5:00 – 8:00 pm  
May 30, 2007 – June 29, 2007

**Catalogue Description:** This course is designed to introduce students to a variety of approaches to assessment and to provide experience developing appropriate assessment materials for adult education settings. Among the topics covered are standardized testing, authentic assessment, and rubric creation.

Prerequisite: graduate student classification

**Required Textbook:** Fenwick, T. & J. Parsons (2000). The art of evaluation: A handbook for educators and trainers. Toronto: Thompson Educational Publishing. (herein referred to as Fenwick & Parsons)

**Recommended Text:** Walvoord, B. E., & Anderson, V. J. (1998). Effective grading: A tool for learning and assessment. San Francisco: Jossey-Bass.

**Course Rationale:**

Students who take this course typically do so for two reasons. It is required for students in some programs in EHRD, and it is one of the courses offered as part of the College Teaching Emphasis Certificate program, which is a program available to any graduate student from across the university who is preparing for a future faculty position. These attributes provide for a very diverse learning environment, giving students perspectives from a variety of disciplines as well as from a range of adult learning situations outside of academia.

**Attendance Policy:** Attendance will not be taken in this class. The class as a whole will set norms for attendance, as well as other norms for the class, during the beginning of the course.

## Learning Outcomes

By the end of the course, you will be able to

1. Describe the state of your knowledge, skills and attitudes relating to assessment and evaluation of adult learning, set personal learning goals, and develop and use defensible criteria for evaluating your goal achievement (self assessment)
2. Identify your beliefs about adult teaching and learning and articulate your philosophy of assessment and evaluation based on those beliefs (assessment philosophy)
3. Describe and compare various adult learning contexts and purposes for assessment and recommend and justify the choice of assessment strategies—both formative and summative—based on learning outcomes (e.g., higher ed, corporate, military, etc.).
4. Evaluate various assessment options and tools and recommend improvements (Rubrics, tests, surveys, interviews, projects, etc.). In particular
  - Design rubrics based on established learning outcomes and for use in a variety of settings
  - Respond to and address a learning situation when assessment has been ineffective
  - Design pre- post-assessments based on established learning outcomes

### Assessment of Student Learning in this Course:

Given the participatory nature of this course and the professional standing of all involved, students will be involved in the development and choice of tools/learning activities for assessing their performance. What follows is the grading scheme and a list of learning activities in which you will participate during the course. As you will see, you will be assessed in all categories and there are some categories from which you can choose the activity/activities in which you want to be assessed. You can choose as many or as few activities in those categories as you like, which means that it could be possible to earn additional credit over the percentage designated for that activity area. You will also have the opportunity to create and suggest additional activities. As the course evolves and progresses, criteria, value and standards for assessment can be challenged, debated and changed as agreed upon by the class as a whole. The details for grade allocation, i.e., the rubrics, for some of the activities will be developed in class at appropriate times during the course.

### Grading Scheme

Your final grade will be dependent on your performance in the following learning activity or domains (these are described in more detail below:

- Participation 30% maximum
- Contributions to Assessment Toolkit 30%

Self-Knowledge & Self-Assessment (Learning Journal) 20%  
Project 20% maximum

## Learning Activities

Activity	Suggested Assessment Procedure
<p><b>Class participation and contributions. (30% maximum)</b> This is a given. Our class periods will be interactive, discussing issues and topics together as a whole group, in small groups, and in pairs. I expect you to share you experience, insights, resources and ideas. Some of the activities in this area are</p> <ul style="list-style-type: none"> <li>• leading discussions of readings in class.</li> <li>• Sharing articles, artifacts and other tools in class or online</li> <li>• Participation in online discussions</li> </ul>	<p>Together we will develop a rubric for assessing class participation. This will begin about what the purpose of assessing participation might be. What does participation indicate? How is assessing participation link to the learning goals for this course? Your performance in this domain will be then be co-assessed, you and I will assess your participation and discuss it as the course progresses.</p>
<p><b>Assessment Toolkit (20%)</b> There will be a location on our Vista course site for items in this category. This is an area in which you can suggest other items you want to include. Currently your choices include:</p> <ul style="list-style-type: none"> <li>• Annotated Bibliography (each annotation 2 pages), worth 5 pts each</li> <li>• Topical Literature review</li> <li>• Teaching and Learning Forum entries</li> <li>• Rubric collection and critique</li> <li>• Assessment &amp; Evaluation Glossary</li> <li>• Annotated Web resources</li> <li>• Interview a professional in your field, what is their philosophy of assessment? What have they learned and how? What advice do they have for you?</li> <li>• Choose a type of adult learning from chapters 6-10 in your book. Collect assessments (e.g., tests, assignments, learning activities)</li> </ul>	<p>We will discuss and negotiate this area in class. I encourage you to think about activities you would like to add, how they might demonstrate, and contribute to your learning goals, how they would be helpful and contribute to our future work as professionals and how they could be assessed.</p> <p>You can choose which and how many of these activities you want to engage in and hand it to be assessed toward your grade</p> <p>-</p> <p>2 page report, who, why you chose that person, what questions did you ask, how did the interview inform your choice of topic for you final paper?</p> <p>-critique what you have collected, what works about the assessment/rubric? How might you improve it?</p>

<p>and rubrics and grading schemes related to that area of development.</p> <ul style="list-style-type: none"> <li>• Analysis of CATs from our Course</li> <li>• Film content analysis</li> <li>• Other activities? (analysis of assessment tools used in a course you have taken)</li> </ul>	<p>- review the comments from one CAT discussion and write an analysis</p> <p>.</p>
<p><b>Reflective/Learning Journal (20% maximum).</b> There is a Learning Log/Journal Discussion portal on Vista. Only you and I are able to view this journal. The purpose of this activity is to reflect on your learning throughout the course, use it to help develop your philosophy of assessment, and a place to log ideas you might want to implement in the future in your professional work. This activity will be as useful as the frequency you write. I recommend that you write at minimum after each class period. It may also be a place where you take notes while you are reading class materials. I am keeping a learning journal as well.</p>	<p>The purpose of this journal is to help you to assess your own learning. It should be used to reflect on the class discussions, readings, your progress in attaining your learning goals, and your performance in the course. Credit for this activity will reflect your level of engagement (frequency and depth of entries) not content. We will discuss what is meant by “engagement” in class. Your journal should contain a statement of your assessment philosophy, and reflection on how it evolved over the course of the class.</p> <p>I expect that your entries will be frequent, and build on each other as your thinking and learning about assessment changes during the course</p>
<p><b>Project (due by July 27) 20%</b>          This can take the form of a group project, an individual final paper, a poster, a presentation, or ??? At a minimum, I request the project include a written reflection piece focusing on the process you used in your project and what you learned-to be no longer than 2 pages. This project will be on a topic of your choice. You can turn it in anytime, but I have allowed for an additional 4 weeks after the end of the course to give you more time. I request that you complete a brief proposal of your project that includes the following:</p> <ul style="list-style-type: none"> <li>• Description of your project and the product</li> <li>• Rationale for the project</li> <li>• Timeline, when you expect it to be complete, when, and from whom, will you receive feedback on your</li> </ul>	<p>I will suggest a rubric for assessing the project and we will as a group change and alter it as we see fit.</p>

progress.	
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## Class Schedule

I am keeping the class schedule somewhat flexible in order to respond to your needs as identified during our first week and as they arise during the course. I will identify the topic areas for class discussion during the first week of class and share them with you (with an updated syllabus) on June 5. During that class period you will sign up to facilitate the discussion of the readings for one following class period. As a discussion leader, come to class with 3-4 questions related to the reading, you will be responsible for initiating and facilitating the discussion. Readings designated by an asterisk (\*) will not be discussed formally in class. They are assigned for you to be familiar with, as they are resources I believe are important. Read them, but at your own timetable.

### 5/29 Session 1: Introduction and Expectations (Online)

Discussion 1a: Introductions

Discussion 1b: Learning Goals

Homework for Session 2:

- Fenwick & Parsons Chapter 1&2
- Kasworm, C. & C. A. Marienau (1997). Principles for assessment of adult learning. In Principles for Assessing Adult Learning New Directions For Adult And Continuing Education, no. 75, Fall. San Francisco: Jossey-Bass Publishers.
- \*Wilbrink, K. (1997.) Assessment in historical perspective. In Studies in Educational Evaluation. Vol. 23, No. 1, pp. 31-48. \*
- Start browsing the internet for rubrics for class participation and academic papers, collect the URLs and/or hard copies. They will be resources for our rubric development for assessing class participation and the final paper which we will begin during Session 3
- Vista - check homework assignment for Session 2 folder

### 5/31 Session 2: Assessment and Evaluation Philosophy (Online)

Discussion 2a

Homework for Session 3:

- Fenwick & Parsons, Chapters 3, 4 & 5
- Block, P. (2002). Part 1: The question. In The answer to how is yes: Acting on what matters, pp.15-27. San Francisco: Berrett-Koehler Publishers.
- Continue collecting rubrics
- See Vista instructions for homework for Session 3

### 6/5 Session 3: Learning Outcomes

Introductions (Part II)

Class Norms, Learning Outcomes, Syllabus Review

Homework for Session 4:

- Think about final paper/project and come prepared with an individual/group proposal
- Read: David J. Nicola and Debra Macfarlane-Dick, (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education Vol. 31, No. 2, pp. 199–218*

#### 6/7 Session 4: Authentic Assessment

Syllabus Review, final project proposals

Discussion of Readings through Case study: Fenwick & Parsons, Kasworm, Block, Nicola & Macfarlane-Dick

#### Homework for Session 5:

- Fenwick & Parsons: Chapters 6-10
- Browse the Diagnostic Digital Portfolio used by undergraduate students at Alverno College. Go to [ddp.alverno.edu](http://ddp.alverno.edu) and click on “Enter Demo” in the left column. To enter the demo use the following: Username: Sue, Password May07
- Check VISTA for Readings for Session 5

#### 6/12 Session 5: Assessment Concepts

Rubric development (participation & Toolkit)

Concept Mapping

Develop questions for guest speaker on Thursday

#### Homework for Session 6:

- Fendrich, L. 2007: The pedagogical straitjacket, in *The Chronicle of Higher Education*, June 8, 2007. (handout)

#### 6/14 Program Evaluation & Self-Assessment

Guest Speaker and discussion 5:15-6:15

Dr. Lorraine Phillips, Director, Office of Institutional Assessment

Handout: Weimer’s taxonomy of Pedagogical Scholarship

Discussion of Bain chapter, Alverno website, article from *Chronicle of Higher Education* “Making an Art Form of Assessment” about Alverno

Homework for 6/19:

Read textbook: Chapters 11-14

Other readings will be posted by 6/15 end of business

#### 6/19 Online Session

5:00-6:15 Toolkit Group Discussions

7:00-8:00 Large group discussion of readings

## 6/21 Grades & Assessment Results & The Scholarship of Teaching and Learning (SOTL)

Guest Speaker: Dr. Nancy Simpson, Director Center for Teaching Excellence

Reading:

- o [Randy Bass](http://www.doit.gmu.edu/Archives/feb98/andybass.htm) (1999). The scholarship of teaching: What's the problem? *Inventio*, vol 1, no. 1.  
<http://www.doit.gmu.edu/Archives/feb98/andybass.htm>

## 6/26 Evaluating the Evaluation

## 6/28 Diversity Issues related to Assessment & Evaluation

### **Faculty Senate Statement on Plagiarism and Aggie Code of Honor**

Scholastic misconduct is defined broadly as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work.” The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

**“An Aggie does not lie, cheat, or steal  
nor tolerate those who do.”**

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, Part 1, Section 20 which can be found on line at <http://student-rules.tamu.edu>. Any suspected instances of scholastic dishonestly will be investigated and resolved according to the procedures outlined in the new Aggie Honor System (<http://www.tamu.edu/aggiehonor/>).

### **Americans with Disabilities Act (ADA) Policy Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services with Disabilities in Room 126 of the Koldus Building. The phone number is 845-1637. Due to emergency evacuation requirements within the department, if you feel accommodations will be needed, the department requires you to fill out a disability information form and provide a class schedule for the current semester. This form will be supplied to the instructor and placed in the students file for easy accessibility in case an emergency should arise. The forms are available in the main office, 511 Harrington Tower.

### **Sexual Harassment**

Texas A&M University is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Students should contact the Office of the Dean of Student Life at 845-3113, or visit student rules at <http://rules.tamu.edu/rules/300/340199ml.htm> for more detail information to file a sexual harassment complaint. You may also contact the College of Education and Human Development at 979-845-5311.