

An Interdisciplinary Approach to Implementing Student-Centered Assessments

Presented by:

Joanne Philhower, Ph.D., College of Education

Kadi Bliss, Ph.D., MCHES®, College of Behavioral and Health Sciences

Kakali Chakrabarti, Ph.D., CHES®, College of Arts and Letters

Session Objectives

- 1) Learn from presenters about their assessment practices that require critical thinking skills and application of course materials across different academic disciplines.
- 2) Learn to determine the purpose and scope of various assessment practices.
- 3) Share current practices for student engagement in assessment practices.
- 4) Critically reflect upon multiple strategies for involving students in the assessment process.
- 5) Learn strategies to create a more equitable environment for student engagement in teaching, learning, and assessment.

Join at Menti.com

What do you think of when you hear the word

Assessment

Use Code:
1372480

What do you think of when you hear the word "Assessment"?

31 Responses



Join at Menti.com

What do you think of when you hear the phrase

Equitable Assessment

**Use Code:
49485557**

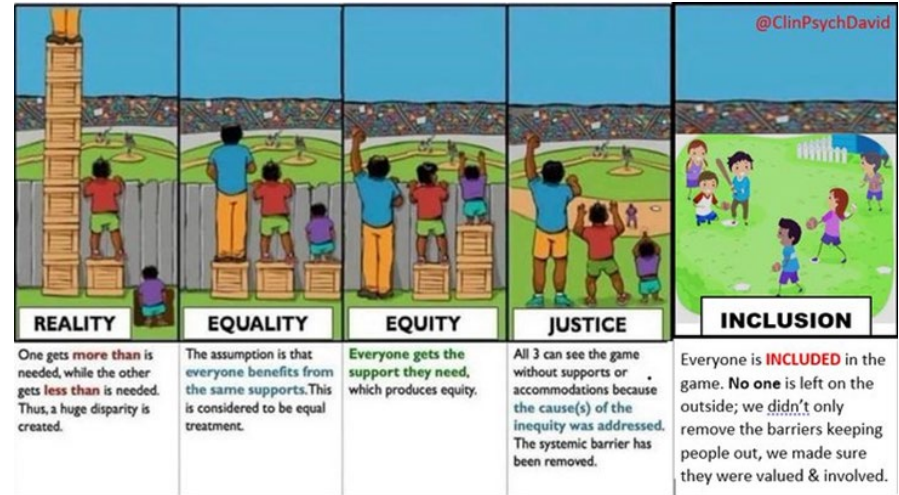
What do you think of when you hear the phrase "Equitable Assessment"?

26 Responses



■ *“Assessment, if not done with equity in mind, privileges and validates certain types of learning and evidence of learning over others...and can reinforce within students the false notion that they do not belong in higher education.”*

–(Montenegro & Jankowski, 2017, p. 5)



Prior Research Evidence

- As classrooms remain pivotal to progressive and formative assessment, equitability in assessments can promote social justice, especially for low-income and working-class students, as they frequently perform poorer than middle and upper-class students on standardized tests (Kelly, & Brandes, 2008).
- While it is not practical to develop and teach courses in a manner that considers all learning styles and performances, inclusive assessment practices are able to address that gap (Parr, 1996).
- Assessment is often not considered part of the learning process, but certain assessment practices provide opportunities for continued learning, as well as motivation for students.
 - Formative assessments such as feedback on student assignments as well as opportunities for rework help in improving student grades (Pla-Campas, Arumí-Prat, Senye-Mir & Ramírez, 2016).
 - Adaptive equity-oriented pedagogy, followed by similar assignments encourage students to strive for better performance, even without the need for it (Phuong, Nguyen, & Marie, 2017).

Prior Research Evidence

- Equitable assessment may take many forms, but some of the fundamental design principles may include:
 - Checking for biases and ableism throughout the assessment process, (Hanafin, Shevlin, Kenny, & Neela, 2007)
 - Including students' perspectives in developing assessments, (National Institute for Learning Outcomes Assessment, n.d.)
 - Communicating purpose, goal and learning objectives of the assessments, (Sewagegn, 2020)
 - Developing peer-evaluation models in assessment, (Lewis & Lewis, 2008)
 - Combining cooperative learning and inquiry (Lewis & Lewis, 2008)
 - Meaningfully analyzing assessment data and make changes continually (National Institute for Learning Outcomes Assessment, n.d.).

ECBA FLC

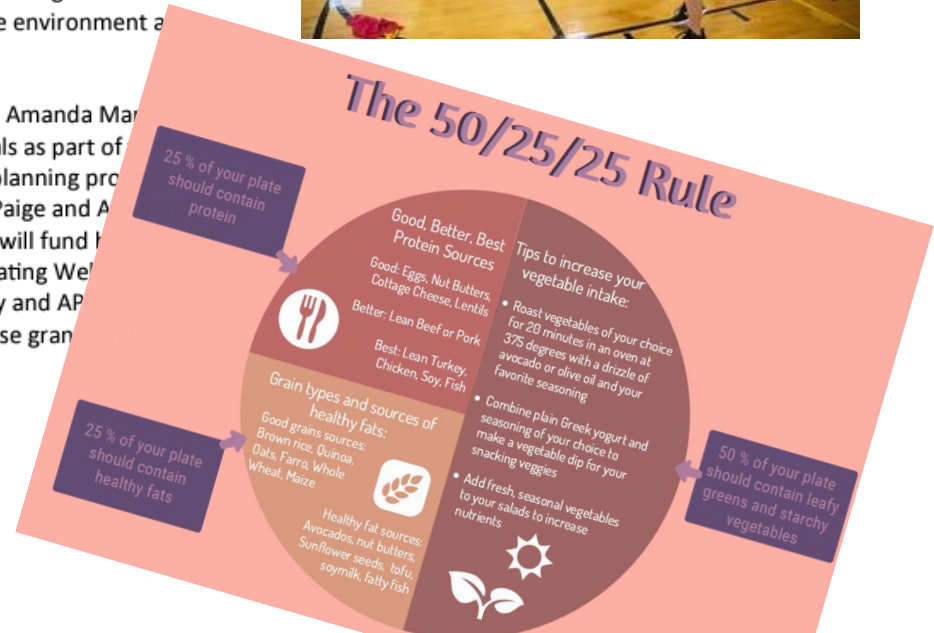
- Our Faculty Learning Community began last summer as part of a CAFE initiative.
- We developed a D2L shell to gather and share research on course size (large gen ed., small group), learning modality (online, in class), discipline (STEM, humanities), and level (undergrad, grad).
- We will be presenting our work at the [Assessment Institute](#) in Indianapolis on October 31, 2023.
- ***Anyone can and should get involved in ECBA, regardless of discipline.*** *In fact, many of the best practices cut across all disciplines:*
 - Check for biases throughout the assessment process,
 - Include students' perspectives as you develop assessments and offer multiple forms,
 - Be transparent, and
 - Meaningfully analyze assessment data and make changes that are context specific (National Institute for Learning Outcomes Assessment, n.d.).

Our approaches to ECBA

Congratulations to Student Research Grant (SRG) Winners!

Congratulations to undergraduate public health student, Patrick Richardson! Patrick's grant is supervised by Dr. Heather Tillewein and Dr. Joao Antonangelo. The project, "The Environmental Health Impact of Cemetery Waste" will investigate the prevalence of formaldehyde in cemeteries with soil from cemetery plots in various eras. The research team will analyze the difference in formaldehyde in groundwater from three different eras and examine how burial practices could potentially impact the environment and health of populations that are near burials sites.

Congratulations to the following Master of Public Health students: Paige Johnson, Amanda Mar, Destiny Aklin, and Samantha Shemwell! These students completed grant proposals as part of a required MPH course in collaboration with the program planning process at school. Paige and Amanda's proposal will fund food screenings. Both will provide food security supervised by Drs.



Additional Examples

- Goal Setting
- Peer Assessment/Feedback
- Rubrics
- Revise and Resubmit
- Self-Reflection



What are your strategies?

References

- Hanafin, J., Shevlin, M., Kenny, M., & Neela, E. M. (2007). Including young people with disabilities: Assessment challenges in higher education. *Higher education*, 54, 435-448.
- Kelly, D.M., Brandes, G.M. (2008). Equitable Classroom Assessment: Promoting Self-Development and Self-Determination. *Interchange* 39, 49–76. <https://doi.org/10.1007/s10780-008-9041-8>
- Lewis, S. E., & Lewis, J. E. (2008). Seeking effectiveness and equity in a large college chemistry course: An HLM investigation of peer-led guided inquiry. *Journal of Research in Science Teaching: The Official Journal of the National Association for Research in Science Teaching*, 45(7), 794-811.
- Montenegro, E. & Jankowski, N.A. (2017). *Equity and assessment: Moving toward culturally responsive assessment* (Occasional Paper No. 29). National Institute for Learning Outcomes Assessment (NILOA).
- National Institute for Learning Outcomes Assessment. (n.d.). *Equity in assessment*. <https://www.learningoutcomesassessment.org/equity/#equitycases>
- Parr, P. (1996). Unspeeded Examinations: An Equitable and Practical Method of Assessment.
- Phuong, A. E., Nguyen, J., & Marie, D. (2017). Evaluating an adaptive equity-oriented pedagogy: A study of its impacts in higher education. *Journal of Effective Teaching*, 17(2), 5-44.
- Pla-Campas, G., Arumí-Prat, J., Senye-Mir, A. M., & Ramírez, E. (2016). Effect of using formative assessment techniques on students' grades. *Procedia-social and behavioral sciences*, 228, 190-195.
- Sewagegn, A. A. (2020). Learning objective and assessment linkage: its contribution to meaningful student learning. *Universal Journal of Educational Research*, 8(11), 5044-5052.