

# Innovative Assessments

SCC Fall 2020 Flex

Ideas from breakout groups:

## Breakout Group 1

Curved test

Open book exam

Acting out major concepts (creative expression to make response)

## Breakout Group 2

Worksheet based on the textbook due before class starts. Already read before students came into class. Couple of points for completing a worksheet. Do not correct - students discuss and then cards and answer questions. Hear them talking about the topic.

[http://solano.edu/professional\\_development/presentations/2020\\_08\\_worksheets\\_MLS.pdf](http://solano.edu/professional_development/presentations/2020_08_worksheets_MLS.pdf)

Problem is many of us were just fine as students with the multiple choice test format and preferred it to the essay questions that asked us to explain or choose “the best” of something.

Activity: role-playing indigenous people vs fur traders given characters and roles to play. Learn about xenophobia and other important words expected to see in their [history] essays. Understand who has cultural understanding and cultural relevance and can bridge the gap between the two extremes. Reenactment of Boston Massacre Trial: captain and his men. Have to decide who was at fault at the end. Students learn points of view through testimony.

MC tests and essays

Final project e.g. fact sheet or brochure (with rubric)

## Breakout Group 3

I was able to attend my final exam presentation remotely by embedding a video of me presenting my PowerPoint. I was able to be absent and present at the same time.

Flunked MA project. Should've had more explicit guidance. I make sure to do that with my students.

## Breakout Group 4

Testing centers

Play Kahoot

Review Quizzes ½ the class quizzes the other ½ of the class

Play Jeopardy to review for the test

Bad memory: Scathing critiques out loud

Positive memory: English instructor had her tested, to find her dyslexia, helps with her students now.

## Breakout Group 5

In college Art History Class Students had to be angels and devils

Ideas: Allowing students multiple attempts or open book

Students come up with their OWN questions to exams

Relevant assessments students can relate to i.e. original sonnet they can express their ideas about the pandemic/distance learning

Utilize Zoom

## Breakout Group 6

- Summer field biology course at Bodega Marine Lab. Individual research projects in the rocky intertidal zone.
- Individual meetings during office hours in an undergraduate evolution course. One-on-one conversation with the professor. Good way to assess participation and understanding of the course content.
- Challenging and very time limited math exam in an undergraduate course. Very stressful. Very good math student but didn't feel there was enough time.

## Guided Notes Strategy from Michelle Smith

Instructional Strategy: Guided Notes

M.L. Smith

What is it?

This strategy is intended to enhance student comprehension of reading assignments in preparation for active learning techniques. Students are provided with handouts that include basic content questions as well as practice problems and critical thought questions based on the assigned reading. Students may use the handout to identify important concepts as they take directed notes and answer questions as they read. Alternatively, students may answer the questions after completing the reading to determine how well they retained the material. Regardless of the approach, students are expected to complete the handout before class to help prepare them for the classroom activities.

## Why use it?

This strategy promotes independent learning as well as accountability and responsibility on the part of the student. It incorporates essential elements of the learning cycle including practice and reflection. The handouts also save valuable lecture time which allows for the incorporation of active learning techniques in the classroom. Evidence suggests that student satisfaction and academic performance are significantly higher in classrooms that implement interactive techniques as compared to a traditional classroom.

## How to use it?

This strategy is versatile as it can be used in a number of ways. I use it as a basis for a traditional lecture in conjunction with active learning techniques. My typical class format is as follows:

- Students work in small groups (3-4 individuals) to discuss questions from the handout;
- Any questions that remain unresolved within the small groups are written on a 3x5 card; After a brief period (~10-15 minutes), I collect the 3x5 cards from small groups and address the questions in a Q&A session with the entire class;
- I provide a mini-lecture to cover confusing concepts as well as additional content that expands on the material from the handout;
- I follow with an active learning technique (e.g., problem solving, case studies, etc.) that applies the concepts to practice problems or “real life” situations; and
- Before dismissing class, I ask students to individually complete a 3x5 card indicating any remaining questions.

## How to implement it?

While flexible and dynamic, this strategy requires careful planning. Clear learning objectives are necessary as handouts and activities must be designed with specific goals in mind. Learning objectives may also require prioritization to ensure that essential concepts are addressed. It is also important to determine the concepts that students are able to learn on their own as this material will form the basis of the handouts. Lastly, it is essential to explain the strategy to students, specifically, why it is being implemented. While most students appreciate the active learning experience, some students exhibit resistance to an alternative approach. Frequent reminders of the

advantages to such an approach are highly recommended. A sense of adventure is also helpful!

## References

Armbruster, P., Patel, M., Johnson, E. and Weiss, M. 2009. Active learning and student-centered pedagogy improve student attitudes and performance in introductory biology. *CBE – Life Sciences Education*, 8(3): 203-213. Available from: <http://www.lifescied.org/content/8/3/203.full> doi: 10.1187/cbe.09-03-0025

Brown, P.J.P. 2010. Process-oriented guided-inquiry learning in an introductory anatomy and physiology course with a diverse student population. *Advances in Physiology Education*, 34(3): 150-155. Available from: <http://advan.physiology.org/content/34/3/150.full> doi: 10.1152/advan.00055.2010

Lundmark, J. 2006. Incorporating Active Learning in Content-Rich Courses. In: *Human Anatomy and Physiology Society (HAPS) 20<sup>th</sup> Annual Conference*; 2006 June 1; Austin, TX.

Silverthorn, D.U. 2006. Teaching and learning in the interactive classroom. *Advances Physiology Education*, 30(4): 135-140. Available from: <http://advan.physiology.org/content/30/4/135.full> doi: 10.1152/advan.00087.2006