Evidence of Learning

Framing Questions –3 minute exercise

 How do you know if learning is occurring or has occurred in your class?

What evidence do you have of this?

How –and how often– do you assess learning?

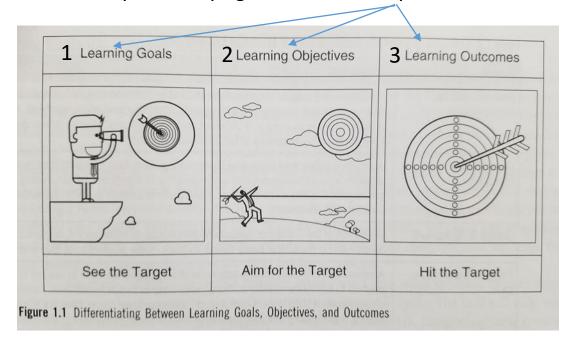
Methods: SLOs, CATs, and LATs

SLOs	CATs	LATs
 Typically viewed as the purpose for which a course exists. We backwards design courses to accomplish those objectives and provide evidence that the students and the course have been successful. As a result of taking this course, 	 Often On-the-spot Non-graded Anonymous In-class activities that give students and faculty feedback on the teaching and learning process in real-time. Faculty are systematically engaged observers of learning as it takes place, in every class session. Classroom as laboratory. 	 Link teaching, learning, and assessment. An iterative/integrated process of: 1. Identifying meaningful learning goals; 2. Designing & deploying active learning activities that require students to create an assessable product that provides direct evidence of their learning; 3. Analyzing the artifacts.

With LATs, they give us the evidence. We have to figure out how to create that opportunity & what to do with it once we have it.

LATs: Goals, Objectives, & Outcomes 3 minute exercise

From previous page, this is LAT steps...



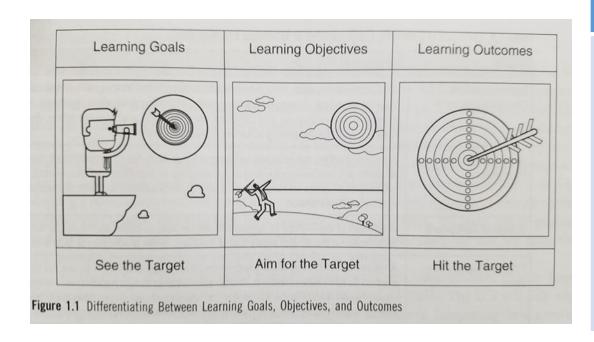
 How do you help your students see the target? (what *is* the target?)

How do you help them aim for it?

 How do you help them hit it, and know if they did?

Now Consider This

From imagery...



To outcomes

An Objective	An Outcome
Students will	In the oral
demonstrate	presentation of
understanding	their final
and use of	simulation
(terms and	project,
concepts).	students will
 A little more 	apply (terms
specific.	and concepts
	appropriately).
	 Very Specific
	demonstrate understanding and use of (terms and concepts). • A little more

Goals, Actions, and Evidence 5 minute exercise

Questions Answers

Identify a few learning goals for a • 1 course that you teach.

2. What do you do to accomplish • 2 them?

3. What evidence do you have that learning has occurred?

• 3

Free CATs and LATs!

Look over the sheets -3 minutes

You will all receive digital copies

Expanding our definition of learning Learning How Foundational Knowledge to Learn · Becoming a better student Understanding and · Inquiring about a subject remembering: · Self-directing learners · Information · Ideas Application · Skills Caring · Thinking Developing new: Critical, creative · Feelings and practical thinking · Interests · Managing projects · Values Human Integration Dimension Connecting: Learning about: Ideas · Oneself · People · Others · Realms of life

TAXONOMY OF SIGNIFICANT LEARNING

LATs Exercise –10 minute exercise

• I want my students to... (identify a learning goal)

• **So I** ... (choose and implement a LAT)

• So that I have evidence of...(goal attainment, learning that is found in...)

That I evaluate by...(how do you assess it?)

• So that I can then... (Respond and ...)

LATs: Making Them Work –5 minute exercise

• Craft a basic assignment description for one of those LATs.

• What would successful learning look like (what's the evidence of learning)?

Building Outcomes

Bloom's Taxonomy Design, assemble, construct, conjecture, develop, formulate, author, investigate Justify a stand or decision evaluate appraise, argue, defend, judge, select, support, value, critique, weigh Draw connections among ideas differentiate, organize, relate, compare, contrast, distinguish, examine analyze experiment, question, test Use information in new situations execute, implement, solve, use, demonstrate, interpret, operate, apply schedule, sketch Explain ideas or concepts understand classify, describe, discuss, explain, identify, locate, recognize, report, select, translate Recall facts and basic concepts remember define, duplicate, list, memorize, repeat, state

- Remembering: define, identify, label, locate, list, match, quote, recall, recognize, recite. Think about the basic features of a thing or phenomenon.
- <u>Understanding</u>: describe, explain, restate. *Think* about how or why something works.
- Applying: apply, complete, illustrate, simulate.
 Think about applying a rule to a different situation, or in a different context.
- Analyzing: compare, contrast, differentiate, interpret. Think about evidence of distinctions.
- <u>Evaluating</u>: estimate, judge, prioritize, rate, score.
 <u>Think about measurement</u>.
- <u>Creating</u>: compose, construct, design, develop, formulate, hypothesize, invent, produce. *Think: inventive*.

^{*}See our Automated Course Objective Builder Page at https://coursedesign.uidaho.edu/best-practices/learning-objectives/