

# ***Assessment and Feedback for Authentic Learning***

**How Less Can Often Be More**

**An Interactive Keynote Session in the 2017  
*DePaul University Teaching and Learning Conference***

**9:15-10:45 AM on Friday 5 May 2017**

***Tom Angelo***

**For all our assessment efforts . . .**

**Are we making any  
meaningful progress on  
promoting authentic learning  
outcomes?**

**More than 33% of US adults  
have at least a 4-year degree.**

**About 42% have at least  
a 2-year degree.**

**Have those gains in attainment  
led to a more civil, just, equitable  
or sustainable society?**

*Notice: I didn't even bother mentioning the 2016 election.*

## ***I. Assessing Values – [ 1 ]***

**Jot down 2 or 3 educational/ professional values that motivate you to invest time and energy in efforts like today's conference.**

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# Which value(s) did you mention?

- A. Promoting more authentic learning
- B. Improving teaching effectiveness
- C. Improving access, inclusion and success
- D. Improving assessment and feedback
- E. Innovating with technology
- F. When's the coffee break?

***Page 1 bottom***

## ***II. Assessing Goals [ 2 ]***

**What are your Learning Goals and/or  
Burning Questions for this conference?**

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# ***My Intended Learning Outcomes (ILOs) for this Session***

***By the end of this session, you will have:***

- 1. Defined “authentic learning” as it relates to your work**
- 2. Identified at least two or three (2-3) potentially effective new strategies or techniques to promote and/or assess authentic learning**
- 3. Identified at least two (2) useful resources and/or references for follow up**
- 4. Committed to making at least one (1) potentially useful change in your practice, and**
- 5. Exchanged ideas with at least two (2) folks you don’t normally talk with about these topics**

***In other words, I'm hoping  
you'll end this session with . . .***

- **Greater conceptual clarity**
- **Useful strategies and techniques**
- **Useful references/resources**
- **Motivation to risk a change(s)**
- **More connections with colleagues**



***Page 10 – Top half***

***XIII. Applications Card [5]***

Ideas/Techniques

Possible Applications

## ***A First “Balcony” Question***

**Could there be advantages  
to knowing something about  
your students’ values or goals  
if you want to promote more  
authentic learning?**

# ***What was the point of Page 1?***

**Values influence goals**

**Goals influence motivation**

**Motivation influences investment and perseverance**

**Goals also influence openness to/interest in feedback**

***III. Assessing Interests – [ 1 & 3 ]***

- 1. What is authentic learning?**
- 2. What is authentic assessment & feedback?**
- 3. Why might learners need authentic A&F?**
- 4. Why do learners so often ignore feedback?**
- 5. What kinds of A&F do learners need?**
- 6. When is feedback most effective?**
- 7. Whose feedback is most effective for what?**
- 8. How can we ensure feedback is taken seriously?**
- 9. How can we be authentic and efficient?**
- 10. Write in your question: \_\_\_\_\_**

**Suppose “*What is authentic learning*”  
got the most votes . . .**

**How would you define it?**

# ***Authentic*** typically denotes

**True-to-life, real-world**

**True to facts/evidence**

**True to one's self/character**

## ***Page 2 – Bottom half – [ 1 & 3 ]***

### ***IV. The Plus-Minus-Question Mark Technique***

- Formative and summative assessment
- Motivated reasoning
- Confirmation bias
- Stereotype threat
- *Bus, Parrot & Parking Lot Tests*
- *Effect size*
- Cognitive load
- Metacognition
- *The Dance Floor & The Balcony*
- Reflection
- Deliberate practice
- Novice-Expert differences

## ***Second “Balcony” Question***

**If you followed directions:**

**Are you more interested in  
the list of terms on page 2  
than you would have been if I’d  
simply told that information to you?**



## ***XIV. Seven Levers for Deeper Learning***

- 1. Become aware of prior knowledge, beliefs & values***
- 2. Set high, meaningful goals and expectations***
- 3. Learn how to learn effectively***
- 4. Understand assessment criteria and standards***
- 5. Seek and find connections and applications***
- 6. Collaborate effectively***
- 7. Invest actively engaged time and effort***

**V. Six Dimensions of Higher Learning Outcomes [ 1, 2 & 4 ]**

***% Your Past?***

***% Their Future?***

_____	<b><i>Factual Learning</i></b>	_____
_____	<b><i>Conceptual Learning</i></b>	_____
_____	<b><i>Procedural Learning</i></b>	_____
_____	<b><i>Conditional Learning</i></b>	_____
_____	<b><i>Metacognitive Learning</i></b>	_____
_____	<b><i>Reflective Learning</i></b>	_____
<b>100%</b>		<b>100%</b>

### ***3<sup>rd</sup> Balcony Question***

**Which of those six dimensions needs and deserves the most focus if we aim to foster:**

**Creative thinking?**

**Problem-solving?**

**Innovation?**

**Lifelong learning?**

# **Metacognition involves . . .**

- **Self-Awareness**

Knowing that and when you are thinking

- **Self-Monitoring**

Noticing the quality/intensity of your thinking

- **Self-Regulation**

Directing/Correcting your thinking

**Reflection requires metacognition,  
but goes beyond it to affect/change  
values, beliefs, actions and/or habits**

# ***A Reflection-in-Action Exercise***

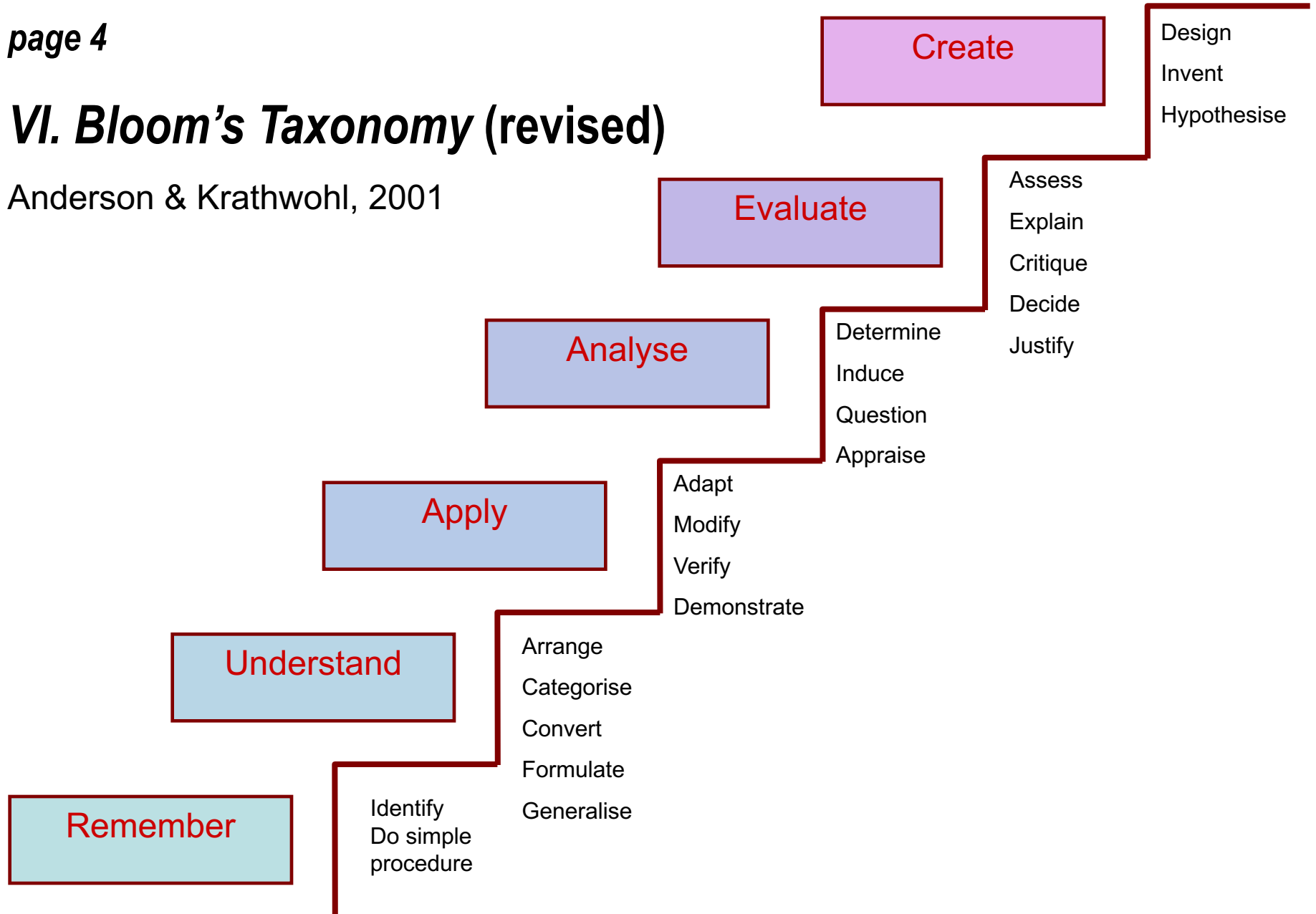
**Rate your own learning approach thus far in the session:**

- 1. Disengaged** *(I don't see the point, or I already know all this.)*
- 2. Semi-attentive** *(Checking in and out, per my interests.)*
- 3. Engaged recipient** *(I'm taking it all in, but quietly.)*
- 4. Active Participant** *(I'm contributing & cooperating.)*
- 5. Reflective Synthesizer**  
*(I'm making connections to prior knowledge/experience  
and imagining how I might use this in my future work.)*

Adapted from: Guskey, T. R. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press, p. 135.

## VI. Bloom's Taxonomy (revised)

Anderson & Krathwohl, 2001



***Page 4 – bottom***

***“Blooming”*** – [ 1, 3 & 4 ]

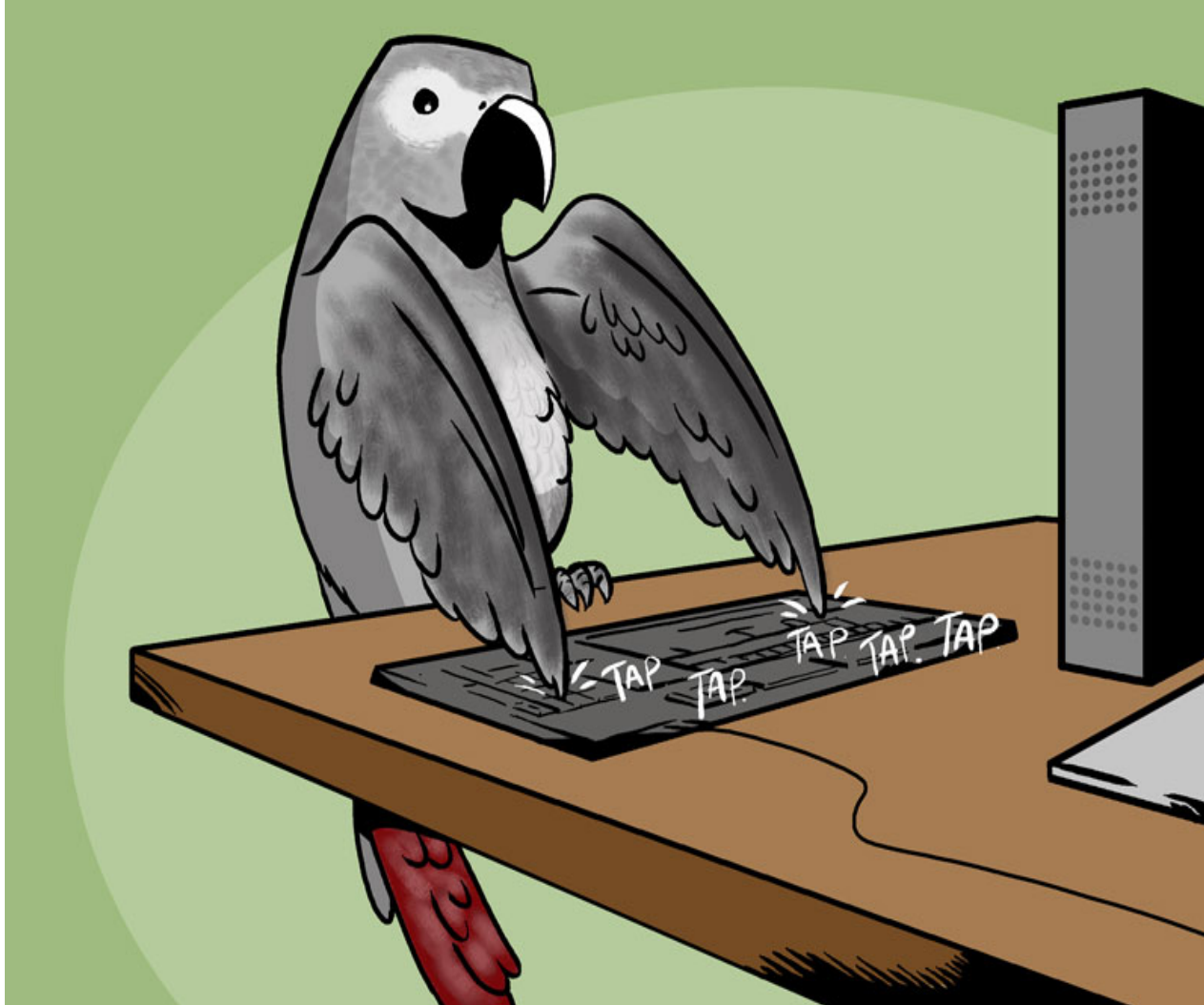
*Page 4*

## **Categorizing Questions by Bloom's Taxonomy Levels (Blooming)**

By systematically varying the elements of the task, we can better assess and promote transfer and deep learning.



# The Parrot Test



**Free Bonus  
Content!**

**HOT HIPs**

# **HOT HIPs!**

## **Higher Order Thinking**

**can be promoted effectively through**

## **High-Impact Practices**

# ***HIPs – High-Impact Educational Practices***

- **First-Year Seminars and Experiences**
- **Learning Communities**
- **Collaborative Assignments and Projects**
- **Undergraduate Research**
- **Diversity/Global Learning**
- **Service Learning/Community-Based Learning**
- **Clinical Placements/Internships/Co-ops**
- **Capstone Courses and Projects**
- **Writing-Intensive Courses**

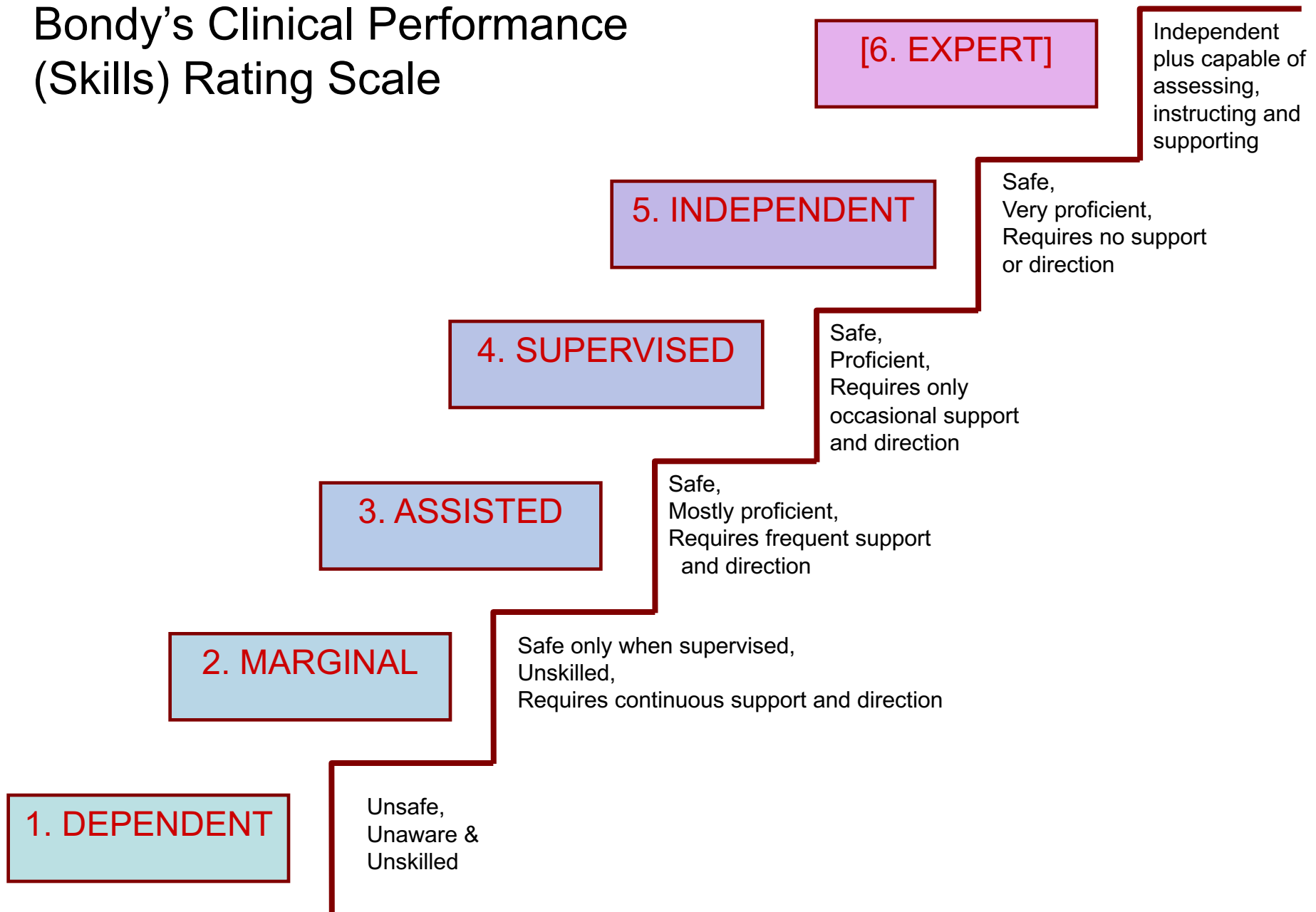
# What makes these HIPs so HOT?

- **High expectations**
- **Explicit direct instruction**
- **Metacognitive scaffolding**
- **Deliberate practice**
- **Effective feedback**
- **Focused collaboration**

***Page 5 - top***

## ***VII. The Bondy Scale – [ 1, 3 & 4 ]***

# Bondy's Clinical Performance (Skills) Rating Scale



***Page 6 -***

***VIII. A sample rubric – [ 4, 6 & 7 ]***



## ***Why Give Learners Feedback?***

- **TO IMPROVE PERFORMANCE & ACADEMIC SUCCESS**
- **TO INCREASE INTEREST & MOTIVATION TO LEARN**
- **TO ILLUMINATE AND UNDERMINE MISCONCEPTIONS**
- **TO PROMOTE SELF-ASSESSMENT & SELF-REGULATION**
- **TO DEVELOP INDEPENDENCE AS LIFELONG LEARNERS**

# ***TO USE FEEDBACK WELL, LEARNERS NEED M.O.M.***

- **M**OTIVATION — *COMPELLING REASONS TO USE IT*
- **O**PPORTUNITIES — *FOR SAFE, GUIDED PRACTICE*
- **M**EANS — *KNOWLEDGE & SKILLS FOR IMPROVEMENT*

***Handout Page 7 – Bottom third***

***THE ORDER IN WHICH WE GIVE FEEDBACK MATTERS***

**CONSIDER THE FOLLOWING FIVE STEPS:**

**1<sup>ST</sup> - GOOD NEWS: WHAT WAS DONE *WELL***

**2<sup>ND</sup> - BAD NEWS: WHAT STILL NEEDS *IMPROVEMENT***

**3<sup>RD</sup> - OPTIONS: WHAT *CAN BE DONE* TO IMPROVE IT**

**4<sup>TH</sup> - PLANS: WHAT THE LEARNER *INTENDS* TO DO**

**5<sup>TH</sup> - COMMITMENTS: WHAT BOTH PARTIES *AGREE* TO DO,  
HOW, TO WHAT STANDARD, AND BY WHEN**

# ***HAVE YOU HEARD OF THE “FEEDBACK SANDWICH”?***

**It's not very nutritious**

***Page 8 - top***

## ***X. Effective, authentic feedback***

***Page 8 – Bottom half***

## ***XI. The GIFT***

***Page 9***

## ***XII. A Draft Course/Teaching Feedback Form***

What values do our course and teaching evaluation systems convey to students?

To faculty?

*"The effectiveness of teaching  
is best evaluated  
by what the students do  
when the teacher  
is not present."*



# *Applications Card – [ 5 ]*

*Interesting*

**IDEAS/TECHNIQUES**

*Possible*

**APPLICATIONS**

## ***XIV. Seven Levers for Deeper Learning***

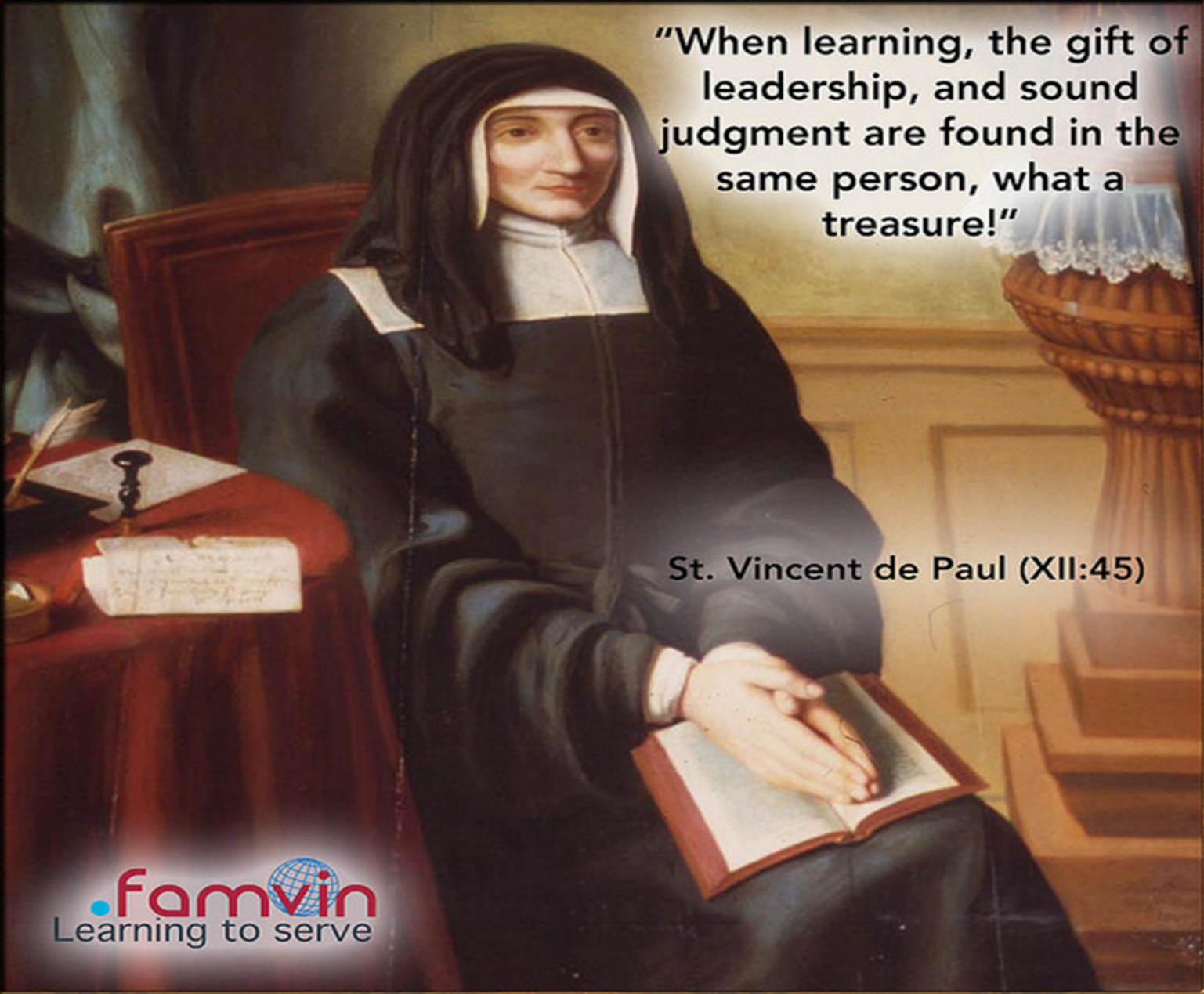
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A portrait of St. Vincent de Paul, a French Catholic priest and missionary. He is depicted as a man with a serene expression, wearing a dark habit with a white collar and a black veil. He is seated in a wooden chair, holding an open book in his lap with both hands. To his left is a small wooden table with a red cloth, holding a quill pen and a small book. To his right is a large, ornate, empty vase. The background is a simple, light-colored wall.

**"When learning, the gift of leadership, and sound judgment are found in the same person, what a treasure!"**

**St. Vincent de Paul (XII:45)**

# *Applications Card – [ 5 ]*

*Interesting*

**IDEAS/TECHNIQUES**

*Possible*

**APPLICATIONS**

# **The Parking Lot Test**

# What, Why and How

Choose one of your possible applications.

Prepare to answer the three questions below about that specific application:

- What is it?
- Why do you think it might be useful?
- How do you think you might use it?

*Thanks for your time  
and participation.*

*I look forward to learning  
from you today.*