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.

_________________________________________

_________________________________________

_________________________________________
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?
II. Assessing Goals [ 2 ]

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

_________________________________________

_________________________________________

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

<table>
<thead>
<tr>
<th>Ideas/Techniques</th>
<th>Possible Applications</th>
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</table>

*Page 10 – Top half*
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
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]

<table>
<thead>
<tr>
<th>% Your Past?</th>
<th>% Their Future?</th>
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<tbody>
<tr>
<td></td>
<td>Factual Learning</td>
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<td></td>
<td>Conceptual Learning</td>
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<td>Procedural Learning</td>
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<td>Conditional Learning</td>
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<td></td>
<td>Metacognitive Learning</td>
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<td></td>
<td>Reflective Learning</td>
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</tbody>
</table>

100% 100%
3rd 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.)

VI. Bloom’s Taxonomy (revised)

Anderson & Krathwohl, 2001

- Remember
  - Identify
  - Do simple procedure

- Understand
  - Arrange
  - Categorise
  - Convert
  - Formulate
  - Generalise

- Apply
  - Adapt
  - Modify
  - Verify
  - Demonstrate

- Analyse
  - Determine
  - Induce
  - Question
  - Appraise

- Evaluate
  - Assess
  - Explain
  - Critique
  - Decide
  - Justify

- Create
  - Design
  - Invent
  - Hypothesise
“Blooming” – [1, 3 & 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
VII. The Bondy Scale – [ 1, 3 & 4 ]
1. DEPENDENT
  Unsafe, Unaware & Unskilled

2. MARGINAL
  Safe only when supervised, Unskilled, Requires continuous support and direction

3. ASSISTED
  Safe, Mostly proficient, Requires frequent support and direction

4. SUPERVISED
  Safe, Proficient, Requires only occasional support and direction

5. INDEPENDENT
  Safe, Very proficient, Requires no support or direction

[6. EXPERT]
  Independent plus capable of assessing, instructing and supporting
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.

• **Motivation** — Compelling Reasons to Use It
• **Opportunities** — For Safe, Guided Practice
• **Means** — Knowledge & Skills for Improvement
THE ORDER IN WHICH WE GIVE FEEDBACK MATTERS

CONSIDER THE FOLLOWING FIVE STEPS:

1ST - GOOD NEWS: WHAT WAS DONE WELL

2ND - BAD NEWS: WHAT STILL NEEDS IMPROVEMENT

3RD - OPTIONS: WHAT CAN BE DONE TO IMPROVE IT

4TH - PLANS: WHAT THE LEARNER INTENDS TO DO

5TH - 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
X. Effective, authentic feedback
XI. The GIFT
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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True to one’s self/character
“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.