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Nota di contenuto	Cover; Contents; Acknowledgments; Preface to the Second Edition; 1 DEVELOPING A COLLECTIVE INSTITUTIONAL COMMITMENT; A Culture of Inquiry; Dialogue About Teaching and Learning Across the Institution; Anatomy of the Collaborative Assessment Process; Viewing the Process at Work; Planning the Assessment Process Backward; Principles of an Inclusive Commitment; Accountability; The International Context: The Bologna Process; The Science of Learning; The Scholarship of Teaching and Learning; Disciplinary and Professional Organizations' Focus on Student Learning Institutional Focus on Learning-Centeredness Institutional Focus on Becoming a Learning Organization; Establishing Interrelated Positions of Inquiry in a Learning Organization; The Institution's Positions of Inquiry; Students' Positions of Inquiry; Educators' Positions of Inquiry; Roles and Responsibilities Across the Institution; Presidents, Chancellors, System Heads, and Senior-Level Administrators; Boards of Trustees; Campus Leaders; Faculty, Administrators, Staff, Students, and Other Contributors to Student Learning; An Institution's Principles-of-Commitment Statement Contexts to Ground the Commitment Higher Education's Ownership; Works Cited; Additional Resources; Worksheets, Guides, and Exercises; 2 BEGINNING WITH DIALOGUE ABOUT TEACHING AND LEARNING; The Continuum of Learning: Beyond an Aggregation of Courses, Credits,

and Seat Time; A Focus on Integration; Coordinating Committees; A Campus-Wide Assessment Committee; Program- or Department-Level Assessment Committees; Dialogue Focused on Expectations for Student Learning; Dialogue Focused on the Design of the Curriculum and Co-Curriculum
Curricular and Co-Curricular Maps and Inventories of Educational Practices
Maps; Inventories of Educational Practices; The Design of Our Work; Works Cited; Additional Resources; Worksheets, Guides, and Exercises; Appendix 2.1 Student Engagement in a General Education Science Course; Appendix 2.2 Sample Pages from Business Administration Map; Appendix 2.3 Partial Department Curriculum Map Identifying Where and at What Level General Education Outcomes Are Addressed in the Physics Curriculum, How Students Learn Those Outcomes, and How They Are Assessed for Their Learning
Appendix 2.4 Coding for Curricular Mapping (Ohio State University: Pharmacy)³ MAKING CLAIMS ABOUT STUDENT LEARNING WITHIN CONTEXTS FOR LEARNING; Outcome Statements; Characteristics of Institution- and Program-Level Learning Outcome Statements; Difference Between Program or Institutional Objectives and Learning Objectives; Levels of Learning Outcome Statements; Taxonomies; Collaboration to Develop and Review Outcome Statements; Strategies for Developing Outcome Statements; Strategy 1: Mission Statements; Strategy 2: Professional Organizations; Strategy 3: Student Work
Strategy 4: An Epistemological and Ethnographic Process

Sommario/riassunto

Peggy Maki updates and expands the contents of her acclaimed first edition to reflect changes in assessment practices and developments over the prior seven years, such as the development of technology-enabled assessment methods and the national need for institutions to demonstrate that they are using results to improve student learning. This book is designed to assist colleges and universities build a sustainable commitment to assessing student learning at both the institution and program levels. It provides the tools for collective inquiry among faculty, staff, administrators and students to
