

Reflective Narratives Mapped to Learning Objectives Prove More Beneficial than Quizzes

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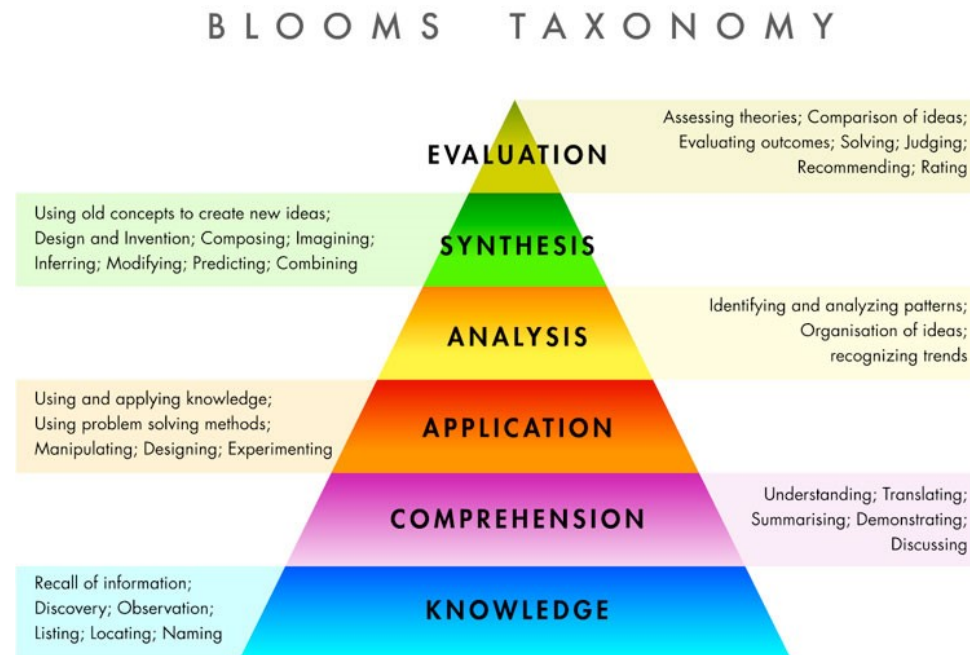
NACTA

Purpose of Reflective Narratives and Quantitative Assessment

Identify more effective methods to assess learning objectives in courses that have affective and cognitive learning outcomes

- How to map the learning assessment to the stated learning objectives in a formative way (Ewell, et al 2013; Hansen 2011; Biggs 2003;)

- How to assess learning at the cognitive level we intend and teach (Bloom 1968; Anderson 1993)

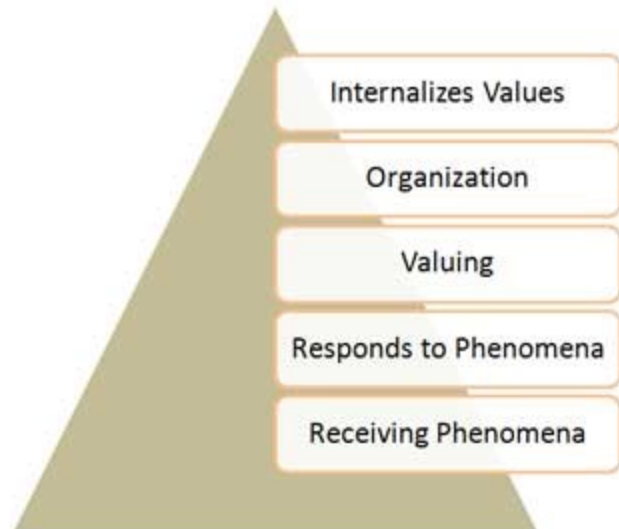


In lieu of quizzes

Two-part reflections with part one being:

“Please type a 250-word narrative abstract reflection of how you react to what you have learned and how this impacted your understanding the course topics to-date in this word document here:”

(Simonson and Maushak 2001; Miller 2005; Bolin 2006)



Bloom's Taxonomy: The Affective Domain

In lieu of quizzes

- Part two is “Considering the course and experiences to date, please help us reflect on how the class is addressing each statement by rating how you feel that the following goals are occurring:”. Students rated their understanding of the stated course learning outcomes on a 1 (not at all) to a 5-6 (somewhat) and a 10 (very successfully).
- Maps learning experiences in a specific time period of course to individual learning objectives in a formative manner. (Ewell, et al 2013)

Context Example

YDAE 49100 Explorations in Human Cultural Diversity: Humans and Animals in Peru

Course learning objectives

Upon completion of this course, students will be able to:

- Identify the various factors of environment, climate, biodiversity, and human culture that impact human relationships with animals
- Speak knowledgably about the people, history, cultures, and environments of Peru
- Apply the methods of ethnography to ask questions and seek information about another culture
- Articulate how this knowledge furthers their understanding of their own cultural worldview and cultural biases
- Interact willingly and fruitfully across language divides with members of another culture

YDAE 49100 “Reflective Quiz 1”

Part One: Please type a 250-word narrative abstract reflection of how you react to what you have learned and how this impacted your understanding the course topics to-date (through Friday, February 12) in this word document here:

Considering the course and experiences to date, please help us reflect on how the class is addressing each statement by rating (bold or underline) how you feel that the following goals are occurring:

1. Identify the various factors of environment, climate, biodiversity, and human culture that impact human relationships with animals

not at all _____ somewhat _____ very successfully
1 2 3 4 5 6 7 8 9 10

2. Speak knowledgably about the people, history, cultures, and environments of Peru

not at all _____ somewhat _____ very successfully
1 2 3 4 5 6 7 8 9 10

a Graduate-level Context Example

International Engagement & Development Strategies

Course Learning Objectives:

- enhance culturally appropriate application of disciplinary of knowledge and technologies for agriculture, food, natural resources and related sciences in development programs
- increase students' intercultural effectiveness and their critical and creative thinking skills for different contexts in appropriate applications of scientific research as creative interventions and evaluation
- enhance oral and written communication skills, tolerance of ambiguity, and adaptability
- increase students' use of appropriate theoretical frameworks for engaging stakeholders in assessment methods leading to the identification of root causes of development issues in order to create sustainable impact
- apply principals and applications of ethical decision making and professional development

AGR 59500 “Spring, 2016 Course Reflection”

Considering the learning objectives below AND YOUR expectations for the course, please help the course leadership team evaluate week of the course and the overall outcomes and improvements for you personally.

Course Learning Objectives: provided

Under each week/experience please rate **(highlight)** how you feel that the following experience contributed to your collective learning and under the rating scale of each, briefly comment on why you responded the way you did.

AGR 59500 “Spring, 2016 Course Reflection”

Considering the learning objectives below AND YOUR expectations for the course, please help the course leadership team evaluate week of the course and the overall outcomes and improvements for you personally.

Course Learning Objectives: provided

Under each week/experience please rate **(highlight)** how you feel that the following experience contributed to your collective learning and under the rating scale of each, briefly comment on why you responded the way you did.

Examples available

Conclusions

- Not only did the narrative abstracts reveal more thoughtful learning and connections between topics and applications,
- the numeric results of the Likert-scale method allowed clear indication of the student's self-perceived accomplishment of the course learning objectives.

Course level and student attitudes

- This innovative method of assessing learning increased reflective learning and was much more appreciated by the graduate students than the undergraduate students.
- Lower division undergraduate are not accustomed to expressing affective attributes and struggle more with high order of thinking
- Unless our learning objectives and instruction pedagogies takes them there.

Thank You!

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