

#QMConnectPersonalizedAssessment

This poster session will address and demonstrate various techniques used for thoughtful student reflections through a variety of tools, which, in turn, can be present in assessment. This is important because as personalized learning becomes the norm, what are we doing to achieve a parallel outcome?

Guiding Questions

- What if the student is the driver and educators ask students what they want to be assessed on?
- Does Customizing Assessments Authenticate Student Outcomes/Efficacy/Performance?
- As personalized learning becomes the latest educational buzzword, what about the outcome?

Link to my teaching: This is a practice, which I have begun in my general education course (spch 1203). I started with that course, because I have the most student numbers and teach it every semester. By extension, I can use it in any course, but I am particularly interested in the online environment as personalized learning, etc., is critical there. I have solid student retention numbers, but I would like to discover whether these techniques solidify the learning outcomes. I plan to take it to IRB this year, so that I can get actual numbers and more data.

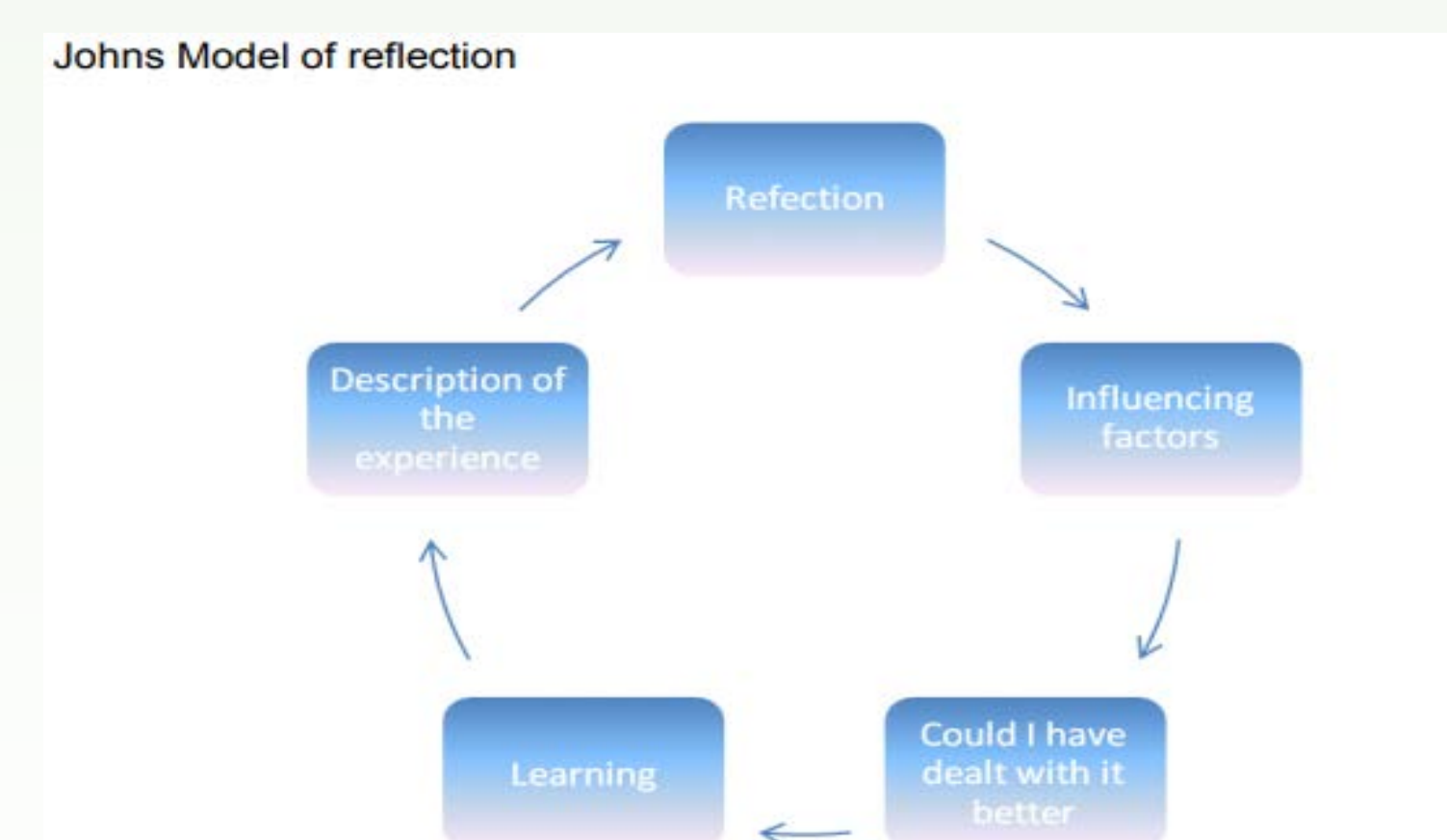
Introduction

Students in an online introductory college-level speech course were asked what were their own assessment concerns and needs within the parameters of the course learning objectives. Students then decided what areas were most important for the instructor to review, critique, and grade. The opportunity was introduced after students critiqued their first speech. This is particularly important in a performance-based course because students need to address many paralinguistic techniques simultaneously.

The basic idea is for students to do the activity, take it in the observations of peers and instructor with their own input. After describing the experience, students reflect and decide what factors they will strive to improve. In turn, peers and instructors will focus on that criteria particularly while adhering to the broader rubric.

Methods

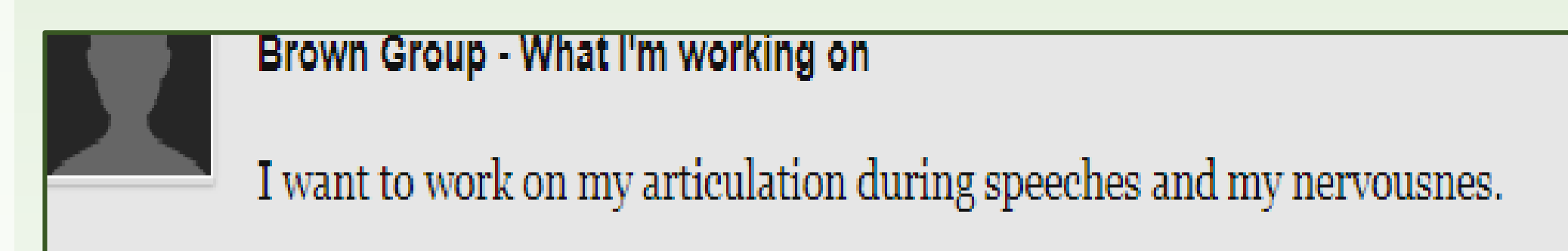
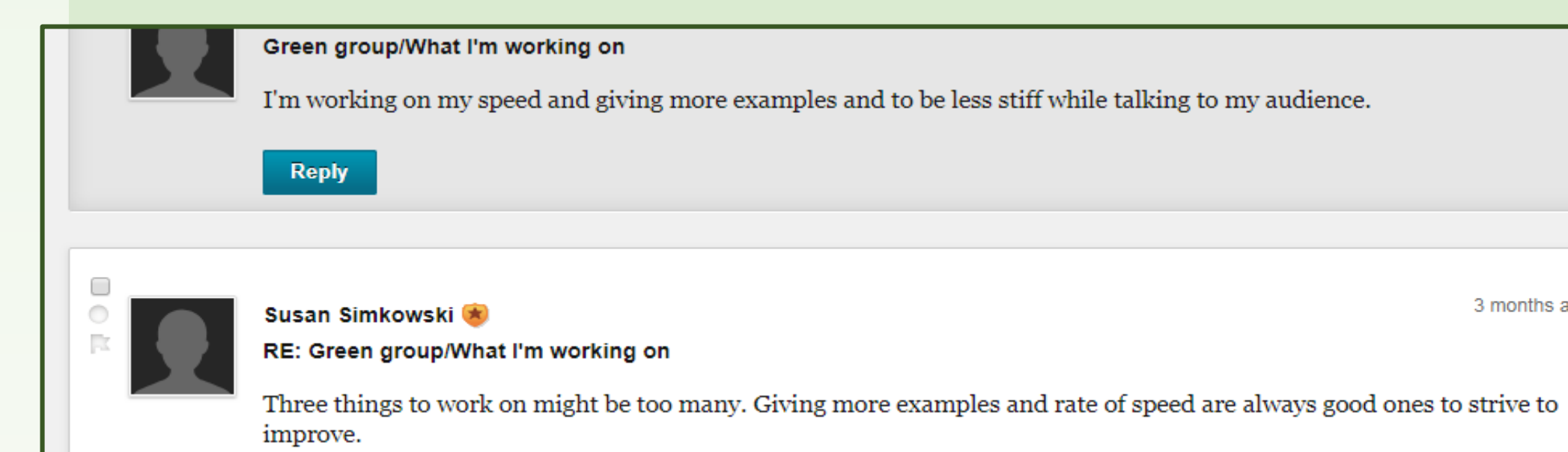
The approach is based in differentiated instruction, Bloom's Revised Taxonomy and Boud's (1985) and Johns' (2017) models of reflection. In many ways, this is differentiated evaluation. In the past, instructors gave the standard evaluation to students to fill out based on strengths and weaknesses of performance



Results

When the rubric allowed for instructors to personalize the assessment towards the needs of the individual student, the student outcomes do become stronger as demonstrated through approximately 75 students that have been given the opportunity to customize assessment. To this end, the student becomes authentically involved not only with learning, but understanding the levels of their own improvement and outcome.

Through individualized evaluation between student and instructor, a keener focus of the outcomes can be accomplished. Besides student self-reflection strategies, participants will have access to the flexible rubric used for assessment.



References

- Anderson, L.W. & Krathwohl, D.R. (2001). *A taxonomy for learning, teaching, and assessing*. Abridged ed. Boston, MA: Allyn & Bacon.
- Boud, D., Keogh, R. & Walker, D. (Eds). (1985). *Reflection: Turning experience into learning*. London: Kogan Page.
- Johns, C. (2017). *Becoming a reflective practitioner* (5th ed.). Hoboken, NJ: Wiley-Blackwell.
- Tomlinson, C.A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). Alexandria, VA: ASCD.

Conclusion/Lessons learned

- Issues with peer evaluations
- LMS grouping problems
- Added workload
- Student engagement in own learning

While the idea was for students to do the activity, take it in the observations of peers and instructor with their own input, students were often left waiting for evaluations from their peers. At this juncture, I would recommend eliminating that step in the process. I discovered that the Learning Management System (LMS) that we use, Blackboard, does easily make groups for the instructor to review. In turn, the group feature on McGraw-Hill's Connect works better for the instructor, but often confuses students.

I believe this type of processed reflection not only synthesizes a bond between instructor and student, but makes the student involved in the grading and assessment process.

Lastly, it adds to workload and at this point in time, I don't have enough data to demonstrate a positive outcome.

Contact

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I completely agree with my evaluation; I tend to have a problem with eye contact even when speaking in a day-to-day setting.. I just tend to look down for reassurance but that is something that needs to be worked on!

The only negative thing is that it seemed to be almost impossible to get an evaluation from my peers! I just hate having to rely on others but, I appreciate the feedback! :) Because you know how it is when you ask your family for their opinions; most of the time they just tell you what you want to hear and don't give you any constructive criticism.