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Assessment: Motivating, Support and Evaluating Learning. Student and Faculty Experiences and Perspectives

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Taylor Institute Teaching Community

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ASSESSMENT: MOTIVATING TEAM

Faculty of Nursing
University of Calgary

Pass/Fail assessment strategies are often used in professional faculties as a means to measure practice competency. The literature indicates that this method has benefits for students' overall wellbeing and contributes to the development of individual learning goals through self-assessment and ultimately life-long learning. Limitations of this evaluation method are that students may feel decreased motivation or may feel the need to prioritize between graded and pass/fail courses. Our team will discuss strategies that support intrinsic and extrinsic motivation for pass/fail assessment.

Faculty Amanda O'Rae

Amanda has been part of the Faculty of Nursing at the University of Calgary since 2009, first as a sessional instructor and now as a tenure track instructor. Currently, her main teaching focus is on public health practice from a population health approach and the role of the nurse in community development and health promotion. Her scholarship interests lie in the enhancement of teaching pedagogy relevant to nursing education in order to contribute to the development of life-long learners and engagement in the classroom.

Student Joshua Nicholas

Joshua is a second year nursing student at the University of Calgary. Through this program he has had the opportunity to participate in projects such as establishing a focus group among community stakeholders in Calgary's East Village. This team initiative is an example of the program's integration of lecture material with practical nursing experience. Joshua received a BHSc honors degree in Health and Society from the University of Calgary in 2013. His international experience includes a one year exchange program to the National University of Singapore.

ASSESSMENT: SUPPORTING TEAM

Faculty of Arts: History Department
University of Calgary

Supporting students while they are writing essays can be particularly challenging in large service classes, both because of the poor instructor-to-student ratio, and because many students lack previous writing experience. Our team will discuss the value and limitations of various tools we have used in first and second year History courses to support essay writing. These include the use of customized handbooks, course readers, model essays, and grading rubrics.

Faculty Ken MacMillan

Ken is a Professor of History at the University of Calgary. He is the author of three books and dozens of essays on the subject of English and Atlantic legal and constitutional history. He has received numerous teaching awards, including the Students' Union Teaching Excellence Award, the Killam Award for Leadership in Teaching, and, in 2014, the University of Calgary Teaching Award.

Student Madeline Wood

Madeline is a PhD candidate in the Department of History at the University of Calgary. Trained as a lawyer and Atlantic historian, her dissertation examines the relationship between African slavery and Atlantic law through a microhistorical examination of the killing of a young slave boy, and the trial and conviction of his murderer. Madeline has worked with Ken MacMillan as a teaching assistant in many first and second year History courses.

ASSESSMENT: EVALUATING TEAM
Faculty of Science: Biological Sciences
University of Calgary

Tests and exams are often viewed solely as means to evaluate students and determine grades, but these assessments can also be learning experiences for both students and instructors. Our team will discuss our experiences with two-stage tests (team tests) and exam wrappers, two assessment strategies that both students and the instructor found to be effective in a third-year biology course. These strategies help instructors determine the most effective use of class time, provide timely feedback to students, and encourage students to reflect on their learning.

Faculty
Heather Addy

Heather is a Senior Instructor in the Biological Sciences Department at the University of Calgary. Since 1998, she has taught extensively in introductory biology courses as well as courses in plant and fungal biology. She is particularly interested in collaborative learning methods such as incorporating class representatives into her courses, and has recently started teaching using team-based learning. She is a recent recipient of a Students' Union Teaching Excellence Award and a 2014 University of Calgary Teaching Award.

Student
Nela Cosic

Nela is a third-year undergraduate student at the University of Calgary, majoring in Biological Sciences. She has been involved in numerous activities on and off campus, acting as a research assistant at the Alberta Children's Hospital, a class representative for undergraduate biology courses, and an executive member of UofC Students' Union clubs. She hopes to pursue a medical career and contribute to health-and-wellness-related research.

Conference on Postsecondary
 Learning and Teaching



Student/Faculty Panel Presentation

Assessment: Motivating, Supporting and Evaluating Learning
 Student and faculty experiences and perspectives

Chair: Cheryl Jeffs	Welcome and introductions		
Theme	Faculty/Dept	Faculty presenter	Student presenter
MOTIVATING	Faculty of Nursing	Amanda O'Rae	Joshua Nicholas
SUPPORTING	Department of History	Ken MacMillan	Madeline Wood
EVALUATING	Department of Biological Sciences	Heather Addy	Nela Cosic
Cheryl Jeffs	Q & A		

Wednesday, May 14 2014
9 - 10:15 a.m.
MacEwan Ballroom