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Student-Centered Assessment

Applications in Kinesiology & the Health Sciences

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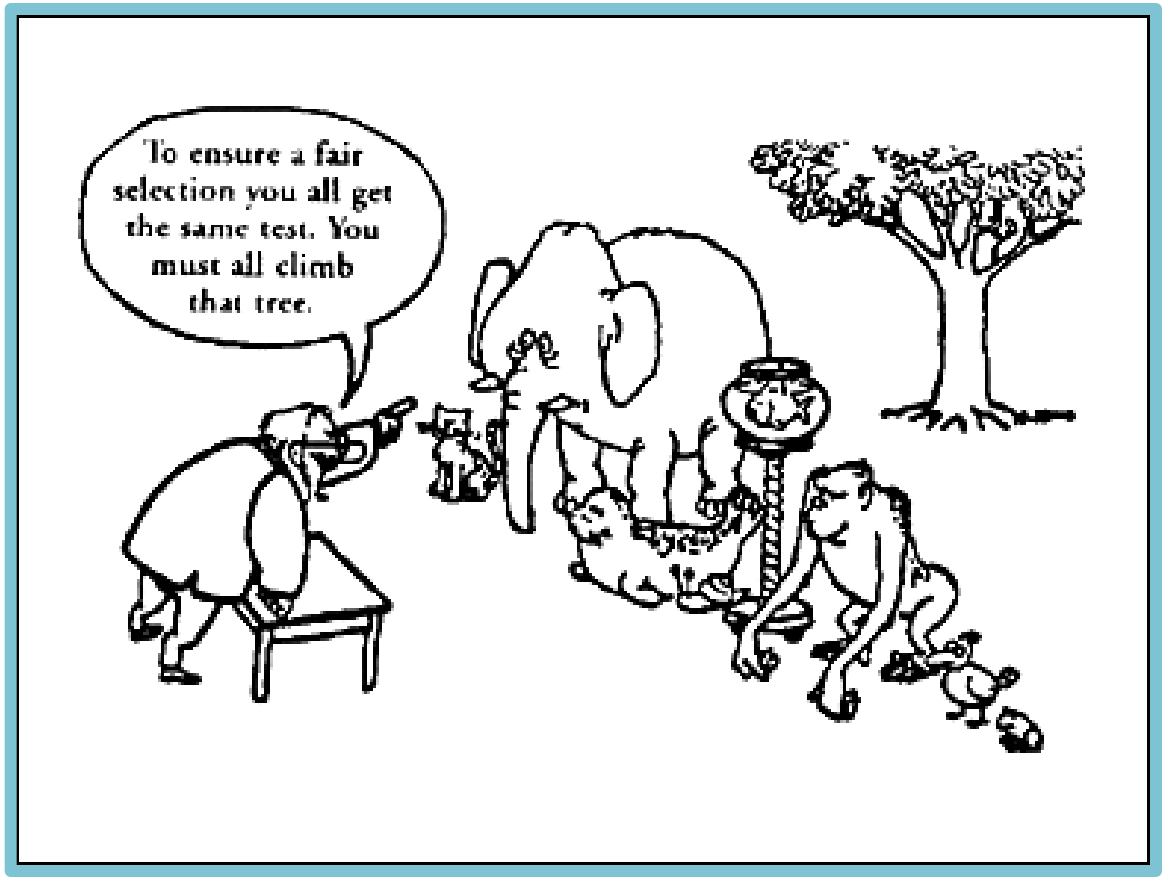
Student-Centered Assessment?



"To ensure a fair selection you all get the same test. You must all climb that tree."

Purpose

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- This presentation is designed for participants interested in assessment as a shared responsibility between student and educator.
- Student-centered assessment is multifaceted, encompassing student involvement in the learning and assessment process.
- The connection between learning outcomes, learning activities, and demonstration and assessment of learning will be briefly discussed.
- Participants will be lead into guided discussion associated with the many different ways that learning can be demonstrated and assessed in classroom, laboratory, experiential, and clinical settings.

Overview

How is student-centered assessment described?

- A technique that involves or engages the student in examining their own learning
- The primary focus is on learning
- Utilizes authentic assessments and self-reflection
- Environment is cooperative, collaborative, and supportive
- Teaching and assessing are intertwined

What are some distinguishing characteristics of student-centered assessment?

- Students are actively involved in the learning process
- Time on task can be adjusted to students' needs
- Fosters collaboration (student-student, student-faculty)
- Allows for diverse talents and learning styles
- Enhances synthesis of experiences
- Fosters ongoing practice of learned skills

Reference: Huba & Freed (2000)

What are the key elements of assessment activities that also serve to enhance learning?

- **Authentic Tasks**
  Active demonstration of learning and application of content
- **Clear Criteria and Standards**
  Specific criteria with levels of achievement
- **Opportunities for Self-Assessment**
  Self-assessment and reflection of own performance
- **Feedback**
  Immediate, frequent, and informative

Reference: Fink (2007)

What are some examples of student-centered assessment techniques?

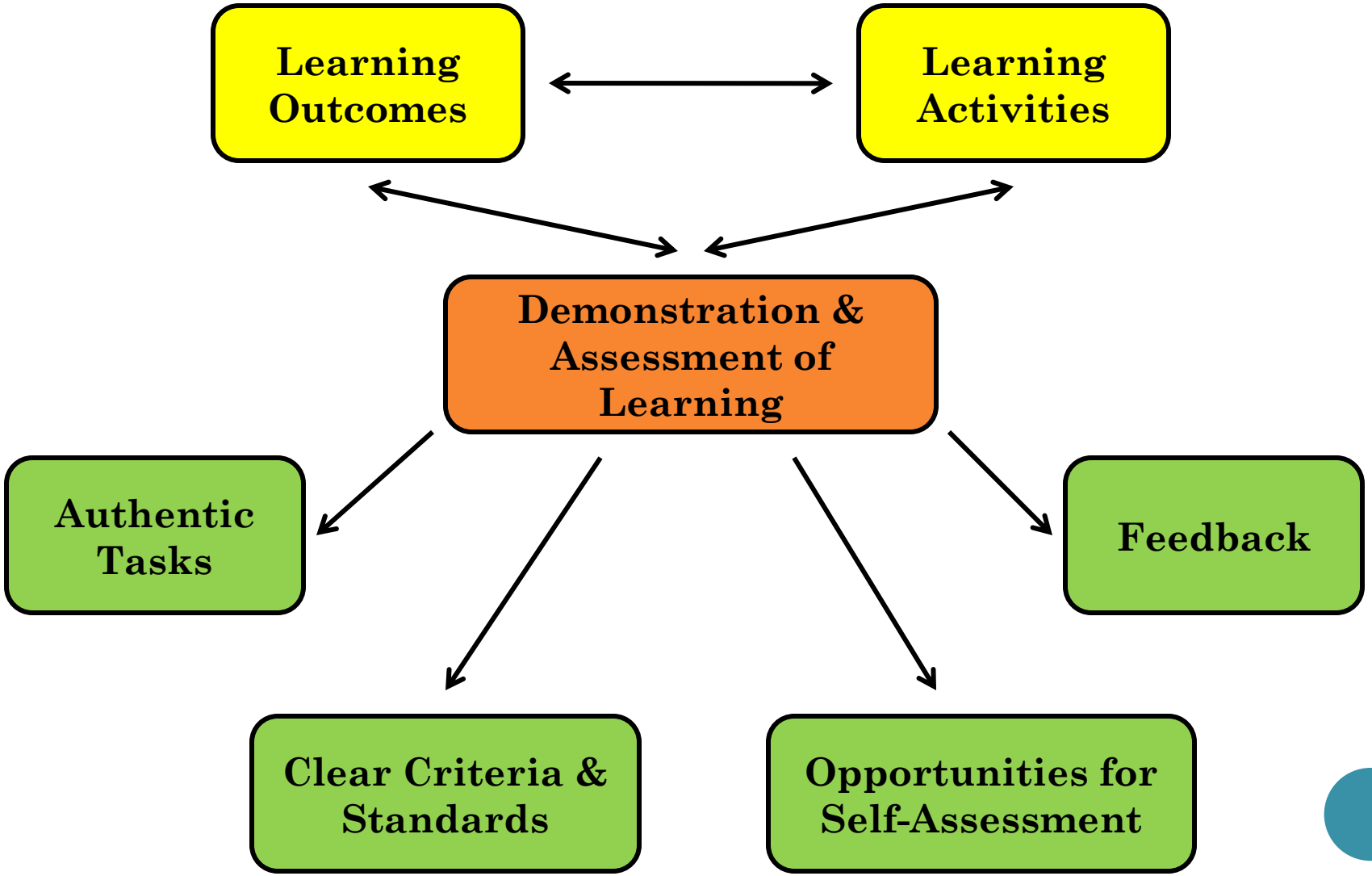
- 1-minute papers
- Blogs
- Case studies
- Creative writing
- Conducting experiments
- Capstone experiences
- Debates
- Demonstration of skills
- Discussion boards
- Essays
- Event, performance tasks
- Exhibits
- Individual or group projects
- Grant writing
- Historical fiction
- Journals
- Logs (e.g., food log)
- Observation
- Oral presentations

What are some examples of student-centered assessment techniques?

- Peer assessing
- Peer editing
- Peer feedback
- Peer tutoring
- Papers
- Performances
- Problem solving exercises
- Poetry
- Portfolios
- Posters or bulletin boards
- Quick assignments
- Readiness Assurance Test (RAT)
- Reports
- Research, research papers
- Role play or scenarios
- Self-assessments
- Self reflection papers
- Short-answer questions
- Worksheets

Connections

Connections



Applications

Physical Education

Physical Education Teacher Education

- **Learning Outcome(s)**
  - Student will be able to teach skills and application lesson plans for a Team Sport.

- **Learning Activities**
  - Read - important chapters or articles
  - Lecture - instructor discusses important information
  - In-class activity - present knowledge about their Team Sport
  - Group work - student teaches a small group of students their Team Sport

Physical Education Teacher Education

- **Demonstration & Assessment of Learning**
  - **Authentic Task(s)**
    - Peer Teaching their Team Sport
  - **Clear Criteria & Standards**
    - Readied equipment
    - Organized for safety
    - Readdressed off-task behavior
    - Provided corrective feedback
    - Displayed a high level of enthusiasm
    - Transitioned smoothly from one activity to another

Physical Education Teacher Education

- **Demonstration & Assessment of Learning**
  - **Opportunities for Self-Assessment**
    - Instant debriefing with peers
    - Follow-up self-evaluation form
  - **Feedback**
    - Instant peer & instructor debriefing
    - Rubric

Description	Did Not Teach	Needs Improvement	Meets Expectations	Points Earned
1. Equipment ready before the lesson, if not what could he/she do during the next lesson? ____	0	1.0	2.0	
2. Appeared prepared to teach, if not what could he/she do during the next lesson? ____	0	1.5	3.0	
3. Lesson was organized for safety, if not what could he/she do during the next lesson? ____	0	1.0	2.0	
4. Followed lesson plan to best of ability, if not what could he/she do during the next lesson? ____	0	1.0	2.0	
5. Followed the 30-second rule*, if not what could he/she do during the next lesson? ____	0	1.0	2.0	
6. Kept 90% the student(s) on task and moving 80% of the lesson, if not what could he/she do during the next lesson? ____	0	2.0	4.0	
7. Off task behavior was redirected or appropriate use of a behavior management plan, if not what could he/she do during the next lesson? ____	0	1.0	2.0	
8. Able to adjust lesson plan as needed, if not what could he/she do during the next lesson? ____	0	2.5	3.0	
9. Appropriate corrective feedback was given to the student(s) (e.g., good arm swing), if not what could he/she do during the next lesson? ____	0	1.0	2.0	
10. Displayed a high level of enthusiasm during the lesson, if not what could s/he do during the next lesson? ____	0	2.0	4.0	
11. Supervised student(s) 100% of the time while the student(s) is on MSU campus, if not what could be done to help increase the percentage ____	0	1.0	2.0	
12. Transitioned from one activity area to another in a timely manner, if not what could be done to help decrease this transition time ____	0	1.0	2.0	
			Total Possible Points:	30.0
			Total Points Earned:	

Applications

Athletic Training

Athletic Training Education

- **Learning Outcome**
  - Students will apply basic concepts and evidence based approaches of therapeutic modalities.

- **Learning Activities**
  - Lecture – key concepts
  - Practice applications in labs
  - Locate and read related research articles
  - Debate (small groups)
    - Should electrical stimulation be used to treat pain?
    - Should ice be used in combination with intermittent compression?

Athletic Training Education

- **Demonstrations & Assessment of Learning**
  - **Authentic Tasks**
    - Lab applications
    - Debate
    - Self-evaluations
    - Peer-evaluations

Athletic Training Education

- **Demonstrations & Assessment of Learning**
  - **Clear Criteria & Standards**
    - Debate
      - Knows physiological functions
      - Has sufficient evidence to support position
        - Draws appropriate conclusions
      - Articulates position clearly
      - Presents fact rather than opinion
    - Audience
      - Determines if the student
        - Know physiological functions
        - Evidence supported position
        - Clearly articulated research & position
        - Position based on facts
        - Position was convincing

Athletic Training Education

- **Demonstrations & Assessment of Learning**
  - **Opportunities for Self-Assessment**
    - Journal before/after debate
  - **Feedback**
    - Instant peer & instructor feedback
    - Follow-up peer-evaluation form
    - Rubric

Applications

Health Sciences

Learning Through High Fidelity Simulation

- **Learning Outcome**
  - Students will demonstrate an ability to provide nursing care to a patient experiencing diabetic Ketoacidosis
  - Students may work individually or in group with assigned roles (e.g., direct care nurse, charge nurse, family) depending upon the scenarios

Learning Through High Fidelity Simulation

- **Learning Activities**
  - Pre-simulation learning activities (reading of text, articles, responding to proposed questions)
  - Respond to care needs presented by a scenario programmed into a high-fidelity simulator
  - Opportunity to stop care, receive feedback from instructor and/or peers, and redo care as necessary

- **Demonstrations & Assessment of Learning**
  - **Authentic Task**
    - Student must provide necessary care, including using clinical judgment to respond to changes in "patient's" condition.

Learning Through High Fidelity Simulation

- **Demonstrations & Assessment of Learning**
  - **Clear Criteria & Standards**
    - Scenario developer must determine specific student responses to changes in patient condition.
    - Student must provide care as defined by scenario developer
    - Evaluation instruments based on identification of critical psychomotor skills and clinical judgments.
  - **Opportunities for Self-Assessment**
    - Changes in patient condition as programmed
    - Instructor led questioning

Learning Through High Fidelity Simulation

- **Demonstrations & Assessment of Learning**
  - **Feedback**
    - Student response to own nursing actions/patient response during scenario
    - Peer response to nursing action/patient response during scenario
    - Instructor response to nursing/action/patient response during scenario
    - Group Debriefing after scenario
    - Evaluation using specific form developed in concert with instructor.
    - Performance can be videotaped for later review

Applications

Kinesiology

Sport & Exercise Psychology

- **Learning Outcome(s)**
  - Students will examine and discuss the relationship between personality and behavior in sport and exercise.

- **Learning Activities**
  - Assigned reading
  - Lecture
  - Class discussion
  - Personal assessments
  - Small group activities
  - Reflection paper

Sport & Exercise Psychology

- **Demonstration & Assessment of Learning**
  - **Authentic Task(s)**
    - Personal assessment – True Colors Personality Test
    - Personal assessment – Exercise Motivations Inventory
    - Reflection paper
  - **Clear Criteria & Standards**
    - Submitted results of True Colors Personality Test along with summary profile
    - Submitted completed Exercise Motivations Inventory along with calculation of results
    - Submitted evidence of small group participation
    - Submitted reflection paper with associated rubric

Sport & Exercise Psychology

- **Demonstration & Assessment of Learning**
  - **Opportunities for Self-Assessment**
    - Small group activities with peers
    - Reflection paper
  - **Feedback**
    - Peer and instructor feedback associated with small group activities
    - Instructor feedback associated with reflection paper
    - Rubric associated with reflection paper

Reflective Paper Rubric

	Beginning 10	Developing 15	Accomplished 20	Exemplary 25	Score
Reflective Statement Voice	No reflective statement presented.	Writing lacks independent & original thought, or expression of a personal tone.	Personal tone of writing is somewhat reflective of independent & original thought.	Writes using a personal tone that is reflective of independent & original thought.	
Strengths & Limitations	No reflective statement presented.	Inadequate reflection regarding what was learned about self, the meaning associated with the self-assessments, and the connections between the assessments.	Reflects on what was learned about self, the meaning derived from the self-assessments and the connections between the assessments; but, lacks detail or does not provide concrete examples.	Reflects on what was learned about self, the meaning derived from the self-assessments, and the connections between assessments; examples are concrete and detailed.	
Content	No reflective statement presented.	Does not utilize or refer to the information learned through the experience.	Uses information learned in the experience, but does not connect that information to an in-depth understanding of self.	Effectively uses information learned from the experience; makes connections that allow for an in-depth understanding of self.	
Conventions	Severe & pervasive errors that result in sentence incoherence.	Consistent errors that detract from meaning; weak sentence structure.	Sentences convey some meaning, but inconsistent errors interrupt flow and detract from meaning.	Well-organized; good sentence structure, flow, and transitions; very few errors; meaning clear.	
Comments				Exemplary 90-100 Accomplished 80-89 Acceptable 70-79	
				Total	

Discussion

Roundtable Groups

Roundtable Groups

1	• Develop a learning outcome.
2	• Identify a variety of learning activities.
3	• Identify ways students could demonstrate learning.
4	• Identify appropriated types of assessment tools.
5	• Share examples with large group.

Resources

Resources

- Bain, K. 2004). *What the best college teachers do.* Cambridge, MA: Harvard University Press.
- Fink, L.D. (2007, Winter). The power of course design to increase student engagement and learning. *Peer Review, 9(1),* 13-17.
- Huba, M.E., & Freed, J. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Needham, MA: Allyn & Bacon.
- Suskie, L. (2004). *Assessing student learning: A common sense guide*. San Francisco, CA: Anker Publishing.