

**Grad 965: Classroom Research and Assessment Methods
Summer 2002**

2 Credits

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GRAD 965: Classroom Research and Assessment Methods (The CRN is 30553)

We will examine methods used in classroom assessment and classroom research (in higher education as a way to improve teaching and learning in your classroom. Research project is required. 2 credits

Note: This course requires computer-based interaction between June 6 and July 9, 2001 using the central server at the University of New Hampshire. Students must possess the ability to access this server via the Internet.

Classes Meet: University of New Hampshire
Durham, New Hampshire
Location: Pettee Hall 106 and G10
Telephone: 603-862-3005

In-Class meetings: First Class: **June 4, 2002**; 9:00 a.m. - 4:00 p.m.
("Bring or buy your own" lunch break from 12:00 - 1:00 p.m.)

Last Class: **July 16, 2002**; 9:00 a.m.- 4:00 p.m.
("Bring or buy your own" lunch break from 12:00 - 1:00 p.m.)

Out-of-Class Work: June 5- July 15, 2002

This course uses Blackboard, a web-based product that allows students to complete significant amounts of the coursework on their own schedule. Assignments, course documents, discussion groups, and a chat room will be made available through Blackboard.

Note: For those students taking the course for credit, all assignments are required and have specific due dates.

For students auditing the course, the expectation is that they will complete reading and participate in the Blackboard Discussion Board assignments as specified. They are also required to develop a classroom assessment/research project. (Only an outline of the project is required, which should be submitted to the Instructor's DropBox by July 9.)

All class members are expected to give a brief presentation about their proposed project during the July 16 session. If a student lives more than two hours away from the UNH campus, she/he may make a special arrangement with the course instructors regarding the required presentation (e.g., they may submit a video of the presentation).

Required Texts

Thomas A. Angelo and K. Patricia Cross, Classroom Assessment Techniques, Jossey-Bass, 1993 (2nd edition).

K. Patricia Cross and M. Harris Steadman, Classroom Research: Implementing the Scholarship of Teaching, Jossey-Bass, 1996.

Note that both books are available from <http://www.amazon.com> and should be acquired before the first class on June 4, 2002. For those who live or work close to UNH, books are available for purchase through the UNH Graduate School (Thompson hall).

(Sections in Cross and Steadman's book will refer to material, especially on Classroom Assessment Techniques, in the Angelo and Cross book. You should read the relevant material in Angelo and Cross's text.)

What Is This Course About?

This course will focus on an examination of the methods of classroom research and assessment as originally developed by Patricia Cross and Thomas Angelo and later extended and applied by teacher-scholars at all academic levels. Angelo (1991, p. 8) wrote this about classroom research: "Traditional educational research seeks to discover and validate general laws of teaching and learning. For that reason, it usually requires sophisticated knowledge of research design, sampling techniques, and statistical techniques. The purpose of Classroom Research, on the other hand, is to provide faculty with information and insights into what, how, and how well their particular students are learning in their specific courses." Cross (1990, p. 136) wrote that "Classroom research consists of any systematic inquiry designed and conducted for the purpose of increasing insight and understanding of the relationships between teaching and learning."

Cross (1989, p. 4) wrote that "Classroom Assessment consists of small-scale assessments conducted *continuously* in college classrooms by discipline-based *teachers* to determine what students *are* learning in *that class*. . . . The primary purpose of Classroom Assessment . . . is to improve learning directly by providing teachers with the kind of feedback they need to inform their instructional decisions." Classroom assessment provides teachers with one set of tools they may use in carrying out classroom research.

Our focus in this course will be on the work related to classroom research and assessment at the postsecondary level. During each class meeting, we will deal with what others have written about classroom research and assessment. We will also focus on the development of your individual projects. The ultimate goal will be that you integrate one or more classroom assessment methods into one or more of your future courses.

For some background information on K. Patricia Cross, go to <http://www.occe.ou.edu/halloffame/cross.html>

Your Course Grade

For those taking the course for credit, final grades will be based on two dimensions: 1) the quality of your final written report on your proposed classroom assessment/research project (75%) and 2) the quality of your participation in the course (Discussion Board and Written Assignments) (25%).

Some advice about downloading documents from Blackboard

Many of the readings and other documents for this course are in PDF format, which means that they are as close in appearance to their originals as is possible for electronic files to be. In order to open and read these files, you must have Adobe Reader installed on your computer. This is a free download, which can be accessed from this Blackboard site.

If the computer you are using has a broadband connection, you will be able to access PDF files very quickly. However, if you are using a telephone modem, no matter how fast, downloading these files will take some time and patience, particularly if the file contains any graphics. To save time you should consider using a computer in a campus computer cluster to download and, if you wish, print articles that would take much longer to access via a telephone modem.

Course Calendar

<u>Week</u>	<u>Topics</u>	<u>Readings</u>
June 4 Class Meeting		
	Introduction to Classroom Research and Assessment	Cross & Steadman, ch. 1 Angelo and Cross, ch. 1
	“The Leslies”	Cross & Steadman, ch. 2
June 5 to July 15 (Out-of-Class Work; includes work using Blackboard)		
	Examples of Successful Projects	Angelo & Cross, ch. 5 (read what interests you)
	“The Captive Audience”	Cross & Steadman, ch. 3
	“ But is it Working?”	Cross & Steadman, ch. 4
	“The Challenge”	Cross & Steadman, ch. 5
July 16 Class meeting		
Presentation of Classroom Assessment/Research Projects by Class Members.		

Written Work for the Course

Discussion Assignments

See Blackboard site for assignments and due dates.

Course Project (For Students Taking the Course for Credit)

Note the due dates for drafts of the various components of the final papers. We will provide written feedback on your drafts. Submissions prior to the due dates are welcome.

The “deliverable” that you must hand in during class on **July 16** (and send to us as a WORD or similar file via an email attachment by **July 16**) should reflect the specific nature and scope of the project you intend to implement. We would like you to follow the following Organizational Structure in preparing your report. Please label each section of the report (e.g., **I. Statement of Problem**).

I. Statement of Problem (Draft due on June 16): In this section, provide the relevant background that has motivated your project. It might be specific experiences you have had as a teacher, a perceived curricular need, a desire to simply involve students more in affecting what occurs in a course, and so on. (In most cases, you should be able to complete this section in a couple of pages.)

II. Hypothesis/Question/Issue Addressed by Your Project (Draft due on June 16): Write this statement in as clear, unambiguous language as you can. This section should generally be no more than one paragraph.

III. Relevant Research (Draft due on June 23): Do a search of journal computer data bases and/or obviously relevant books. If there is relevant research available, select the most pertinent material to your topic. In writing this section, we suggest that you use the relevant sections in Cross and Steadman’s book as a guide. They provide fairly succinct and clear summaries of research relevant to a hypothesis. This section should generally be between 3 and 5 pages. (Include a Reference section in your final report that includes references to all cited material.)

IV. CATs (Draft due on July 7): Describe each CAT you plan to use as well as your rationale for using it. Include each complete CAT (either in the body of the text or in an appendix). The length of this section will depend on the nature and number of your CATs.

V. Classroom Research (Draft due on July 7): If you have a well-articulated classroom research project in mind, describe it in this section. If your project is in a more exploratory phase, you should describe some possibilities for an eventual classroom research project after you have collected some assessment data. (Again, the length of this section will depend on the nature of your proposed research project, but, as a general rule, you can probably write a clear description in 3-5 pages).

Grading Dimensions:	Possible Points:
Statement of Problem	10
Hypothesis	10
Relevant Research	10
CATs	10
Classroom Research	10

For each dimension, nine (9) possible points will be available for the quality of the material presented; one (1) possible point will be available for the quality of the writing.

Writing Assignments

Assignment 1 (Due June 11): Teaching Goals Inventory

Complete the Teaching Goals Inventory: <http://www.uiowa.edu/~centeach/tgi/book.html>

Please complete the Teaching Goals Inventory. Choose the course for which you will be preparing the two teaching modules and base your ratings on that course. Write a brief piece (1-2 double-spaced pages) that addresses what you learned about your goals for this course. Were there any surprises? In your written piece, reproduce the summary information that appears at the very beginning of the TGI Report (This is the summary information on the Six TGI Clusters). Be sure to list the name of the course about which you completed the TGI and provide some information about the course (e.g., level; who will be the students).

Sometimes instructors use the TGI to compare their goals for a course with those of their students. We have used the results from this exercise to undertake some important meta-teaching. In some areas, students' goals and the instructors' are in close alignment. In others, there are gaps.

You might also consider the value of developing course-specific Teaching Goals Inventories that will allow you to gather more targeted information about your goals and students' goals for a specific course.

Your writing assignment must include the following information in the upper left-hand corner of the first page:

Your Name
Assignment #
Date Assignment Submitted

Save your writing assignment as follows: **Yourlastname.Assign1.doc**. If you use WORD as your word processing program, you're all set. If not, please save your work as a text file.

Please send your assignment to the course instructors via the "Student Drop Box" feature of Blackboard. Click on the "Student Tools" button at your Blackboard main page. At the "Add File to DropBox," locate the file you are going to send to me by clicking the "Browse" button at "File to Upload." Your file will be located somewhere on your computer. After you upload the file, type Assignment One at "Name of Link to File." Finally, send the file to the instructor.

This assignment is due in the Instructor's "Drop Box" by **June 11**.

Writing Assignment Two (Due June 18):

Based on K. Patricia Cross, & M. Harris Steadman, Classroom Research: Implementing the Scholarship of Teaching, Jossey-Bass, 1996, Chapter 3. (Also refer to appropriate pages in Angelo and Cross's book.)

Three learning issues to consider in the chapter on "The Captive Audience":

1. Some students lack motivation for learning physics (Learning Goals).
2. Students are more concerned about getting good grades than about learning physics (Deep and Surface learning).
3. Student ratings of instruction are threatening rather than helpful to the professor (Student Ratings of Instruction).

Corresponding hypotheses may be found starting at:

1. p. 98
2. p. 114
3. p. 141

You have two tasks to complete:

Task 1: For either Hypothesis 1 or Hypothesis 2 (only one), write 3-5 page double-spaced pages that addresses the following issues:

1. Describe one line of research presented in Cross and Steadman that addresses the hypothesis.
2. what are several appropriate CATs that may be used to gather information on the hypothesis? Be sure to explain why you choose these CATs and to list the CAT numbers (and pages from the 1993 Angelo and Cross book where the CATs are described).
3. describe a classroom research approach that would address the hypothesis. (That is, describe an approach that bears on the general issue raised with this hypothesis.)

Task 2: In the section describing Hypothesis 3, the authors provide a summary of research and theory about student evaluations. As a student and/or faculty member, you have probably had experience with student evaluations. Your task is to write 1-2 double-spaced pages that provide a personal response to what others have written about the validity of student evaluations. Do the authors' views on the research match your own experience with student evaluations? Please explain.

Save and send your assignment via the "DropBox" (as described for Assignment 1) by **June 18.**

Writing Assignment Three (Due June 25)

Based on K. Patricia Cross, & M. Harris Steadman, Classroom Research: Implementing the Scholarship of Teaching, Jossey-Bass, 1996, Chapter 4. (Also refer to appropriate pages in Angelo and Cross's book.)

Task 1: The format of this chapter is somewhat different than that provided in Chapters 2 and 3. Pat Hutchings, the author of this case, observed the class in 1990. Instead of presenting several learning issues, Cross and Steadman provide some of Hutchings' data to illustrate learning issues. Then Cross and Steadman provide brief literature reviews on peer learning groups and on intellectual development and critical thinking.

After reading the case and examining the data that Hutchings provided, we ask that you propose one learning issue related to an aspect of the case other than peer learning groups, intellectual development, or critical thinking. (Cross and Steadman also asked their readers to do this on page 168.) Your response should be between 2 and 3 double-spaced pages.

Task 2: For the learning issue that you identified from this case, select one of the CATs described in the Angelo and Cross Classroom Assessment book that would allow the two history professors to collect relevant assessment information from their students. In your response (1 - 2 pages), present the CAT name and number. Describe how you would adapt the CAT to this course.

Save and send your assignment via the "DropBox" (as described for Assignment 1) by **June 25**.