

Study guide:

Workshop on Evaluation

Resource Person

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Workshop on Evaluation**



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Resource person



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What is curriculum?

The term curriculum refers to;

- A planned sequence or instruction or
- A view of the student's experience in terms of the educator's or school's instructional goals
- A contract

Bloom's taxonomy

- Definition
 - Bloom's taxonomy is a classification system used to define and distinguish different levels of human cognition-i.e., thinking, learning, and understanding.
- Purpose
 - Purpose is to help educators to inform or guide the development of assessments (tests and other evaluations of students learning), curriculum (units, lessons, projects, and other learning activities), and instructional methods such as questioning strategies.

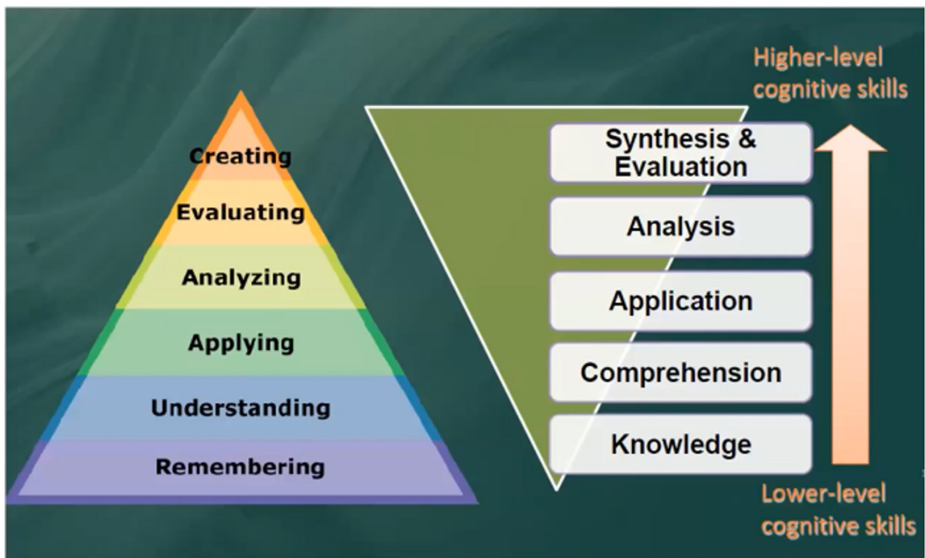


Figure 1 Bloom's taxonomy

Diagnostic assessment

- Pre-test will be used as Diagnostic test prior to starting the course
- The purpose would be to determine if students have the basic knowledge for the school which was discussed in previous courses

Summative Vs. Formative

	Formative Assignments	Summative Assignments
Goals	To monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.	To evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.
Characteristics	Help students identify their strengths and weaknesses and target areas that need work help faculty recognize where students are struggling and address problems immediately In-class: Clicker questions In-class and outside: Group work	Examples of summative assessments include: <ul style="list-style-type: none">• a midterm exam• a final project• a paper• a senior recital

Figure 2 Summative vs. Formative assessments

Formative assessment

- Students learning should not be evaluated based on test performance alone
- Incorporate different assessment tools to evaluate and enhance students learning
- The role of assessment would be to **identify the strengths and weaknesses of students with reference to the course curriculum**
- **Assessments is one way to constantly evaluate teaching effectiveness** and to strive for teaching excellence
- **Oral presentations** as part of assessment so that students could learn how to engage with an audience
- **Group activities**
 - Collaborative learning has many benefits for developing students interpersonal skills and team performance
- Through different evaluation methods in corporate different levels of bloom's taxonomy in the assessment process

Formative assignments for students

- Understanding differences between goods and services when applied to a major airline service
 - This will be given as a group activity for students to discuss and share their personal experiences which would in turn help them understand how real life activities are tied to the course
 - The objective of this type of question is for the students to describe what they know and you, the instructor, help put into the OM framework or context
 - For undergraduate these experiences focus on what they know best such as restaurants, Airlines, book stores, automobile sales or retail stores and University processes. The groups will be given a time to share their thoughts with the rest of the class as well after the discussion a summary would be given to the students.

Summative assessment

- Example : Identify key activities that operations managers perform in an organization
 1. Why sustainability a strategy and not a competitive priority explain your reasoning?
 2. How are radio frequency identification devices used to improve productivity in operations? explain briefly with an example
- Questions are straightforward and require the student to recall the material that was taught in class
- Do not require any prior knowledge as these are very basic questions as such these questions will fall into the category of **knowledge in Bloom's taxonomy**
- The questions that require more detailed answers and encourages the students to think deeply about the subject matter false under the group **comprehension** in Bloom's taxonomy

Planning course instruction

Assessment and instruction

Assessment	Instructional approach 9 include justification-why will this result in learning?)
Clicker questions, group activities and discussion, midterm exams and final exams	<ul style="list-style-type: none">• Mini lectures with PowerPoint presentations and real time writing• Free class reading and video assignments• Group activities and discussion

Course details

1. Name of the course:
2. Target population:
3. Pre-req:
4. Pre and post-tests: ex; To evaluate student understanding before and after the course
5. Required textbooks for the course:
6. Learning goals:
7. Learning objectives:

Assessment of learning

The components for grading as follows:

- In class quizzes - 7.5%
- Mid-term exam - 30%
- Final Exam - 40%
- Class participation -7.5%
- Analyzing and critiquing articles -7.5%
- Group presentation - 7.5%

Letter grading schemes

Of all the students who get 50% over in the course:

- The top 5% of the class will get an A+
- The next 15% will get an A
- The next 30% will get a B+
- The next 25% will get a B
- Next 15% will get a C+
- Next 5% will get a C
- Next 5% will get a D

Getting less than 50% in the course will result in an F grade

Letter grade	Percentage out of 100	GPA
A+	90-100	4.5
A	80-89.99	4.0
B+	75-79.99	3.5
B	70-74.99	3.0
C+	65-69.99	2.5
C	60-64.99	2.0
D	50-59.99	1.0
F	Less than 50	0

Learning model for AG education

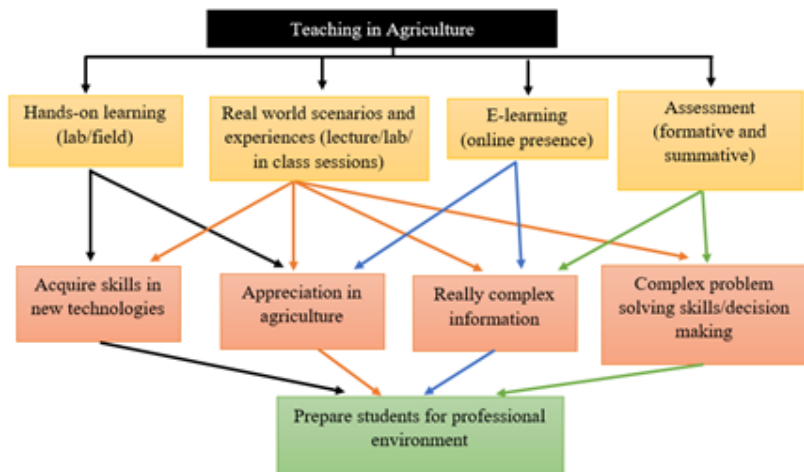


Figure 3 Learning model for AG education

Clicker question example

Q. Which of the following can be used in gluten-free cookies?

- Rice
- Wheat
- Rye
- Barley

Group work example

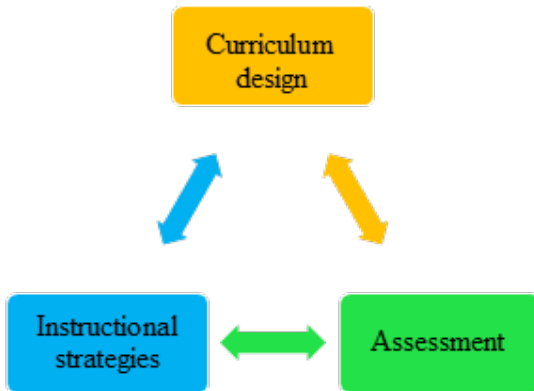
What ingredients would you use to make gluten free products?

Reasons?

Do you think there will be problems when replacing wheat with other ingredients?

Grading:

- 5 points: identification of correct information
- 5 points: reasoning
- 5 points: identification of potential pitfalls
- 5 points: overall presentation



Is evaluation only for students?

- Designate time in class for students to complete an animations and let your students know why and when.
- Can you students that you values they are honest and constructive feedback and that you use student feedback to make improvements in your courses.
- Let your students know that you are interested in both positive and negative feedback on the course.
- Describe the kind of feedback you find most useful. In most cases specific feedback with examples is more useful than generate statement.
- Remind students that evaluations are designed to be completely anonymous and that you will not be able to see any of the evaluation until after final grades have been submitted many students don't realize this facts
- Evaluations play a role in personal evaluation and in curriculum planning.

