

Annual Departmental Assessment Report

Department or Program: Education Studies
Academic Year of Report: AY 2020-2021
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Section 1: Learning Objectives Assessed for this Report

As a result of the AY 2019-2020 assessment cycle, the Department of Education Studies implemented initiatives to update and re-structure all of the EO courses. This required submitting nine proposals to update each of the EO courses through the curriculum review process. All of these changes were approved Winter 2021 with an effective date of Fall 2021. In order to carry through the task of those changes and see the program through a year of remote instruction, the Department of Education Studies identified one learning objective to be assessed for this report.

Major: Educational Foundations

1. Understanding the various dimensions of literacy

Section 2: Assessment Activities

For this report, the department focused on understanding student learning in EDST 464 Multicultural Literacy. This course is offered annually in the spring term and Dr. Edward Olivos is the instructor. EDST 464 is designed to assist pre-service teachers in becoming knowledgeable about the wide range of available multicultural children's literature that is written by and for various cultural and social groups. Exposure to, and engagement with, literature that is written from multiple ethnic, linguistic, social, gendered, and cultural perspectives and realities supports pre-service teachers in making connections to broader contexts which affect the everyday experiences of students in schools. Students in EDST 464 learn about book selection, book resources, shared reading, read-alouds, questioning techniques, matching texts to students, and story-telling techniques.

Learning objectives for EDST 464 include:

1. Identify and authenticate children's multicultural literature designed for diverse student populations.
2. Analyze children's literature for class bias, racism, classism, sexism, ableism, etc.
3. Analyze the social, cultural, ethnic, gendered, and/or historical contexts of children's literature and their authors.
4. Connect the texts with their own experiences.
5. Identify various authors and illustrators of multicultural children's literature.
6. Identify the historical context and current issues related to multicultural children's literature.
7. Evaluate and select multicultural children's literature for school and library use.
8. Identify and practice strategies for incorporating multicultural children's literature into the curriculum.
9. Identify the elements of the "gradual release of responsibility" model for literacy instruction.
10. Identify the importance of, and strategies for, teaching background knowledge to students in elementary grades.

Key assignments include:

- Weekly reading responses
- Picture book summaries

- Mid-term
- Author Study and Share Out
- Multicultural Book Review and Share Out

The purpose of this report is to gain insight into how EDST 464 adds to student “understanding the various dimensions of literacy.” The EDST 464 learning objectives of interest for this report are:

1. Identify and authenticate children’s multicultural literature designed for diverse student populations.
8. Identify and practice strategies for incorporating multicultural children’s literature into the curriculum.

Three student work samples and a whole class summary was used to analyze patterns of learning for the whole class and differences for groups and individual learners relative to the objectives listed above. Dr. Olivos (instructor of EDST 464) shared findings with Dr. Schmitke (EDST UG Program Director). Dr. Schmitke also conferred with Dr. Audrey Lucero (instructor of EDST 463 Foundations of Literacy and UOTeach literacy methods courses) for the purpose of learning how EDST 464 articulates across courses and programs.

Conclusions drawn from the analysis include:

- This is the second year of remote instruction for EDST 464 as a result of the COVID-19 pandemic. Dr. Olivos described adjustments from what he learned while teaching in Spring 2020 and a continuation of challenges into Spring 2021. Challenges include: student and instructor remote instruction fatigue; loss of class time due to the University remote instruction schedule.
- The assignments used during in-person instruction were transitioned and adjusted for remote instruction. For example, students were not able to check-out books from the University and Eugene libraries. Dr. Olivos curated open resources for students to access children’s books.
- Many students referenced connections to EDST 420 Living in a Stratified Society, various EO courses, and EDST 463 Foundations of Literacy.
- Nearly all students meet or exceeded expectations for objectives 1 and 8 (listed above). Dr. Olivos students were successful at connecting summaries of books to ELA Common Core Standards. Overall, there was strong evidence students were practiced at selecting a book and for what purpose; how to use a book with young readers; and how to authenticate books for multicultural education.

Section 3: Actions Taken Based on Assessment Analysis

After Dr. Olivos’ summary of findings, Dr. Lucero was asked to report about the importance of EDST 463 and EDST 464 to the UOTeach elementary methods courses in literacy. She noted that these courses lay the theoretical foundation for teaching the skills and strategies needed to be successful in schools. EdF students have a broadened understanding of literacy that goes beyond reading and writing to include everyday life, including social media, film, etc. Literacy is discussed as a set of sociocultural practices rather than just a set of isolated skills. Dr. Olivos and Dr. Lucero collaborate to ensure there are no redundancies or the purpose is made explicit when revisiting concepts. The EdF/UOTeach courses are intentionally designed to work together.

Section 4: Other Efforts to Improve the Student Educational Experience

Due to the large enrollment in EDST 464, a GE Assistant is assigned to the course. The GE’s responsibility in EDST 464 is to support assessment (implementation and student feedback). Dr. Schmitke will check-in with the GE during Spring 2022 to ensure they receive professional development support.

Section 5: Plans for Next Year

Which goals will be assessed and how?

- Next year, the department will follow up on the new structure of the EO courses to ensure implementation of the changes meet expectations.
- In addition, the goal to be assessed is:
 - Research, write, and communicate core issues concerning the use of technology in educational settings
 - Course of focus will be EDST 422 Technology Education

What actions will be taken as a result of this years' analysis of assessment information?

- Due to the large enrollment in EDST 464, a GE Assistant is assigned to the course. The GE's responsibility in EDST 464 is to support assessment (implementation and student feedback). Dr. Schmitke will check-in with the GE during Spring 2022 to ensure they receive professional development support.

What other plans does the department have to improve the student educational experience?

- The department will be focused on supporting the transition back to in-person operations. It is expected this will be a hopeful and complicated task.

What are the budgetary implications of any proposed actions? How will those be addressed?

- None.