

Annual Departmental Assessment Report

Department or Program: Educational Foundations (EdF) (Department of Education Studies)

Academic Year of Report: 2017-2018

Department Contact Person for Assessment: Dr. Alison Schmitke

Date: December 4, 2018

Section 1: Learning Objectives Assessed for this Report

For each major in the department, list the learning objectives that were assessed during this period.

Major: Educational Foundations

1. Make connections between theoretical ideas to demonstrate understanding of the historicity of curriculum theory concerns (EDST 343)
2. Identify policies and pedagogy educators can use to practice, promote, and disrupt (EDST 343)

Section 2: Assessment Activities

1. Make connections between theoretical ideas to demonstrate understanding of the historicity of curriculum theory concerns (EDST 343)

Assessment Activity	Methods of Analysis	Conclusions
<p style="text-align: center;">Direct Measures</p> <p>Formative: Reading Reflections</p> <p>Summative: Mid Term Examination Final Examination</p>	<p>Students regularly submit reading reflections during the term. The activity allows the instructor to understand student understanding of content and provide feedback. Patterns are noted across submissions allowing the instructor to adjust/revisit content and follow student interests. The examinations are directly related to the reading reflections. Students demonstrate their knowledge and skills on the mid-term and final examinations. The formative assessment (reading reflections) prepares students for the summative assessment (examinations). Patterns are noted allowing the instructor to adjust for the following term of instruction.</p>	<p>We have strong confidence students are meeting and exceeding this learning objective. The reading reflections provided instructors with information about student progress and served as an opportunity to give feedback. The examinations required students to create a concept map of the course content accompanied by a narrative. Students identified connections between the present and the past and explained how their understanding of the past changed how they see the present contributions of curriculum theorists. Samples of reading reflections and examinations are available.</p>
<p style="text-align: center;">Indirect Measures</p> <p>Discussions Entry/Exit Tickets Daily Check-Ins</p>	<p>These regular check-ins are central to the daily assessment of students. These provide “real-time” information.</p>	<p>These strategies allowed the instructor to make immediate adjustments. This supported student understanding on particularly challenging content (Apple, 2013; Freire, 1970; hooks, 1994; Paris & Alim, 2014)</p>

<p>Qualitative Measures Student input</p>	<p>Student feedback is collected at multiple points during the term using a variety of strategies (anonymous and self-identified). Direct measures of assessment included student reflection.</p>	<p>This was a large course (85 students). The variety of qualitative measure strategies allowed the instructor to understand student experience of content and as a participant in the learning community. Adjustments were made based on student feedback. For example, during an anonymous feedback activity, several students suggested Powerpoint slides be made available at the start of class versus after class. The instructor made this adjustment the next class.</p>
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1. Identify policies and pedagogy educators can use to practice, promote, and disrupt (EDST 343)

Assessment Activity	Methods of Analysis	Conclusions
<p>Direct Measures Formative: Roundtable Paper Drafts Summative Roundtable Presentation Roundtable Paper</p>	<p>The Roundtable Paper and Presentation is scaffolded during the term. All elements of the assignment receive feedback (peer and instructor) prior to the final draft and presentation.</p>	<p>We have strong confidence students are meeting and exceeding this learning objective. Students presented a teaching challenge of their interest, examined this challenge using literature/course content, and then identified the practices educators use to address the challenge. The presentations concluded with students identifying social justice teaching practices and recommending resources to classmates. Many students pulled interests and content from the EO series of courses.</p>
<p>Indirect Measures Discussions Entry/Exit Tickets Daily Check-Ins</p>	<p>These regular check-ins are central to the daily assessment of students. These provide “real-time” information.</p>	<p>The Roundtable Paper and Presentation is a significant assignment and is often viewed by students as the culminating experience of the Educational Foundations major. The indirect measures allowed the instructor to address elements of the assignment to support student preparation.</p>
<p>Qualitative Measures Student input Roundtable Chair Feedback</p>	<p>Student feedback is collected at multiple points during the term using a variety of strategies (anonymous and self-identified). A debrief discussion is facilitated the</p>	<p>Student and Roundtable Chair feedback indicated the personal, academic, and professional significance of this assignment. Students reported seeing their peers</p>

	<p>week after the Roundtable Conference.</p> <p>Roundtable Chairs volunteer to join the class to read the papers and facilitate a small group discussion – just as they would at a conference. Roundtable Chairs give feedback to students (written, verbal) and to the instructor.</p>	<p>as professionals for the first time. Roundtable Chairs reported their admiration for the quality, depth, and preparation of students at the event. Once again, the Roundtable Paper and Presentation was a signature experience of the EdF senior year.</p>
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Section 3: Actions Taken Based on Assessment Analysis

Based on the assessment information for the above learning goals, the following are planned for Spring 2019:

- 1) *The syllabus will be updated to reflect recent publications in the field.*
Updating the syllabus in preparation for the new term is expected. In particular, the instructor will seek articles addressing teacher’s application of culturally sustaining pedagogy in the classroom.
- 2) *The assessment structure for the course will remain the same.*
The formative and summative assessments described in the prior section will be used in Spring 2019.

Section 4: Other Efforts to Improve the Student Educational Experience

A primary concern in the department is redundancy. To address this, the department discusses course content during team meetings (EdF team meetings are held the even weeks of the term) and faculty meetings (the first Wednesday of each month). Additionally, instructors are expected to search the department data base of readings and videos that are used in undergraduate courses. This allows instructors to communicate with each other about how materials are being used and when. Redundancy was not reported by students in relation to the learning outcomes addressed in this report.

Section 5: Plans for Next Year

An added element for Spring 2019 will be student involvement and participation in the Oregon Indian Education Association annual conference in May. This conference is being held at the University of Oregon and organized by EDST faculty. During Winter 2019, a planning committee will meet to discuss student involvement and participation in the conference. Students will be able to select a role, day, time of participation. It is a unique opportunity complementing the purpose of the Roundtable Presentation and Paper.