

Managing Culturally Diverse Classrooms

Department of Communications
Innovation Fund Project



Our Mission

To improve the educational experience of all students—both domestic and international—in culturally diverse classrooms at Okanagan College by offering one-to-one writing assistance for students and pedagogical support to professors.

Assessing Student Learning

“There is no doubt that assessment is very powerful in defining what students regard as important, how they spend their time, and how they come to see themselves as students and graduates. [...] What really matters is not so much what teachers provide, but what learners achieve” (Gayton, 2007, p. xvi).

What is assessment?

Assessment is the ongoing process of:

- Establishing clear, measurable expected outcomes of student learning.
- Ensuring that students have sufficient opportunities to achieve those outcomes.
- Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations.
- Using the resulting information to understand and improve student learning. (from Suskie, 2004)

“Assessment is more than the collection of data. To make assessment work, educators must be purposeful about what they collect. As a basis for data gathering, they must clarify their goals and objectives for student learning and be aware of where these goals and objectives are addressed in the curriculum. After data are gathered, educators must examine and use assessment results to improve educational programs” (Banta & Palomba, 2015, p. 9).

Faculty Workshops

February 8

Promoting Inclusion in the Classroom

Time TBA, H123, Kelowna

March TBA

International Student Perspectives

Time & Location TBA,
Kelowna

Contact Information

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Facebook page

<https://www.facebook.com/Managing-Culturally-Diverse-Classrooms-Project-1549766511751841/>

To subscribe to our newsletters or obtain access to our Moodle page, email jgarrett@okanagan.bc.ca.

What is Evaluation?

We use assessment to evaluate student performance, but have you spent much time thinking about your attitudes toward evaluation?

Evaluation (definition 1)

Evaluation is using assessment information to make an informed judgement on such things as:

- Whether students have achieved the learning goals we've established for them;
- The relative strengths and weaknesses of our teaching / learning strategies; or
- What changes in our goals and teaching / learning strategies might be appropriate.

Thus, evaluation defined this way is part of the assessment process: interpreting assessment evidence and using the results.

Evaluation (definition 2)

Evaluation involves determining the match between intended outcomes and actual outcomes.

Assessment Best Practices

Good assessments:

- Give us useful information.
- Give us reasonable accurate, truthful information.
- Are fair to all students.
- Are ethical and protect the privacy and dignity of those involved.
- Are systematized.
- Are cost effective, yielding results that justify the time and energy we put into them.

"Grading, then, includes tailoring the test or assignment to the learning goals of the course, establishing criteria and standards, helping students acquire the skills and knowledge they need, assessing student learning over time, shaping student motivation, feeding back results so students can learn from their mistakes, communicating about students' learning to the students and to other audiences, and using results to plan future teaching methods. When we talk about grading, we have student learning most in mind" (Walvoord, & Anderson, 1998, p. 1).

References

- Banta, T. W., & Palomba, C. A. (2015). *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. San Francisco, CA: Jossey-Bass.
- Gayton, E. (2007). Why these assessment opportunities make sense in a world where assessment of factual knowledge has taken hold. In R. J. Mezeske, & B. A. Mezeske (Eds.), *Beyond Tests and Quizzes: Creative Assessments in the College Classroom* (pp. xvi-xxiv). San Francisco, CA: Jossey-Bass.
- Suskie, L. (2004). *Assessing Student Learning: A Common Sense Guide*. San Francisco, CA: Anker Publishing Company, Inc.
- Walvoord, B. E., & Anderson, V. J. (1998). *Effective Grading: A Tool for Learning and Assessment*. San Francisco, CA: Jossey-Bass.