SLO Conversation/Communication/Dialogue

http://www.marin.edu/com/ODP/SLOconversation.htm

What did you learn or any aha moment when you were using this tool? or what did you learn during this process?

5-31-2011
Blaze and I just met to revise the rubric. I didn’t have any large epiphanies, but we definitely made a number of changes to it based on our experience this semester. I used it on all of the essays I graded, taking notes as I went about which categories and points worked, which were missing, etc. I already used a rubric in my classes, so was already a “believer” in it as a tool, but I think this one is even more comprehensive, and I’ll certainly continue to use it in my 150 and 151 classes. Trine

4-25-2011
I believe that for the sciences, we could fine-tune the matrix we have and develop an excel spreadsheet where we enter different Subrubrics for each of the Rubrics. For example, Identify: We could have a form and one clicks in Identify, one would have different categories to select. We would have macros to add all the scores of the Rubrics and Subrubrics. We can talk about this if you want. Fernando

3-9-2011
I plan to implement the rubric in my Biology 224 -Human Physiology class. Since the pilot test requests a "pre" and "post", I plan to give the students a pre and post assignment regarding the critique of various "scientific research experiments", to see how well the students can find any examples of faults in the research. We do have the students carry out an original research project, but there’s no pre or post aspect to that assignment, so I didn’t think that would fit well with our pilot. I plan to give the pre assignment next week, and the post just prior to the end of the semester...Any suggestions/comments are always welcome! Becky

6-7-2011
Question: I am very curious that students seemed not “analyze data” the way you expected them in the late assessment? They also seemed not “communicate results” the way you expected them to be in the late assessment? What are your thinking on these? Do you have higher expectations in the late assessment than the early assessment? Chialin

Hi Chialin

Yes I intend to try it again. First, I will rewrite my diagnostic assessment this summer and get it to the students in the first week. My plan is to expand it to 40 key questions and re-ask those question throughout the semester after the teaching the subjects.

Second, hopefully my class sizes next semester will be down to their appropriate numbers allowing me to expand the assessment to a second class.

To the point of the critical thinking issues, yes It worries me. Please note Astr 101 is effectively conceptual and thus virtually math free (see the catalog). This complicates issues which is why I chose communication as one of my rubric subjects. One issue this time was the relative closeness in time of the two written
assignments I used to gauge that parameter. Although I did feel their communication of the ideas had improved, their actual writing skills still impaired that communication. Perhaps I should separate content out from grammar in my assessment?

Thirdly, I’m looking at the possibility of adding a second observation exercise to the class which would allow better measurement of those skills.

Now that I’ve done it once, I intend to continue. Given the limitations I face teaching a “conceptual” science class, anything with the potential to improve student outcomes is helpful. Wes

6-17-2011

As for what I learned from the SLO process:

1) Sometimes its a big of a struggle to use an SLO that covers skills not explicitly taught in your discipline, and you have to either eliminate categories or interpret them more broadly. I used the critical thinking rubric and I did not have a set of lessons or activities designed to build that skill. I tried using the Scientific reasoning rubric on an assignment for Bio99, and was not satisfied with the alignment, so I stopped my analysis. I will need to look at the rubrics in detail and think about them when PLANNING my activities for fall so that they are all in better alignment, and it is clear to both me and the students how this works. It’s also making me really think about how to work in the teaching of these skills into my curriculum. I’m pretty reflective, but I know many of my peers may not be...

2) Using the rubric on a set of assignments where students were given choice in how to approach the problem makes my job more difficult

3) Giving students the rubric at the beginning of the semester, and walking them through it, would be very helpful

Anne

6-21-2011

We revised the rubric to include categories we had left out (introductions and conclusions), which we realized we teach and assess but which weren’t on the original rubric, so we added a row for that. We revised “paragraph structure” to include paragraph unity, so we could reflect the importance of staying on topic (again, something we teach and assess, but which was not well reflected in the rubric). We also strengthened the language about transitions to more clearly include transitions between ideas, and not just transitions between paragraphs, in the "paragraph development" row. Otherwise we made some edits to keep it all on one page and improve clarity. Blaze.