



ACUE

Student Success
Through Exceptional
Teaching

Conversations with Course Designers: Designing Meaningful Assessments

Beverly Bondad-Brown, PhD; Director of Academic Technology; Center for Effective Teaching and Learning; California State University, Los Angeles [00:00:15] If you're really doing great assessments, you're starting with your course outcomes, right? What you want students to do by the end of the course, and that's what you're assessing ultimately.

Catherine Haras, MLIS; Executive Director; Center for Effective Teaching and Learning; California State University, Los Angeles [00:00:26] So, it totally. So, tell me what alignment practically looks like in that thread through between the outcomes and activities.

Beverly Bondad-Brown, PhD [00:00:36] OK, so if a course outcome is to explain certain theories, right, so sometimes they teach comp theory. The assessments have to get at the students actually explaining and not, I don't know, multiple choice picking or a true false quiz questions, right? And so, various ways of explaining so, that could be in a discussion forum prompt, it can be in an essay, it could even be in a short answer.

Catherine Haras, MLIS [00:01:03] Ok, so multiple opportunities to practice.

Beverly Bondad-Brown, PhD [00:01:04] Yes.

Catherine Haras, MLIS [00:01:05] In different ways.

Beverly Bondad-Brown, PhD [00:01:06] And the assessment actually has to be the same verb or thing you want students to demonstrate as in those course outcomes, right?

Catherine Haras, MLIS [00:01:13] That's really good because to me, a good assessment should be real, somehow. It should be vivid for students. So, there has to be some real, it has to be there, what do they call it? High fidelity assessment. There has to be some connection with their lived experience.

Beverly Bondad-Brown, PhD [00:01:27] And it's motivating for students, I think, when they're applying it to the real world or to, let's say, the profession and they want to go into versus just some, you know, situation that's maybe more foreign to them.

Catherine Haras, MLIS [00:01:39] So what about the role of emotional sensitivity in a good assessment?

Beverly Bondad-Brown, PhD [00:01:44] Say more, what do you mean?

Catherine Haras, MLIS [00:01:45] Well, I somehow, I feel that, again and again, when folks feel that students aren't learning or seem detached, it's because there's, you know, emotion regulates learning. So somehow it seems that there's something missing for the student in that assessment. So, like, we know, assessments should be what fair, reliable, valid, they should be bias free. But there's that other part like that, I don't know, that, that something special about a course where it needs to resonate for students. So, you teach comm and you were saying, well, sometimes there I would, as you have explained, is an outcome. And then there would be like over the course of the course, multiple ways that, that student would demonstrate explaining. So, to me, it would mean that there is enough variety there that is sensitive to students different learning. So, there's different ways that students would be able to show you that they can define that outcome.



ACUE

Student Success
Through Exceptional
Teaching

Beverly Bondad-Brown, PhD [00:02:44] Or in different situations, right? So maybe it's "explain this theory from a video clip", or maybe it's "go outside and watch the communication interaction in real life and then explain in that situation or scenario". So, I think that's giving students choice sometimes too, right, is, is helpful so that they can choose like the scenario of the situation that they want to, you know, do the assignment in or show assessment.

Catherine Haras, MLIS [00:03:14] Yeah. So there has to be just multiple opportunities for students to practice. So that means there's got to be feedback, right? Somebody has to show you how you're doing when you're practicing.

Beverly Bondad-Brown, PhD [00:03:24] So you can improve and get better and know that you're doing well. Yes.