Meeting Dates: January 11, January 25, February 8, February 22, March 7 (4 credit hours)
Meeting Times: Saturdays, 9 a.m. – 4 p.m. (with 45 minute lunch break)
Meeting Location: Loop Campus -- 14 E. Jackson, Room 404

INSTRUCTOR Janise Hurtig, Ph.D.
  Email: jhurtig@depaul.edu, or jdhurtig@gmail.com; phone: 847-491-6017
  Appointments: I am available to meet before or after class. If those times do not work, please contact me and we can set up another time to meet in person or by phone.

COURSE DESCRIPTION

In this course, students will learn about and apply various approaches for assessing learning outcomes of individual learners in ways that also contribute to the learning process. The assessment of adult learning entails examining actual outcomes of learning activities in relation to intended outcomes. The purpose of assessment to make determinations about, and continually improve, both student learning and facilitator instructional practices. This course focuses on “informal” assessment, meaning assessment practices designed and implemented by the facilitator to reinforce learning. We emphasize assessment of, assessment for, and assessment as learning.

Students will address these facets of assessment as they develop an assessment plan relevant to their practice settings and gain skills in designing assessment instruments. Throughout the course, students will explore the assessment as a creative, critical, rigorous, and reflective process.

Students seeking to focus on the distinct (but related) practice of program evaluation are encouraged to do so through the MAEA Electives option (MAEA Planning Schedule 2017-2019).

COURSE LEARNING OUTCOMES

1. Students understand and can apply diverse approaches and strategies for assessing adult learning to their own professional practice.
2. Students can produce informal assessment instruments and critically review them in terms of their cultural relevance, validity, adequacy, and contextual appropriateness.
3. Students can construct a coherent assessment plan for a selected offering (e.g., course, workshop, training) that responds to learning outcomes, is supported by the literature, can be feasibly implemented, and identifies how assessment evidence can be used to improve instruction/delivery and contribute to learning.
4. Students can articulate their perspectives and preferences regarding assessment practices, and can relate those perspectives and preferences to their approaches to the facilitation of adult learning.
5. Students can assess their own learning during the course in relation to learning outcomes, and draw on their work and products to identify areas of growth and challenge.
LEARNING RESOURCES:

- **Required texts and course materials**
  
  *There are no required texts for this course. All course materials will be provided online on the course D2L site, and also through De Paul E-reserves. Participants in the course should be comfortable using D2L. Several readings will draw from the following texts:*


  *PLEASE NOTE: Selections from the following textbook that was used in prior MAEA program courses will also be required for the course. (If you do not have this text, the required selections will be available online.)*


MAAPS FOCUS AREA COMPETENCIES

MAAPS students should identify themselves as such and let the instructor know which 2 of the following competencies they will be satisfying via this course:

- AP 530 Specialized Skills: Can construct an assessment plan for a selected offering for an adult learner clientele.

- AP 550 Interpersonal/Organizational Dynamics: Can analyze how learning contexts, and the cultural and political dynamics within them, might influence assessment and/or evaluation approaches and strategies for an adult learner clientele.

- AP 585-589 Supplemental Competence: Can critique and apply appropriate methods and techniques for assessment of learning for an adult learner clientele. **NOTE:** If the student is doing two supplemental competencies, AP 530 or AP 550 can be adapted for one of the supplementals.

DESIRE 2 LEARN (D2L)

This course requires regular use of Desire2Learn (D2L). D2L is a web-based course management system that we use to post course information, assignments and other documents, to submit some of your assignments, and to interact with one another between class sessions. Students will use D2L to submit assignments between class meetings for instructor and peer review. They will also share responses to the readings through the use of Discussion Forums on D2L.

To get to D2L -- Go to [https://d2l.depaul.edu/d2l/lp/homepage/home.d2l?ou=6605](https://d2l.depaul.edu/d2l/lp/homepage/home.d2l?ou=6605) (or go to the DePaul homepage, click on current students, go to Quick Links, click on Desire2Learn). Log in using your username and your password. Information will pop up about EA 526 Assessing Learning and Evaluating Programs. You are automatically enrolled in D2L when you register for EA 526.
COURSE ORGANIZATION, SCOPE, AND LEARNING STRATEGIES

In this course we will engage in individual and group activities during and between our five class sessions that aim to (a) broaden and deepen students’ understanding of theories and concepts of assessment, and (b) develop students’ ability to design an assessment plan and assessment materials applicable to their practice area.

Students will explore theories, concepts, and approaches for assessment through course readings and class discussion. Students will also engage in self-assessment of their learning, work products, and developing identities as assessors of and for learning. Students will create assessment materials and an assessment plan that is applicable to your current or anticipated practice area. During class, students will engage in individual and small group work to develop and share these assessment materials.

Two important notes:

- For this course, students will not be expected to actually test their assessment instruments or implement their assessment plans.
- Those students who have taken EA 516 (Designing Educational Offerings) will be encouraged to develop an assessment plan and assessment instruments for the educational offering they designed in EA 516. Students who have not taken EA 516 or who wish to apply their learning to another educational offering will be asked to provide sufficient information about the offering to be sure that the materials they design are relevant and feasible.

ASSESSMENT EVIDENCE, CRITERIA, AND PORTION OF COURSE GRADE

Students’ successful completion of this course involves demonstrating learning outcomes in the following ways:

1. Class participation (15 points total: 3 points per class)

Class participation will be assessed based on regular attendance and the quality of the student’s engagement in full-class discussions and small group work. Quality will be determined by the extent to which the student: draws on course readings and “intersession” assignments (see #2 below), stays on task/topic during discussion, shares work and provides constructive peer feedback in class during small group work, and contributes meaningfully and mindfully to the class’ learning community.

**A note on class attendance:** Much of the learning for EA 526 takes place in class, and each class session counts for two weekly classes. Thus, students are expected to attend all classes and arrive on time. Unexcused late arrival will reduce your participation grade. Missing more than one class will make it near impossible for you to pass the class.

2. “Intersession” assignments (16 points -- 4 points per session)

Intersession assignments should be completed between the five class sessions in preparation for class. These include work on the assessment plan, two assessment instruments, and brief follow-ups to in-class writing prompts. These assignments are intended to help students prepare for in-class work, and to move students toward course deliverables. Students will receive instructor feedback on these assignments. In some cases, students may be encouraged to revise intersession work based on feedback. Intersession assignments are graded based on the timeliness and completeness of the submission. Intersession assignments that are late and/or incomplete will receive fewer points.

**DUE DATES:** Intersession assignments are due on Mondays before the next session: Jan 20, Feb 3, Feb 17, Mar 2. This allows students time to revise work before class.
3. Critical responses to readings (16 points — 4 points per session)

Students will engage critically with readings through in-class discussion and written responses to questions provided between class sessions. These questions will also guide students in relating readings to their area of practice, and to developing assessment strategies for their educational offerings.

DUE DATES: Reading responses are due Thursday before class by 6 pm: Jan 23, Feb 6, Feb 20, Mar 5

4. Reflective essay (10 points)

For this essay you will draw on your Teaching Perspectives Inventory (TPI), which you will complete during the course, readings from Pratt’s *Five perspectives on teaching in adult and higher education* and other course readings to reflect on how you are integrating the role and identity of an assessor in the context of your professional practice.

DUE DATE: Wednesday, March 18

5. Self-assessment of your own learning (10 points)

Students will prepare baseline and final reflections on their progress towards the course learning outcomes, drawing explicitly on their coursework and class participation as evidence of progress.

DUE DATES: Self-assessments will be completed in class on Jan 25 and Mar 7

6. Assessment instruments with critical review forms (18 points -- 9 points each)

During the class students will design two “instruments” that can be feasibly incorporated into their educational offering, along with a critical review of each. *(Any additional instruments you design will count for extra credit.)* The critical review should consider qualities of each assessment instrument that are relevant to the learning context in which the instrument will be used.

DUE DATES: Feb 22 (first instrument) and Mar 7 (second instrument)

7. Final Assessment Plan (15 points)

Students will create an assessment plan that details when and how assessment practices will be integrated into their educational offering in order to monitor learners' progress towards learning outcomes, inform facilitation of learning, and engage learners in assessment of their own learning. Students will receive detailed guidelines for the content of their assessment plan, which will include the actual plan and a narrative reflection that draws on course readings to justify assessment decisions and engage in a critical review of the plan.

DUE DATE: Wednesday, March 18

**Assessment Criteria for deliverables:** Final deliverable for the course will be assessed in terms of the following criteria:

- **Completeness:** Is the deliverable complete? Are all materials/written products complete? Have all elements of the assignment been addressed?
- **Thoroughness and creativity:** Is the content addressed extensively and not superficially? Do you explore the content in unique ways from your distinct perspective?
• **Supported by the literature and your experience**: Do you draw on a variety of resources (course readings, other readings, legitimate on-line sources, your own experience) to support your positions, critiques, and analyses, and to explain decisions in your assessment plan and instruments?

• **Relevance to applied practice**: Is it clear how the content of the deliverable relates to your own professional practice as an educator of adults?

• **Presentation**: Is the deliverable presented in a way that is professional, readable, free of errors, and using APA format for citations? If it is a product to be shared, is it presented in a way that is accessible to your audience?

**A note on late deliverables**: For intersession assignments and responses to readings, students will lose points if they are submitted late to the D2L Submission folder. There are no extensions for the assessment plan or reflective essay, as they are due at the end of the term.

**OVERVIEW OF CLASS SESSIONS**

Below is an overview of what we will cover during each class session. At the end of each class students will receive a detailed description of assignments due for the following class session, including readings and the “intersession” assignments that will be due between class meetings. It is possible that minor changes will be made to accommodate the progress of our learning community or students’ areas of practice.

### Session 1 – ASSESSMENT: DEFINITION AND USES

**Morning seminar and group work:**
- Course Overview: course content, syllabus, assignments, expectations, classroom practice.
- Defining assessment, introducing assessment terminology

**Afternoon individual and group work:**
- Relating learning outcomes to assessment practices
- What is assessment? Why is assessment important? What are the different uses of assessment?
- Developing learning outcomes for your offering: small group work

### Session 2-- INFORMAL ASSESSMENT OF, FOR, and AS LEARNING

**Morning seminar and group work:**
- Exploring principles and concepts of assessment of adult learning
- What is informal assessment? What is authentic assessment? How do we practice assessment in different educational settings?
- Baseline self-assessment for EA 526

**Afternoon group work:**
- Individual and group work: Incorporating informal assessment into your offering
- An initial discussion of your Teaching Perspectives (TPI) and how it relates to assessment
- Overview/introduction: considering cultural/contextual dimensions of assessment; formative assessment of learning
Session 3 -- CULTURAL AND CONTEXTUAL ISSUES INFORMING ASSESSMENT / FORMATIVE ASSESSMENT AND CATS

Morning seminar and group work:
- Deepening our understanding of assessment by considering cultural and contextual issues
- Using assessment formatively; getting creative with assessments; adapting assessments to diverse learners and contexts
- Introducing Classroom Assessment Techniques (CATs)

Afternoon group work
- Individual and group work on your formative assessment -- qualities of effective assessment instruments
- Overview/introduction: using performance assessments formatively and summatively

Session 4 -- POLITICS OF ASSESSMENT AND SELF-ASSESSMENT / PERFORMANCE ASSESSMENTS

Morning seminar and group work:
- Exploring the politics of assessment, assessment as an act of power, power dynamics with self-assessment
- Thinking like an assessor, acting like an assessor -- revisiting your teaching perspectives as an assessor

Afternoon group work
- Individual and group work on your performance assessment
- Developing assessment rubrics
- Putting the assessment plan together

Session 5 -- ASSESSMENT POSTERS / COMPLETING YOUR SELF-ASSESSMENT

Morning seminar and individual work: Further explorations of self-assessment of and for learning
- Fostering a culture of self-assessment among adult learners
- Complete your self-assessment of learning in EA526 and share insights with peers

Afternoon group work: Presentations and Peer Feedback
- Presentations of draft assessment plans
  Students will share working drafts through small-group poster presentations including peer feedback. Peer feedback will inform completion of final assessment plans due 10 days later

EXPECTATIONS, POLICIES & OTHER RESOURCES

a. Adult/Professional Engagement: All course participants (students & instructors alike) are responsible for co-creating the learning space of this course—contributing individual uniquenesses while also modulating them for the sake of group learning. In this regard, professional engagement is expected from all—and particularly in areas of difference. Such engagement manifests itself through punctual attendance, thorough preparation, focused and respectful interactions (turning off electronic devices; curtailing side-conversations; active listening; informed contributions; probing questions; involved discussion; open-mindedness; etc.) as well as a high degree of both self-motivation and self-accountability. In addition, as adults, we are all responsible for requesting what we need to improve/sustain learning. The answer may be 'yes' or 'no'---but,
**Academic Integrity:** Students are expected to adhere to the University’s policy regarding academic integrity (involving plagiarism, cheating and other forms of academic dishonesty). Violations of academic integrity will be adjudicated in accordance with this policy. For additional information pertaining to Academic Integrity, see following link: [http://academicintegrity.depaul.edu/AcademicIntegrityPolicy.pdf](http://academicintegrity.depaul.edu/AcademicIntegrityPolicy.pdf).

**Attendance:** In accordance with adult/professional engagement (above) and, in particular, the importance of co-creating the learning space of this course, students are expected to participate and contribute within all class sessions. Lack of attendance (absences, late arrivals, early departures, etc.) may, at the discretion of the Instructor, impact final grade assignment. Students whose lack of attendance is equal to, or in excess of, one-third of all class sessions are advised to drop the course to avoid a grade of C- or lower which would necessitate reregistering for the course.

**Citation Format:** SNL Graduate Programs has adopted the APA reference style for all papers, presentations, etc. See most recent edition of *Publication Manual of the American Psychological Association*.

**Classroom-based Research involving Human Subjects:** Students are expected, when conducting research through the auspices of this course, to exhibit concern for the confidentiality and protection of their research subjects—guaranteeing anonymity wherever possible. Should there be any possibility or intent to publish or otherwise disseminate data and findings of research associated with this course, students are required to file an application for review of their methods protocol with the IRB (Institutional Review Board) prior to beginning any data collection. For additional information pertaining to Classroom-based Research, see following link: [http://research.depaul.edu/IRB/IRB_Home.html](http://research.depaul.edu/IRB/IRB_Home.html).

**Incomplete Grade:** Students seeking an “incomplete” (due to unusual or unforeseeable circumstances not encountered by other students and as acceptable to the instructor) are to request such in accordance with the University’s policy regarding incompletes. To request an incomplete, students are to complete and submit the required form in advance of grading deadlines listed in the syllabus. Instructors are not obligated to accept all requests for incompletes. For additional information pertaining to “incompletes” (including required form), see following link: [http://snl/StudentResources/Graduate_Resources/Grades.asp](http://snl/StudentResources/Graduate_Resources/Grades.asp).

**Learning Disabilities:** Students who have need of an accommodation based on the impact of a disability should contact the instructor as early in the course as possible for a private/confidential conversation. In addition, students should contact Plus Program (for LD, AD/HD) at 773-325-4239 or The Office for Students with Disabilities at 773-325-7290. See [http://studentaffairs.depaul.edu/plus/index.asp](http://studentaffairs.depaul.edu/plus/index.asp).

**Writing Assistance:** Students who wish assistance with their writing may seek such through the DePaul Writing Centers. These centers offer resources for student writers through both on-site and online services. Students are advised to consult the following links for information pertaining to writing assistance: [http://condor.depaul.edu/writing/index.html](http://condor.depaul.edu/writing/index.html) and/or [http://snl.depaul.edu/writing/index.html](http://snl.depaul.edu/writing/index.html).

**INSTRUCTOR BIOGRAPHY**
Janise Hurtig is an educational anthropologist with over twenty years experience as an ethnographic researcher, community educator, and program evaluator. Janise is currently an instructor at the Howard Area Community Center and coordinator of the Community Writing Project. Until 2017 she was co-director of an applied research and evaluation group at UIC’s College of Education. She has written books, articles and book chapters.
addressing adult education, community writing school-community relations. Janise has taught liberal arts and education courses at UIC, and in SCPS’s graduate and undergraduate programs.

**ADDITIONAL SUGGESTED RESOURCES** The following are suggested additional sources, organized by category. A selection of these books will be on reserve at the Loop campus library, and some resources (entire books or articles, or selected book chapters) will be available through e-reserves, or on the D2L site as a pdf or a link. In response to students’ areas of focus, I will supplement this list as the course develops.

**Assessing Student Learning**

**Authentic, Informal, and Learning-Centered Assessment**
Adventures in assessment: Learner-centered approaches to assessment and evaluation of adult literacy [on-line journal]

**Prior Learning Assessment (PLA), Self-Assessment, Peer Assessment**

Elements of Reflective Practice

**Agency Effectiveness** involves facets including, but not limited to, the following—
  a) Understanding agency.
  b) Taking responsibility for achieving goals (including learning goals) and adding value.
  c) Identifying and using a variety of learning resources.
  d) Turning specific events into experiences for learning.
  e) Participating proactively and creating networks.
  f) Managing time and tasks to fulfill commitments.
  g) Finding and using standards to track progress and assess effectiveness.
  h) Accepting responsibility for outcomes (positive and negative) of actions.

**Collaboration Effectiveness** involves facets including, but not limited to, the following—
  a) Understanding collaboration.
  b) Working together with others to achieve shared goals.
  c) Encouraging and contributing to open dialogue with a wide variety of contributors/stakeholders.
  d) Balancing one’s own interests with others’ interests.
  e) Crediting others for their contributions and accomplishments.
  f) Gaining trust and support of others.
  g) Making and fulfilling agreements.
  h) Navigating conflict and valuing human differences.

**Flexibility Effectiveness** involves facets including, but not limited to, the following—
  a) Understanding flexibility.
  b) Analyzing messy situations and applying knowledge from multiple perspectives, models and theories as well as roles, responsibilities, values and contexts.
  c) Making connections between seemingly disparate entities—particularly with regard to finding shared values.
  d) Generating and entertaining multiple interpretations for any proposition, assertion or observation.
  e) Devising well-framed problems and inventing possible solutions.
  f) Adapting to various situations based on awareness/examination of learning processes and values dynamics.
  g) Engaging values-congruent actions and responses within and across various settings.
  h) Broadening/deepening repertoire of values and actions in support of making decisions, taking risks and growing personal/professional capacities.

**Inquiry Effectiveness** involves facets including, but not limited to, the following—
  a) Understanding inquiry.
  b) Demonstrating curiosity and willingness to question assumptions.
  c) Identifying questions for investigation.
  d) Applying creative and analytic processes to investigate questions.
  e) Developing and evaluating conclusions informed by the inquiry process.
  f) Using inquiry processes to reframe old questions, frame new questions and open new perspectives.
  g) Managing confirmation bias by deliberately seeking out multiple sources of data and considering disconfirming perspectives.
  h) Evaluating/re-evaluating ‘lessons learned’ and applying such to future practice and inquiry.