
DePaul University ♦ School for New Learning ♦ Graduate Programs

Masters of Arts in Educating Adults Program

EA 526 Summer 2019

ASSESSING ADULT LEARNING

Meeting Dates: June 29, July 13, July 27, August 3, August 17 (4 credit hours)

Meeting Times: Saturdays, 9 a.m. – 4 p.m. (with 45 minute lunch break)

Meeting Location: Loop Campus -- **TBA**

INSTRUCTOR Janise Hurtig, Ph.D.

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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 the *actual* outcomes of learning activities in relation to *intended* outcomes in order to make determinations about, and continually improve, both student learning and facilitator instructional practices. In other words, we emphasize *assessment of and assessment for* 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).

LEARNING STRATEGIES & LEARNING RESOURCES

Learning Strategies

In this course we will engage in three kinds of individual and group activities to integrate theories and concepts of assessment and evaluation into the work of designing assessment plans.

1. *Critical engagement with readings.* Course readings present different theories and concepts about, as well as approaches to assessing learning. Students will also be exposed to a range of assessment strategies and tools. We will engage critically with these readings through in-class discussion, guided by reading response 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.

2. *Creation of assessment materials applicable to students' practice area.* Students will develop materials to incorporate the assessment of learning into their educational offering. They will create an assessment plan that details how assessment practices can be integrated into their educational offering in order to monitor learners' progress towards learning outcomes, inform delivery of the offering, and engage learners in assessment of their own learning. Students will also design at least *two* assessment instruments to gauge learning progress and outcomes. During class, students will engage in small group work to develop and share assessment materials. On

the final day of class students will share their assessment plan and instruments in the form of a poster presentation, and receive feedback from their peers to guide final revisions to their materials.

3. *Reflection on development as learners and assessors.* Students will deepen their understanding and practice of assessment from the vantage point of self-assessment, in two ways. First, students will systematically review their assessment plan materials and their course participation in order to document and reflect on their learning process and outcomes. Second, students will explore their own development as assessors of learning. They will begin by identifying their teaching perspective(s) using Pratt's *Five perspectives on teaching in adult and higher education* (2005). By the end of the course students will write a narrative essay describing the kinds of assessment approaches and strategies they, as practitioners of assessment, consider to be most compatible with their teaching perspective(s).

A few 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.
- Regarding **Desire2Learn (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> (or go to the DePaul home page, 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.

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, which you may want to purchase:

- Moran, Joseph. 2001. *Assessing adult learning: A guide for practitioners*. Revised edition. (*Be sure to purchase the revised edition.*)
- Rose, A.D. & Leahy M.A. (eds). 1997. *Assessing adult learning in diverse settings: Current issues and approaches: New directions for adult and continuing education*, Number 75.
- Wiggins, G & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

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 on line.)

- Pratt, D.D. & Associates (2005). *Five perspectives on teaching in adult and higher education*. Malabar, FL: Krieger. [used in EA 515]

COURSE LEARNING OUTCOMES

There are *five specific learning outcomes* for the course on which each student will be assessed:

1. Students have a critical understanding of diverse approaches and strategies for assessing adult learning and can apply that understanding 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 have a critical understanding of their perspectives and preferences regarding approaches to assessment, and can relate those perspectives and preferences to their approaches to and beliefs about 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 ASSIGNMENTS AND DELIVERABLES

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

1. **Class participation** including: (a) discussion of readings during morning seminar; (b) sharing work and providing peer feedback in class during small group work; and (c) providing constructive feedback during the final class poster presentation and feedback activity.
2. **"Intersession" assignments** completed *between* the five class sessions in preparation for class. These include work on your assessment plan and assessment instruments.
3. **Critical responses to readings** submitted before class sessions 2, 3, 4, and 5. **NOTE:** *These responses should be full paragraphs that convey the student's critical and questioning engagement with the readings.*
4. **Reflective essay** submitted at the end of the course. This essay of 3-4 pages should draw on your experience in the class, at least two (2) course readings, and your own experience to address the following topic:

Reflection on your development as an "assessor" of adult learning. 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 consider how you are integrating the role and identity of an assessor in the context of your professional practice.
5. **Two assessment instruments** for your educational offering, along with a critical review of each. (Any additional instruments you design will count for extra credit.) Your critical review should consider qualities of each assessment instrument that are relevant to the learning context in which the instrument will be used. These include validity, adequacy, cultural relevance, and contextual appropriateness. These will be due after the 4th and 5th class sessions.
6. **Self-assessment of your own learning.** Students will prepare baseline, midterm, and final reflections on their progress towards the course learning outcomes, drawing explicitly on their coursework and class participation as evidence of progress. These will be completed during the 1st, 3rd, and final class sessions.
7. **Final Assessment Plan** submitted at the end of the course. Students will receive detailed guidelines for the content of their assessment plan, which will include:
 - a. *A plan* in narrative or tabular form that describes how assessment tasks and instruments will be used to assess learning processes, practices, and outcomes, and support your learners' self-assessment of learning; and describes how the assessment tasks will be integrated into the offering.
 - b. *A narrative reflection* in which you draw on course readings to justify your assessment decisions and assess the coherence, relevance, completeness, and feasibility of your assessment plan.

****DUE DATES for Reflective Essay, Self-Assessment of Learning, Assessment Instruments, and Assessment Plan ****

- The self-assessment of learning will be developed over the term, and will be completed in class on the first, third, and last day of class (**June 29, July 27, August 17**).
 - The “test” instrument with review form is due **Monday July 29** by midnight; the “performance” instrument with rubric and review form are due **Monday August 19** by midnight.
- The reflective essay on yourself as an assessor is due by **Saturday August 24** before midnight CST, in the D2L Submission folder.
- The assessment plan is also due by **Saturday August 24** before midnight, CST, in the D2L Submission folder.

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.

6. ASSESSMENT OF STUDENT LEARNING & GRADES

The table below describes each learning outcome and the evidence for assessment, including the in-class activities and deliverables relevant for each outcome.

Learning Outcomes	Evidence & Deliverables	
	In-class and between class activities	Deliverables
1. Students have a critical understanding of diverse approaches and strategies for assessing adult learning and can apply that understanding to their own professional practice.	Class participation In class discussion of readings On-line reading responses	Reflective essay, self-assessment Final assessment plan
2. Students can produce informal assessment instruments and critically review them in terms of their cultural relevance, validity, adequacy, and contextual appropriateness	Class participation Peer feedback on instruments; intersession assignments Class presentation of assessment instruments during final poster presentation	Two informal assessment instruments with critical reviews
3. Students can construct a coherent assessment plan for a selected offering 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.	Intersession assignments Presentation of assessment plan in the form of a final session poster presentation for peer feedback	Final Assessment Plan
4. Students have a critical understanding of their perspectives and preferences regarding approaches to assessment, and can relate those perspectives and preferences to their approaches to and beliefs about the facilitation of adult learning.	Class participation Intersession assignments On-line reading responses	Reflective essay on self as assessor
5. Students can assess their own learning during the course in relation to learning outcomes, and draw on their work as evidence to identify areas of growth and challenge.	Class participation Informal self-assessments Intersession assignments	Critical reflection on learning progress

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.

Assessment criteria and grading

Grades for the course will be determined based on a 100-point grading scale. Points assigned at the end of the course represent an assessment of the quality of participation during class, presentations, completeness and thoroughness of work done between class sessions, and the quality of completed work for each of the deliverables. The grading scheme for the course is as follows:

Learning practices	Points Assigned with explanation
Class participation	15 points -- 3 points max per class
Intersession assignments	12 points -- 3 points max per session assignments
Responses to Readings -- due before each course session	15 points -- 4 points max per session readings (3 points max for last session)
Essay on self as assessor	9 points max -- see rubric including with assignment
Self-assessment of learning	9 Points max -- see rubric included with assignment
Assessment plan	20 points maximum -- see rubric included with assignment
Assessment instruments -- each instrument accompanied by a critical review form	20 points max (10 points each)

Letter Grades: Letter grades are assigned to courses in the MAEA program. You must earn a grade of C or better to receive credit for the course; receipt of a grade for C- or lower will require retaking the course. (Note: Students must have a grade point average (GPA), of B or higher to graduate.)

Total points accrued will be converted into letter grades according to the following grading scale:

A = 95-100; A- = 90-94; B+ = 84-89; B = 79-83; B- = 74-78; C+ = 69-73; C = 64-68; C- = 49-63

Assessment criteria for course assignments

Class participation: 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 inter-session assignments, stays on task, and supports their peers.

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 may be grounds for failing the class.*

Intersession assignments: Intersession assignments are intended to help students prepare for in-class work, and to move students toward their course deliverables. These assignments are graded based on the timeliness and completeness of the submission. Intersession assignments that are late and/or incomplete will receive fewer points. Students will receive instructor feedback on these assignments, which will indicate whether the assignment meets criteria for the final deliverable, whether you are grasping key concepts, or whether it requires revision. Where indicated, students are encouraged to revise intersession work based on feedback, and can revise any of the course deliverables until final versions are submitted.

Assessment Criteria for deliverables: Each 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 plans?
- **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?

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.

Presentations of completed assessment plans and assessment instruments will take place during Session 5 using a *poster presentation and peer feedback* format, similar to a *gallery walk*. Students will then have 10 days to revise and submit their final assessment plans for the course.

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

- Why is assessment important? What are the different uses of assessment?
- Developing learning outcomes for your offering: small group work
- Baseline self-assessment activity: course learning outcomes, and the self-assessment process

Session 2-- INFORMAL ASSESSMENT OF AND FOR 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?
- Exploring “evidence” -- Linking learning outcomes to evidence of learning

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; using informal test instruments to formatively assess learning

Session 3 –CULTURAL AND CONTEXTUAL ISSUES INFORMING ASSESSMENT / BASELINE AND TEST ASSESSMENTS

Morning seminar and group work:

- Deepening our understanding of assessment by considering cultural and contextual issues
- Using tests formatively; getting creative with tests; adapting tests to diverse learners and contexts
- Introducing Classroom Assessment Techniques

Afternoon group work

- Individual and group work on your test assessment -- qualities of effective assessment instruments
- Mid-course self-assessment— identifying evidence of progress and challenge
- 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 your own learning and share insights with peers

Afternoon group work: Presentations and Peer Feedback

- **Presentations** of draft assessment plans and instruments
Students will share working drafts for a gallery walk including peer feedback. Peer feedback will inform completion of final assessment plans due a week 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, *not to request* is to leave the matter to chance. For additional information pertaining to DePaul's Code of Student Responsibility, see: <http://studentaffairs.depaul.edu/handbook/index.html>
- b. **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>.
- c. **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.
- d. **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*.
- e. **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 .
- f. **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: See http://snl/StudentResources/Graduate_Resources/Grades.asp .
- g. **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>
- h. **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> and/or <http://snl.depaul.edu/writing/index.html>.

INSTRUCTOR BIOGRAPHY

Janise Hurtig is an educational anthropologist with over twenty years experience as an ethnographic and community researcher, popular educator, and program evaluator in the Chicago area and Venezuela. Janise is currently an instructor at the Howard Area Community Center, curriculum coordinator/faculty with the Dorothy Stang Adult High School, 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. Her publications include *Coming of age in times of crisis: Youth, schooling and patriarchy in a Venezuelan town* (Palgrave 2008), as well as co-edited books, articles and book chapters addressing adult education, community writing and research and parent involvement in schools. Janise has taught liberal arts and education courses at UIC; and in SNL's graduate program and undergraduate writing program.

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

- Angelo, T. A., & Cross, P.K. (eds). (1993). Classroom assessment techniques: A handbook for college teachers (2nd. Ed.). San Francisco: Jossey-Bass.
- Banta, T. W., Jones, E. A., & Black, K. E. (2009). Designing effective assessment: Principles and profiles of good practice. San Francisco: Jossey-Bass.
- Bloom, B. S., Engelhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. (1956). Taxonomy of educational objectives: The classification of educational goals handbook 1. New York: David McKay.
- Boud, D. (2000). Sustainable assessment: rethinking assessment for the learning society. *Studies in continuing education*, 22(2), 151-167.
- Murphy, P. (Ed.) (1999). Learners, learning and assessment. London: Paul Chapman.
- Suskieh, J. (2009). Assessing student learning: a common sense guide. San Francisco: Jossey-Bass.
- Wiggins, G. P., & McTighe, J. (2005). Understanding by design. Ascd.

Authentic, Informal, and Learning-Centered Assessment

- Adventures in assessment: Learner-centered approaches to assessment and evaluation of adult literacy [on-line journal]
- Auerbach, E.E. (1992). Making meaning, making change: Participatory curriculum development for adult ESL literacy. ERIC Clearinghouse and Center for Applied Linguistics (CAL).
- Dirkx, J. M., & Prenger, S.M. (1997). A guide for planning and implementing instruction for adults. San Francisco: Jossey-Bass
- Stevens, D.D., & Levi, A.J. (2005). Introduction to rubrics: An assessment tool to save grading time, convey effective feedback and promote student learning. Sterling, VA: Stylus.
- Stiggins, R (2007). An introduction to student-involved assessment for learning. Upper Saddle River, NJ: Prentice Hall.
- van Horn, B. et al (1996). Assessment and adult learners: Getting the most from standardized and informal assessment instruments. Harrisburg, PA: Pennsylvania State Dept. of Education (ERIC #ED407543)
- Vella, J. K. (2002). Learning to listen, learning to teach: the power of dialogue in educating adults. San Francisco: Jossey-Bass.

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

- Falchikov, N. (2013). Improving assessment through student involvement: Practical solutions for aiding learning in higher and further education. Routledge.
- Marienau, C. (1999). Self-assessment at work: Outcomes of adult learners' reflections on practice. *Adult education quarterly*, 49(3), 135-146.
- Michelson, E., & Mandell, A. (2004). Portfolio development and the assessment of prior learning: Perspectives, models and practices. Herndon, VA: Stylus Publishing, LLC.
- Romaniuk, K., & Snart, F. (2000). Enhancing employability: the role of prior learning assessment and portfolios. *Journal of workplace learning*, 12(1), 29-34.

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.