ASSESSMENT IN HIGHER EDUCATION

Politics, Pedagogy, and Portfolios

PATRICK L. COURTS

AND

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Assessment In Higher Education Politics Pedagogy And Portfolios

Diane M. Billings, Judith A. Halstead

Assessment In Higher Education Politics Pedagogy And Portfolios:

Assessment in Higher Education Patrick L. Courts, Kathleen Mcinerney, 1993-04-30 As part of the American school reform movement administrators are searching for ways of measuring students skills and progress within the system Courts and McInerney focus on the qualitative assessment possible through the use of student portfolios particularly at the college level The authors are concerned that the teaching and learning process will be subsumed by assessment and will become even more test driven than it now is A critical look at multiple choice standardized examinations shows how unmindful our educational testing is of psychosocial diversity The authors warn that in upgrading American education nationwide more effective and self confirming measures should be faculty developed and locally controlled The authors propose a new compact among teachers and students as they take mutual responsibility for the learning process and changing curriculum

Maximizing the Impact of Assessment in Higher Education Cynthia Cogswell, Gavin W. Henning, 2025-06-25 Leveraging data for change and improvement is the least discussed but most difficult step to implement in the assessment cycle This practical book closes the loop by linking the higher education assessment process with change management frameworks allowing for greater institutional adaptability improvement and innovation Seasoned assessment professionals Cogswell and Henning draw on cutting edge research models and practical examples to guide readers through the process of using assessment findings to effect and sustain change Chapters offer an analysis of relevant change management theories methods and timelines for measuring change strategies on documenting and communicating change for stakeholders instruction on facilitating effective student campus partnerships and plentiful real world examples throughout This book is essential reading for higher education practitioners who design coordinate and report assessment efforts as well as administrators and leaders who wish to see these change efforts succeed Assessment Peter Schwartz.Graham Webb, 2014-04-08 The fourth volume in this series deals with one of the ubiquitous higher and further education subjects With a practice based approach the text avoids being overly academic and instead uses a case study format to detail a wide range of approaches to assessment **Developing Non-Hierarchical Leadership on Campus** Shannon Faris, Kathleen McMahon, Charles Outcalt, 2000-10-30 Many problems that plague modern American society including disappearance of community decaying inner cities racial tensions environmental degradation declining civic engagement and the increasing ineffectiveness of government to name a few are in many respects problems of leadership Leadership means not only what elected and appointed public officials do but also the critically important civic work performed by those individual citizens who are actively engaged in making a positive difference in society Clearly one of the major problems with contemporary civic life in America is that too few of our citizens are actively engaged in efforts to effect positive social change Educators seldom acknowledge higher education s possible contribution to these problems or the role that it might play in alleviating them Colleges and universities provide rich opportunities for developing leaders through the curriculum and co curriculum

Co curricular experiences not only support and augment the students formal classroom and curricular experience but can also create powerful learning opportunities for leadership development through collaborative group projects that serve the institution or the community These projects can be implemented through service learning residential living community work and student organizations In the first section Alexander W Astin and Helen S Astin two of the most influential authors in education and co principal investigators for the research team that devised Social Change Model of Leadership Development share their insights on the model they helped create Also in this section other leading theoreticians offer provocative and challenging insights into non hierarchical leadership The second section features case studies and other examples from the practical realm Contributions come from a wide array of programs and institutions from community colleges to Ivy League institutions to urban public universities Because campuses are increasingly diverse leadership programs must not only acknowledge but embrace the multiplicity of identities personified in their students Accordingly the next section offers essays and case studies on complex issues of intersection of leadership and identity The book concludes with two chapters essential for those seeking to access leadership development one focusing on the need for assessment the other containing an account of the first ever instrument designed specifically to access non hierarchical leadership written by the creator of this Online Teaching Competency Deanie French, 2003 Blended Learning is designed for individuals who want to instrument improve current skills or develop online teaching skills gradually as they begin to add web skills and resources to enhance their current teaching repertoire Many leaders from a variety of backgrounds have contributed chapters to make this book a valuable resource The depth and range of experts include but are not limited to Dr Deanie French whose publications include Web Accessibility Applications Seniors Healthcare and Higher Education Institute 2002 and Internet Based Learning An Introduction and Framework for Higher Education and Business Stylus Publishing 99 Dr Barbara Lyman author of Holistic Learning Model for On line Adults a chapter in Internet Based Learning Dr Bruce Landon senior advisor with the Western Cooperative for Educational Telecommunications WCET Dr Gene Martin Director of Extended and Distance Learning at Southwest Texas State University He has performed an active role in the advancement of technology education in the United States and has served as Chair for the National Commission for Technology Education Dr Karen Middleton senior project coordinator for the Western Cooperative managing a Hewlett funded project E learning Technologies Web Resource for Comparisons Dr Cyndi Rowland Director of the national project Keeping Web Accessibility in Mind WebAIM Dr Phil Vardiman human resource development expert with fortune 500 companies and Leo Valdes Managing Director of Vision Office a training and web consulting firm based in Vancouver British Columbia Canada He has delivered presentations related to Internet accessibility to the United Nations and representatives of South East Asia Latin America the Caribbean and Central and Eastern Europe For more information please visit www e linkagesglobal com **Media Education Assessment** Handbook William G. Christ, 2020-07-24 Assessing media education is a formidable task because both assessment and media

education are complex and controversial concepts Assessment which can take place at the individual student class sequence program department or unit and university levels is questioned in terms of reliability validity relevance and cost Media education which has been challenged at a number of schools finds faculty and administrators in the midst of soul searching about how to clearly articulate its missions and purposes to a broader audience Departments are under increasing national state and institutional pressure to get assessment procedures carried out quickly but there is an obvious danger in rushing to implement assessment strategies before establishing what is essential in media education In communication education in general the what of assessment is often discussed in terms of skills attitudes affect values and knowledge People assess students to determine what they know think feel value and can do Here it is suggested that one of the places to start defining what students should learn from their media education is by identifying outcomes Outcomes can be assessed in a variety of ways but first they need to be developed and clearly articulated Curriculum Studies: Boundaries: subjects, assessment, **Resources in Education** ,2001-10 and evaluation David Scott,2003 Teaching in Nursing E-Book Diane M. Billings, Judith A. Halstead, 2013-08-13 Teaching in Nursing 4th Edition is the only nursing text to address all three components of education teaching curriculum and evaluation Comprehensive guidelines help you meet the day to day challenges of teaching including curriculum development the diversity of student learning styles and developing and using classroom tests This edition has been updated with information on the latest trends in education including new information on the use of simulations to facilitate learning the latest on competency based and concept focused curricula developing learner centered courses and more Edited by expert nursing educators Diane M Billings and Judith A Halstead Teaching in Nursing is a past winner of the AIN Book of the Year award and is an excellent resource for nurses preparing to take the Certified Nurse Educator CNE Exam The only nursing resource to cover teaching curriculum and evaluation of students the three essential components of nursing education Contributing authors are nationally recognized scholars in their fields of expertise Models of teaching are used to demonstrate clinical teaching teaching in interdisciplinary setting how to evaluate students in the clinical setting and how to adapt teaching for community based practice Teaching strategies promote critical thinking and active learning including evaluation techniques lesson planning and constructing examinations Evidence based teaching boxes explain how to practice and apply evidence based teaching with implications for faculty development administration and the institution End of chapter summaries let you draw conclusions based on the chapter content Open ended application questions at the end of each chapter are ideal for faculty guided discussion and online education Up to date research looks ahead to the needs of the future Assessment in Higher Education Patrick L. Courts, Kathleen Mcinerney, 1993-04-28 As part of the American school reform movement administrators are searching for ways of measuring students skills and progress within the system Courts and McInerney focus on the qualitative assessment possible through the use of student portfolios particularly at the college level The authors are concerned that the teaching and learning

process will be subsumed by assessment and will become even more test driven than it now is A critical look at multiple choice standardized examinations shows how unmindful our educational testing is of psychosocial diversity. The authors warn that in upgrading American education nationwide more effective and self confirming measures should be faculty developed and locally controlled. The authors propose a new compact among teachers and students as they take mutual responsibility for the learning process and changing curriculum

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