DOCUMENT RESUME

ED 450 842 JC 010 218

AUTHOR	Battersby, Mark, Ed.
TITLE	Assessment & Learning.
INSTITUTION	Adult Higher Education Alliance.
ISSN	ISSN-1206-4971
PUB DATE	1999-00-00
NOTE	40p.; Published quarterly. Editor-in-chief is Devron Gager.
AVAILABLE FROM	Learning Quarterly, Centre for Curriculum, Transfer & Technology, Sixth Floor, 1483 Douglas Street, Victoria, BC, Canada V8W 3K4 ($25 Canadian/year). For full text: http://www.ctt.bc.ca/LQ.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Learning Quarterly; v3 n3 Fall 1999
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	College Role; *Community Colleges; *Educational Assessment; Educational Methods; *Educational Objectives; Educational Practices; *Evaluation Methods; Foreign Countries; Higher Education; *Learning; Student Needs
IDENTIFIERS	*British Columbia

ABSTRACT

The articles in this issue of Learning Quarterly, published by the Centre for Curriculum, Transfer, and Technology (British Columbia), discuss the relationship between assessment and learning. Assessment can be used for three purposes in education: (1) to evaluate and credential (grade); (2) to determine institutional effectiveness; and (3) to promote learning. One article states that the practice and feedback aspect of assessment is what contributes most dramatically to student learning. Effective learning occurs where students come to internalize the project of learning, benefit from having meaningful assignments that develop their knowledge and skills, and receive useful feedback in order to improve performance. Assessment should not be limited to grading and credentialing. The best approach to assessment should express an understanding of the true role of educators and educational institutions, give clear articulation to educational goals, enhance student learning, and satisfy public demand for competent graduates and effective institutions. It is particularly important to explore the impact of assessment on student learning and motivation, and to augment understanding of the powerful implications of accountability. A key attribute of an effective learner is the ability to critically analyze one's achievements and progress. Self-assessment, or learner agency, is the core of assessment, as ultimately the learner must take responsibility and ownership of the learning process. (JA)

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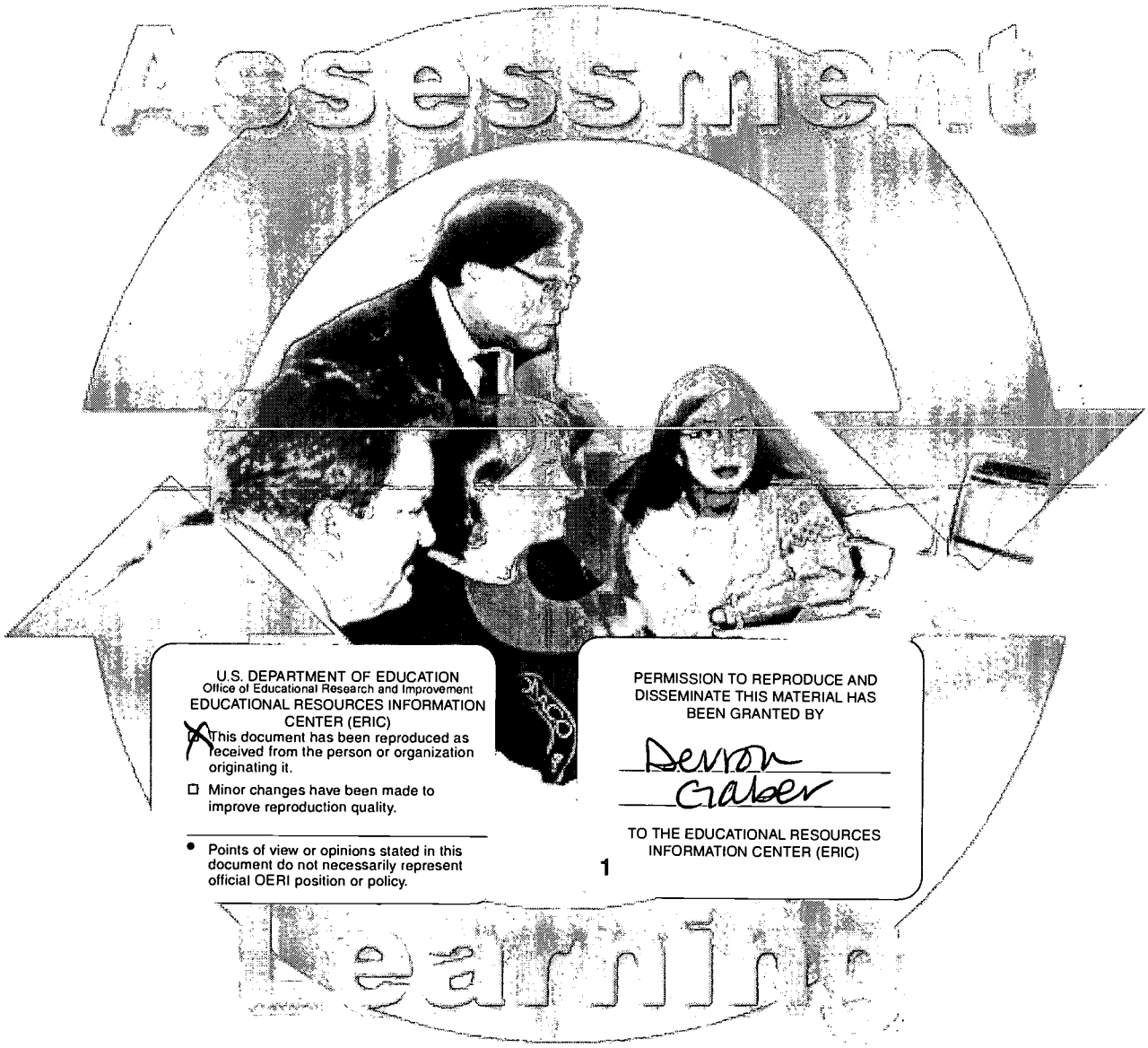
ED 450 842

Learning Quarterly

Published by the
Centre for Curriculum,
Transfer & Technology

Volume 3 Issue 3
Fall 1999



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The *Learning Quarterly* is published four times a year by the Centre for Curriculum, Transfer & Technology.

Design, layout and production management: Harvey Lubin

Mail: Devron Gaber, Editor-in-Chief
Learning Quarterly
Centre for Curriculum, Transfer & Technology
Sixth Floor, 1483 Douglas St.
Victoria, BC Canada V8W 3K4

Fax: (250) 413-4469

E-mail: Letters and feedback: LQletters@ctt.bc.ca
Circulation and subscriptions:
LQcirculation@ctt.bc.ca

Website: www.ctt.bc.ca/LQ/

For information about subscriptions and circulation, please contact April Daniels at (250) 413-4441, or email LQcirculation@ctt.bc.ca

ISSN 1206-4971

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CUPE 2081

LQ Cover Design

Because this issue started in June, we interrupted our practice of having students produce artwork for the cover.

The arrows chosen for this cover were an attempt to express the symbiotic relationship between assessment and learning. The students and teachers on the cover are involved in the kind of informal, side-by-side assessment and feedback that characterize one of the most effective means of instruction.

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Biographies

Dr. **Mark Battersby** teaches philosophy and critical thinking at Capilano College. For the last three years he has been seconded to the Centre for Curriculum, Transfer and Technology to work on the learning outcomes initiative.

Dr. **Catherine C. Dunlop** is the Director of the Evaluation Unit, Extension Credit Programs at Simon Fraser University. Dr. Dunlop's educational background is in applied economics (M.Sc. in Agricultural Economics) and in adult education (Ph.D. in Educational Studies).

Donna H. Green is an assistant professor of marketing in the Faculty of Business at the University of Windsor. She teaches in the Faculty of Business and has also developed workshops and seminars for non university students. She recently (May 1999) was awarded the distinction of Great Teacher in Marketing from the Academy of Marketing Science. In 1997 she received the Teaching Excellence Award from the Academy of Business Administration.

Alice Macpherson is a Faculty member at Kwantlen University College in Surrey. As a Training Consultant and Instructional Designer in the department of Customized Training & Contract Services, she works with all levels of employees managers within Kwantlen to assist their development of instructional materials and organizational strategies.

Nancy Randall is a member of the Faculty of Education at Malaspina University-College. Both her Master's program at UBC and the Doctoral graduate program in which she is currently enrolled at SFU have focussed on curriculum development, assessment design, program implementation and evaluation. Nancy is seconded to the Centre for Curriculum, Transfer and Technology as a Field Associate.

Russell Taylor is a design educator who teaches interdisciplinary courses at Emily Carr Institute of Art and Design and at Kwantlen University College. He holds an MA (UBC) in art and architectural history and has completed three years of a master of architecture degree.

Dr. **Alan Thomas** is a member of the faculty of the Department of Adult Education, OISE/University of Toronto. His work has been devoted to large scale adult education policy and programming, including management of learning particularly with respect to Prior Learning Assessment. His major book is "Beyond Education" (Jossey-Bass). He taught at UBC for six years, but remains an unreconstructed Torontonian.

Tally Wade is program coordinator for Public Safety Communication at Kwantlen University College. After spending 19 years in industry, this is her 4th year teaching at Kwantlen ensuring that her program meets both the needs of students and industry.

Learning Quarterly

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Catrin Roach

July 20, 1971 – October 25, 1999

It is with sincere regret and sadness that we announce the passing of Catrin Roach, our friend and colleague. Catrin had been a member of the Centre for Curriculum, Transfer and Technology since November 1993. Those that knew and worked with Catrin will remember her sharp wit, keen-edged intelligence, adventuresome spirit, curiosity, and frank, yet inclusive, ways. It was a pleasure to work with Catrin and she will be deeply missed by all of us.

Guest Editorial: Assessment and Learning

By Mark Battersby

Introduction

Assessment can be used for three purposes in education:

- to evaluate and credential (e.g. grading),
- to determine institutional effectiveness, and
- to promote learning.

As the title of this journal indicates we have chosen to emphasize the crucial but often under valued relationship between *assessment and learning*. A further description of the purposes of assessment in education can be found in Catherine Dunlop's article on the BC Learning Assessment Network.

Despite the crucial role that assessment plays in promoting learning, this role has not received the attention that it deserves. Most people equate assessment with grades. Many people see the point of education as getting "a ticket" rather than learning. The demand for prior learning assessment – credit for learning done outside the institutional setting – could tend to reinforce the notion that education is fundamentally about getting credits and credentials. The increasing role that post-secondary education plays in preparing and credentialing people for work in a knowledge-based economy has also heightened interest in the role that certification or credentialing plays in formal education.

But credentials are meant to be evidence of learned knowledge and abilities. Focusing on credentials rather than on learning is clearly to get the cart before the course. The dreaded question "will it be on the exam?" indicates a student who believes that the educational project is not about learning but rather about grades and credentials. It is also an expression of the student's understanding that assessment is all about grading not learning.

However common and understandable from the student perspective, this attitude displays a fundamental misunderstanding of the intent of education. Students holding this view treat school as "alienated labour" – work done to satisfy the interest or power of someone else rather than their own empowerment. While addressing traditional concerns of assessment, the articles in the journal provide numerous examples of how assessment can be a powerful tool for promoting learning and student empowerment, and can even be used to encourage students to adopt the project of learning as their own, not something to meet the demands of others (see especially Nancy Randall's article on *Self Assessment*).

Assessment as a Tool of Instruction and Learning

Let me start with a confession. I always hated grading, not only because of the often tedious work involved and the agonizingly difficult decisions (is this a B- or a C+?), but also the feeling of futility. I was overwhelmed, as most of my colleagues are, by the pile of midterm papers. But at least I could see the use of those. I gave them back to students, they read the comments and hopefully learned something that they could apply to the next assignment. I usually required about a third of the students to see me and rewrite their mid-term papers. In almost all of these cases there was significant improvement. But final papers! Half were never even picked up. The others I assume (and research I have read supports this) were just checked for grades and heaved out. Furthermore, what is learned from final exams which are not returned and only the grade posted?

Given these attitudes and experiences I was pleased to learn that the etymology of "assessment" is "sitting next to" – exactly what I did when going over students midterm papers. I often felt that these sessions resulted in more learning for these particular students than the half term they had spent in the class. I now realize that these meetings were paradigmatic "assessment sessions" where I communicated effectively with students my goals and criteria, the reason for these standards, the problems with their work and how they might improve it. This kind of contact and information sharing went way beyond anything that I could communicate through marginal remarks or a laconic grade.[1] Despite realizing that these sessions were useful, it was only after working with the Centre for Curriculum, Transfer and Technology and spending considerable time reflecting on teaching and learning that I came to see them as having central pedagogic importance rather than something of peripheral value.

Evaluation, grading and credentialing are often seen as the central features of assessment (as in "will it be on the exam?"). We agonize over final grades. We are concerned that they be fair and that they accurately reflect the level of student attainment and competence. But my reflections, research and experience, not unlike that of the faculty writing in this issue, have led me to realize that that *the practice and feedback aspect of assessment* is what contributes most dramatically to student learning. Grading is largely distinct from learning. Learning precedes grading. The function of grading is to detect and warrant the learning that has taken place. Like putting a frame around the finished picture – certifying that it's complete, but not something that is actually part of the painting. Sometimes it is claimed that grading contributes to learning by creating external motivation. Nancy Randall's article on self-assessment records a number of students' attitudes toward this experience. Faculty for their part can consider whether the stress involved in summative teaching evaluations contribute to improving their teaching.

Let me clarify: I am not suggesting grading does not have a role in education. As Alan Thomas makes clear, the public assessment of learning is a central feature of formal education. But grading has little role in promoting learning, especially the learning that provides students with concepts, values, knowledge and abilities that they can and will use beyond the school and the classroom. No doubt students learn much that they can use, but I suspect that very little of it is promoted or captured by grading.

Effective learning occurs where students come to internalize the project of learning, benefit from having meaningful assignments that develop their knowledge and skills, and receive useful feedback in order to improve performance. The often touted "coaching" model which is to replace or augment the "sage on stage" model is designed to capture just that emphasis. Thinking of vocal coaches rather than tennis coaches, drama teachers rather than football coaches, may help make this metaphor more palatable to some. But regardless, the key to a coaching approach is practice with feedback, ideally immediate feedback.

It is not only alienation from the education process which needs to be overcome by making better use of assessment. I have come to see immediate feedback as the key means for dealing with the "frailty of human communication." For three years I have worked with colleagues around the province, explaining the advantages of a learning outcomes approach to curriculum development and working with interested faculty in revising their courses to reflect this approach. Initially my method was to give an account of the approach followed by hands-on sessions working on course outcomes and outlines. I have been frequently struck by the extent of misunderstanding and miscommunication that was involved in my initial lecture-like presentations. These misunderstandings quickly surfaced during the actual work on the outlines – often resulting is satisfying "aha" experiences for faculty. Had I just stopped at the end of my presentation neither I nor my audience would have been aware of the extent of our miscommunication. Of course conceptual explanations are necessary, but without the subsequent opportunity to apply these concepts and receive feedback, the possibility of misunderstanding, even by professional learners, is enormous. As a result, I have increasingly shortened the presentation part of my workshops and lengthened the time for application, practice and feedback.

Authentic Assessment

Of course, there is practice and there is practice. Learning is improved if there is more feedback, but learning that will transfer to use outside the classroom is best promoted by practice that requires such transfer and provides feedback that addresses application and understanding. It would seem obvious that what is practised should be as close as possible to what the student will be doing once the learning is over. Such an approach to assessment involves what is commonly called "authentic assessment." Some initial stages of learning may involve idealized and limited applications (learning the multiplication table for instance). But there is considerable evidence that students can master classroom expressions of learning, without actually having the depth of understanding requisite for real use (Marton et al, 1984). Realistic practice is necessary to provide students with real world use of

their understanding and to enable the instructor and students to know whether students are actually able to use what they have learned.

Many of the articles testify to the importance and instructional power of meaningful assessment practices. In their article, Alice MacPherson and Tally Wade document the powerful role that increasingly realistic practice plays in the training of 911 operators. We might compare this to what many of us experienced in graduate school. While not discussed in this journal, most graduate education (quite unselfconsciously) provides considerable opportunity for students to engage in professionally realistic activities with extensive feedback. This is probably one of the reasons we so seldom hear a call for reform of graduate schools.[2] While there is grading and credentialing in graduate school, grading is secondary through most of the process. Much more emphasis is placed on "coaching" and feedback in seminars, thesis preparation and lab work. Graduate school is also characterized by considerable informal feedback from peers.[3]

Assessment and the articulation of instructional goals

Crucial to assessment is "asking the right questions." Good assessment requires that we are clear what it is students should be learning in our classes. Given the power of grades attached to most assessment tools, the choice of the wrong means of assessment means that students will focus their efforts on the wrong kind of learning. Donna Green and Russ Taylor describe vivid examples of how changing one's approach to assessment can affect not only how one teaches, but what is taught.

Because we all learn best by active engagement with material, the assignments done by students present the most important opportunity for their learning. If these assignments do not require the thoughtfulness and engagement we want our students to have, if they do not provide practice in application of understanding to tasks that resemble actual use, we will not provide students with the active engagement and practice they need. In addition, if our assignments do not require understanding and the thoughtful application of knowledge, students will understandably assume that we are not really concerned about that no matter how much we proclaim it.

Developing curriculum based on a careful analysis of the learning needs of students involves also thinking about how one would determine whether the student was attaining the learning goals. In working with faculty to revise their courses in light of reflection on learning outcomes, it is usually at the point of developing assessments for the revised course that instructors demonstrate their change of focus. For example, one instructor in retail management told me that the point of her course was to enable students to be able to evaluate the marketing effectiveness of the organization and layout of a retail store. The test she used required that students describe the criteria to assess "marketability". After working with the learning outcomes approach she decided that a better approach would be to have students *use* the criteria to give reasoned evaluation of a variety of stores and store plans. Both approaches were consistent with the learning outcome, but only the latter provided a realistic test of the student's knowledge and understanding, requiring students to prepare to use their knowledge, not just prepare for the test.

A biology instructor once explained to me that what she really wanted students to get out of introductory biology was a sufficient understanding of biology so that they could apply a critical understanding of biology to public and personal issues such as the environment. To aid such learning she brought in articles from the popular press and had them discussed in class. She also had students bring in similar articles. But she didn't grade any of these efforts. She treated this work as supplemental to the textbook and standard biology exams. I do not doubt that some students would learn something about applying biological understanding through these assignments. But if such an application were a central goal (and treated as being as important as preparing students to enter 2nd year biology courses) it would not have been so weakly assessed. Without this work being assessed, students would naturally assume that what was really important was preparing for the exams (whether this results in usable learning or not), not the application of their understanding to public issues.

Donna Green describes the changes that she made in her courses as a result of having to address Prior Learning Assessment.[4] As Green's article illustrates, focusing on how to fairly implement PLAR can lead to a serious look at how instructional goals are articulated. Looking hard at instructional goals can lead to revising not only standards for student proficiency, but also the instructional process by which this proficiency is developed. Russell Taylor's approach, while not driven by considerations of PLA, also reveals how changes in the approach to assessment can re-shape one's entire approach to teaching.

Assessment and motivation

As Taylor's article reveals, the choice of the appropriate assignment can be deeply motivating to students. It is no secret to any teachers that motivation is crucial to learning. Indeed many of us feel that if we do nothing else but inspire students to learn we have probably done most of our job. There is no question that a charismatic and enthusiastic instructor (or lecturer) can inspire many students. But so too can engaging and meaningful challenges, peer involvement and feedback, and genuine accomplishment. A well developed approach to assessment which provides students with appropriate practice, feedback and rewards for their work can provide the kind of motivation that ensures enduring and empowering learning. A charismatic instructor may be able to make a student feel that "learning math is a great joy" but only active involvement with math can enable a student to actually learn math.

Assignments provide considerable extrinsic motivation for student study. While in the long run we wish students to be internally motivated to acquire knowledge, we all recognize the role that extrinsic motivations plays to help us get our learning tasks done. As Nancy Randall's articles illustrates, encouraging self and peer assessment can help promote students to approach their learning as empowering rather than as a task driven by the concerns of others.

Our goal should be to develop assignments that truly engage students, lead to internal motivation and provide opportunity to develop and assess the student's ability to integrate and apply their learning. To develop such assignments we need to think about just how would students use this knowledge – the same kind of analysis that is necessary to develop learning outcomes.

Clearly we should not limit our view of assessment to grading and credentialing. Properly done, meaningful assignments and assessments are the primary means for realizing student learning. Our approach to assessment expresses our understanding of what we are about as educators and as educational institutions. A thoughtful and imaginative approach to assessment should enable us to give clear articulation to our educational goals, enhance our student learning and satisfy public demand for competent graduates and effective institutions.

References

Marton, F., D. Hounsell, and N. Entwistle. (Eds.). 1984. *The Experience of Learning*. Edinburgh: Scottish Academic Press.

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[1] One of my daughters, who is attending university, once received a paper back with a couple of word use corrections and the remark "Good paper – B+". What was she to learn from that?

[2] Ironically one of the complaints we do hear about graduate school is the inadequate preparation they give most students for their role as teachers. Even those students who TA seldom do so in an environment with appropriate feedback. But this is not primarily a failure of the assessment system, but of the graduate department not thinking carefully about what they should be preparing their students to do.

[3] Peer assessment is discussed by Nancy Randall in her article on self-assessment. Once we think of assessment as feedback and information rather than evaluation, one can see numerous possibilities for peer assessment (e.g. peer editing). Given class size, time constraints and the need for students to learn to work together, peer assessment is a crucial pedagogic method. But we should no more expect students to be able to do it well, than we should expect them to know other techniques we are teaching them. To have peer assessment and group work be successful we must devote instructional time and assessment efforts to help students acquire the necessary skills.

[4] The idea of Prior Learning Assessment (PLA) or Prior Learning Assessment and Recognition (PLAR) is to have a means for awarding students credit for knowledge that they have acquired before entering a program. In this way students can attain recognition more quickly and without having to take courses in areas in which they are already proficient. Usually it involves credit for knowledge and abilities acquired as result of work experience, but it can also be knowledge and abilities acquired from more informal instruction (workshops), courses that do not line up with courses in the program, or just plain self instruction.

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Predicting People

Excerpts from a conversation with participants in The *Learning Assessment Network*

By Alan M. Thomas

The following article is a shortened version of the speech given by Alan Thomas to the inaugural meeting of the BC Learning and Assessment Network (LAN). The background and purposes of the Learning Assessment Network are described in a brief article by Cathie Dunlop following Professor Thomas's speech.

A long time ago, when I was living in Vancouver, a very junior lecturer at UBC, I was privy to a telephone conversation between the Dean of Law and a senior partner in a ranking law firm in the city. The question asked by the partner was whether a recent graduate of the Law School, an applicant for a position at the firm, was "any good." It is important to acknowledge that in those days in Vancouver the Dean and the partner were well known to one another. The Dean replied, patiently, that the student must have told the partner that the student had graduated with Honours, had been editor of the student law journal, and had distinguished himself in student affairs. "Yes I know all that, George" the partner replied, "but is he any good?"

It occurred to me at the time, that that exchange was the essence of what we seek in all evaluation of others – the evaluation of one person by two others, who know the individual being judged and are experienced and well known to each other. The image has recurred to me many times since I, like you, and everyone else in the world, has come to live in a world increasingly subject to human determination, where judgements about other people are a matter of survival, ours and others'.

A large part of that increasing human determination of our environment is embodied in the processes of Education which, particularly since the middle of this now concluding century, has included more and more of the world's people, of all ages, and of diverse circumstances. In 1998 there were 1,103,959,000 students, 506,985,000 were female. A total of almost one fifth of the world's population were students, an estimate, which given UNESCO's sources, is probably an underestimate by about 20%. That number of people are engaged in the ever more distinct rituals and procedures associated with "formal" education, the most important of which is that they have surrendered their right to judge their own learning to people like us, and to the mechanisms that the Learning Assessment Network (LAN) proposes to investigate in a disciplined way.

It would be apparent to anyone that a large number of the individuals involved in the creation of LAN, an undertaking which I applaud, are, like me, educators of adults. It should not be surprising to anyone that people who have worked on the margins of formal education, who have been witnesses to *learning* and *learners*, as much as to *teaching* and *students*, are interested in the evaluation of that learning and more particularly in the uses to which that evaluation is put. That context prompts us to ask questions from the learning perspective – what did you learn – as distinct from the teaching perspective – did you learn that? The former seems clearly a more post-modern question.

While adult education continues to concern itself with forms of community development, with social change, and with citizenship in all of its aspects, it has also since the middle of this century been concerned with access by adults to the system of formal education not primarily designed for them. Because of that preoccupation we have become aware, more than most of our colleagues, of the fact that the surest way to change an educational system is to change the composition of the student body. We have been instrumental in helping that happen. The final phase of that change is an active examination of the system of evaluation, which is not only at the heart, but is the heart, of the purpose of formal education. Its raison d'etre lies in the transformation of *private* learning into *public* learning which it then publicizes through the all-pervasive system of credentials to and for the society, indeed increasingly for the world, as a whole. In fact the increasing delegation to sources of information external to the school, and of teaching by means of modes of distance education, suggests that the principal and perhaps sole function of formal education is becoming that of public evaluation.

Such an examination as you propose, was inevitable, and is long overdue. Perhaps precisely because of our experience as Adult Educators, we have a obligation to pursue the final implications of our efforts. But we know that large institutions, even those who devote their time to examining all other areas of human behaviour, are remarkably reluctant to examine themselves.

A careful reading of LAN's "Proposed Vision" stimulates both enthusiasm and caution. Of particular import is the intention to explore "the impact of assessment on student learning and motivation" and to augment our understanding of the powerful implications of "accountability". A recent edition of Maclean's magazine with its lead story entitled "Courting the Class of '99" is evidence enough of the power of education. The lavish recruiting procedures described are based on trust in the judgements made by people like us, reflecting a system of assessment which was initially intended to be internal to the system. It was and is intended to predict future academic success not as a basis for occupational advancement. In that light I think the LAN prospectus probably too modest in its expectations of who your audience is and will be, and in the expectations of financial support. After all, for some years the very agencies and people courting those graduates with such determination have also been a source of criticism of our evaluation practices in the schools from which these sought after graduates have come. At the same time, it is essential that LAN be aware that there is a politics of evaluation, as there is for every human enterprise to which power clings. How could there not be, when you consider the access to power and, not just the "good" life, but ostensibly the "best" life that Maclean's documents. LAN will not, indeed, cannot assume innocence and/or perfect detachment in an enterprise of this kind. Its work will be criticized, not to say attacked, from both inside and outside your institutions, since sacred cows, in the dress of "standards", abound where LAN proposes to go. Despite those hazards, LAN's purposes reflect a large and essential enterprise, and has found its time.

So much for the introduction. What follows here is an attempt to understand what is happening to Formal Education based on some experience with Prior Learning Assessment(PLA). British Columbia has lead the way in Canada in making the use of PLA official throughout its system of Formal Education. In fact the leadership is such that it has led a broader concept of "flexible evaluation" to which experience with PLA can contribute.

Because of the way in which PLA has been introduced to Canadian education, largely by way of administrative and political fiat, rather than internal organic evolution, we are at a predictably critical stage in its development, indeed, in the development of any form of flexible evaluation. The "first, fine careless rapture" is over. We are faced with the difficult task of maintaining the momentum against a background of declining resources, though less so in B.C. than in other parts of Canada, other ongoing preoccupations, and a lack of public awareness and understanding among the very people we have set out to assist. For example, along with the general decline in overall resources for education, Ontario is facing in three years the emergence of a double cohort of secondary school graduates in one year due to the elimination of Grade 13. With that expected avalanche of conventional students, the interest of the post-secondary system in Ontario in unconventional students, that is those admitted by means of alternate evaluations, is likely to be minimal, if not non-existent, despite the fact that by now most education providing agencies in the province have made formal commitments to the implementation of PLA. Indeed one of the anomalies of the whole enterprise of flexible evaluation has been that the attempt to discover new constituencies of able students has taken place precisely during the period in which a monopolistic public system has been stripped of resources and relentlessly pressured by the needs and demands of conventional students of all ages. As a result supporters of PLA are faced primarily with making an argument based on "equity" rather than "efficiency", a demonstrably more vulnerable argument in a period of burgeoning neo-capitalism.

However, in British Columbia, as in Quebec, by legislation, and in other provinces by means of a mixture of legislation and administrative regulation, the right to alternate evaluation has been established. While the practice of finding "equivalence" has existed for probably as long as post-secondary institutions, despite the stern rhetoric of institutional calendars and

catalogues, it has been always at the "pleasure" of the admitting agency. Now, nearly everywhere, a right has been established, and it is up to organizations like LAN to make that right feasible and fair.

I first encountered PLA in 1964, by means of a pamphlet describing a project at Brooklyn College, New York, published by the then lively, now defunct, "Centre for the Study of Liberal Education for Adults". The example provided was compelling. It described a woman, without secondary school credentials, who had participated widely in imaginative and important national and international events and enterprises and who had applied for admission to a liberal arts undergraduate program – the quintessential PLA situation. In conclusion, the authors observed that if the reader had dismissed the application, he or she, would have turned down Eleanor Roosevelt. The name presumably evokes less resonance among the contemporary generation but for mine in the heady post-war years, she was close to being an icon.

In the intervening years, the forces that originally prompted the consideration of alternative means of inclusion in post-secondary education intensified, opportunities for *important* learning outside of the educational system multiplied, and the utilization of formal credentials for purposes for which they were not intended spread widely. The demand for access, both by individuals and by the society, on the part of students of an unconventional age, if not unconventional learning experience, increased. I am avoiding the usual phrase, *learning by experience* or the more fashionable *experiential learning* used to distinguish between the experience of the "work-place" learner and that of the student. It is of considerable importance that we particularly acknowledge that "being taught" is itself an experience, and the fundamental experience of Formal Education. The precise role that instruction plays in learning outcomes, in action, is surely a critical feature of the enquiry envisaged for LAN. Perhaps the term "sponsored learning" or "instructional learning" would clarify that enquiry.

In the last thirty years, the median age of students in formal education, throughout the world, has moved relentlessly upwards, *at all levels of education.* On the other hand opportunities to learn matters of significance outside Formal Education is outstripping opportunities provided within the formal system. This has happened before, at least, in the Western world. In the sixteenth century the universities became wholly owned subsidiaries of established religions. New experience embodied in the Renaissance and the Enlightenment produced impatience and exasperation, resulting in the emergence of the "Academies" where most intellectual creativity and excitement concentrated. One is tempted to compare them to the contemporary "think-tanks" which proliferate so exuberantly in our society. It was not until the early eighteen hundreds, signaled by the union of the University of Berlin and the Berlin Academy, that the university reacquired its ascendancy, an ascendancy that one might reasonably suspect is again declining. In short, for the past two hundred years, instruction, and that most structured of all learning, research, have been united with evaluation and credentialing.

With these developments, it is not surprising that access to formal education is sought, indeed demanded, by learners not only of an unconventional age, but now also of unconventional backgrounds of learning, that is to say of preparation.

Let us consider the character of the system of formal education that is being laid siege to. Essentially we evaluate the achievements of students, those individuals who have surrendered their right to evaluate their own learning, in an environment designed by us to produce specific learning outcomes among our charges. "Environment" includes the widest range of factors: text books, curriculum, classes, buildings units, semesters, years, other students, graduating, and the constellations of degrees, certificates, diplomas etc., with their changing, stock-market like, values in the greater society.

The power of time in this educational ecology is perhaps illustrated, tragically, by the overlooked fact that every one of the "Littleton-like" horrors, over the past twenty to thirty years, has occurred in either the month of April or May, coincident with the vast proportion of adolescent suicides, vandalism, and other attacks on the culture of school. The celebrations of the annual culmination of intense collective life that marks the high school; the year-book, the proms, the bittersweet experience of the end of another year, have their dark sides as we are increasingly being

forced to admit. The length of the North American school year, with its nine months reinforcement of who is favoured and who is not, who is celebrated and who is not, is perhaps the formative cause of these unhappy incidents. In many respects the high school, the bridge between youth and adulthood, displays the quintessential, or the most raw characteristics of Formal Education, characteristics that are blurred earlier by the culture of little children and families, and later, by the additional preoccupations of adult life. But they are there.

This apparent digression is provided because it seems that the new interest in *learning*, in contrast to the comparable obsession with *education* that characterized the immediate post war years, throws new light on the character of Formal Education itself, and opens up new variables for evaluation. What might be called the ecology of this essentially closed system of Formal Education has become more transparent and definable.

A first conclusion must be that, given the power of education to control access to most of the benefits of contemporary society, not only at the beginning, but throughout entire life spans, we ought not to be surprised that formal education is too important to be left exclusively to educators. Whatever direction LAN takes in its enquiries, it will find more interests insisting in taking part. One of the most interesting aspects of PLA, indeed of all flexible evaluation, is the new players who are taking part in it including the enhanced role of the learner/student.

What is most specifically characteristic of Formal Education are three things. First we aspire to individual growth and development by collective means. While we encourage the intensity of peer culture by creating huge groups of similarly aged individuals, groups only exceeded in size by the armed services in wartime, we still do not give collective awards. Second, we continue to try to make the system seamless, in the sense of uninterrupted progression from one level to another for as long as the participants succeed in our teaching environment. That untiring quest does show a remarkable similarity to the problems of Sisyphus. Finally we try to keep teaching and evaluating in as close a relationship as possible.

In addition we need to acknowledge the two precariously related objectives of any system of Formal Education, that of identifying and nourishing talent, and that of pursuing socialization, so that most of the talents identified can be pursued in peace and order, a concern that is magnified by events in Yugoslavia, Rwanda, and Turkey.

All of this enterprise is maintained by a somewhat rickety system of the cumulative personal judgements of students by individual instructors, a system, that, despite its "ricketyness" has, until now, served us well, even on a global scale. As an aside it is evident that the record of those judgements travel rather better through time than through space. In this context we ought to acknowledge that almost all research into educational evaluation over the years has demonstrated that when the proximity of teaching and evaluation is maintained, when seamlessness is maximized, the personal judgement of the instructor turns out to be the better predictor of future educational achievement than any other evaluation. Hence the telephone call to the Dean.

We need also to be aware that there are two meanings to the English word, *learning*, both legitimate; one denotes a *process*, traditionally owned by psychologists, the other an *outcome*, shared between educators, and the society as a whole. Both are legitimate, but to confuse or equate them is not. All large institutions strive to do so, particularly Education, insisting, however implicitly that what is learned cannot be separated from the way it is learned. What we are witnessing is a new attempt to separate the two.

PLA is the prime instrument of that separation. It arises out of the circumstances already acknowledged, and from the conviction that a person who has left school after grade 11, who has worked and learned for fifteen years, who wishes to return to Formal Education for the purpose of translating that *private* learning, however acquired, into *public* learning, ought not be required to return to grade 12. Where precisely he or she ought to reinsert himself or herself is the function of PLA and comparable procedures of flexible evaluation.

Here the problems begin, since what is being challenged is the relationship between what has been learned and how it has been learned that is assumed

by the system of formal education, a relationship of fundamental significance. And here is where LAN's task must be focused.

The mechanisms of PLA are interesting; ...however, it is the "portfolio" or "dossier" that has come to be the most contentious, problematic, and interesting of the devices. It is here that the real issues of "flexible evaluation" make themselves felt. This is a device which enlists the learner in an examination of his or her learning history, carefully documented and supported in a variety of ways. The form of the portfolio is not fixed. They come in great variety, from a hundred pages, illustrated, and bound in loose-leaf covers, since the portfolio once begun, is a lifetime companion, to a few pages, mostly in bullet fashion, with copious references and elaborate appendices. The procedures for developing, paying for, and evaluating portfolios are also in embryonic form, and subject to much contention, because like all other incremental developments, no one knows either how much to pay for it, or even how to pay for it, in existing financial practices of educational providing agencies. One of the signs of the end of the introductory period is the attempt by the initiators, usually, in Canada, the government, to terminate the extra financing that accompanied the introduction, and hope that the costs will be assimilated into regular operations. It appears that these particular circumstances are being better and more generously managed in British Columbia for which, and of which, the rest of Canada is both grateful and jealous. It seems essential that LAN include these issues, and particularly the matter of the financing of so radical an innovation, in your research.

However, one thing is particularly clear. It relates profoundly to one of LAN's stated missions, "the impact of assessment on student learning and motivation". There can be no question that the development of portfolios has taken on a life of its own, so much so, that they are being used for a variety of other purposes than the search for academic credit. We have known for years that when you ask ordinary people about their learning activities, and they, after some hesitation decide that you are really interested in what they are learning or have learned, and not on the most recent course they took, that is what they have been taught, that flood gates open. They delight in talking about their learning, because it is such an important part of themselves. It is where their hopes and hearts are, whom or what they wish to become. Above all, I think that they, we, all feel best about ourselves when we are engaged in learning. Some of this commitment and enthusiasm is captured in the development of a portfolio. What is also present seems to be a remarkable growth in self-realization of what has been learned, some of which has previously been discounted, and a commensurate growth in a sense of personal value. Surely that is one of the goals that we seek for all education.

However, it is also true, that not every learner will undertake a portfolio. In fact, in the concern for the danger of lowered standards, the PLA alternatives are often presented as so demanding, that those students who are eligible on other grounds often decide to go the accepted route. That, however, leaves out a lot of potential students.

What the portfolio, more than any other of the mechanisms of PLA, presents is a much more profound issue, identified most cogently by Michelson in a post-modern context. That is the question of what knowledge is of value, and how that is determined. What role does Formal Education play in that determination, and what role should it play? In the application of PLA in terms of the identification of talent and ability, heretofore obscured, there has also been an element of seduction. Why should an adult who has learned the things that make him or her the person he or she is, submit that person to some educator, who will acknowledge some aspects of him or her, and dismiss the rest as irrelevant? On what grounds is the dismissal based? Answers to both questions may seem obvious but they prompt an inescapable question with respect to what our educational agencies are, what they really do...

The emergence of LAN is the first example of a disciplined response to these developments. There is a great deal riding on LAN's success. This paper has tried to suggest some of the context of the emergence of flexible evaluation, and the critical issues arising from both the character of these new procedures and from the manner of their introduction. But what is more important is that we are witnessing the emergence of a "culture" of Learning. We still have little idea of the dimensions of that culture, but we do

know that the relationship between the culture of Learning and the more familiar culture of Education is ambiguous at best. And we know, that the point of evaluation, the point at which private learning becomes public, for all the world to see, is at the heart of the ambiguity. The dialogue between Learning and Education is no longer confined to the beginning of life, childhood and adolescence, but is an accompaniment throughout. It is no longer associated with a one-time preparation for life-long habits in work, or family, or citizenship, but a companion of the repeated transitions and preparations that characterize modern life. To understand, to nourish and expand that dialogue is perhaps the most important mission of our time.

We find ourselves, perhaps, in the tradition of physicians healing ourselves, an undertaking steeped in skepticism, doubt, and the possibility that the nature of learning itself makes it impossible. But we have to try.

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Breaking New Ground with the *Learning Assessment Network*

By Dr. Catherine C. Dunlop

The Learning Assessment Network has been created through a joint effort of the Centre for Curriculum, Transfer and Technology (C2T2), Simon Fraser University (SFU), and the University of British Columbia (UBC). Its mandate statement provides a clear explanation of the value of such an organization.

Mandate Statement
The Learning Assessment Network - promoting high standards in assessment research and practice in BC post-secondary education.

Background of the Learning Assessment Network

Many new pressures are forcing the need for a better understanding of assessment and evaluation practices within the post-secondary context:

Prior Learning Assessment

- mid-career adults are returning to school for new or upgraded credentials in ever increasing numbers, and many are asking for recognition of their learning in a variety of settings to meet some part of program requirements;
- some faculty are not comfortable with their abilities to practice PLA and would like training in this and other forms of assessment;
- interest in expanding prior learning assessment (PLA) opportunities throughout the entire post-secondary sector has created a new urgency for coordinating efforts in the development of instruments and the tracking of students;

Assessment of Student Learning

- assessment processes are being relied upon to determine equivalencies of learning occurring in different kinds of ways;
- the impact of assessment on student learning and motivation is not fully understood;
- research is required linking assessment to student learning outcomes;

Assessment as a Tool of Instruction

- students have become critical of marking and evaluation practices and are demanding clear, consistently applied criteria;
- research is required 1) to better understand assessment as a tool of instruction, 2) to improve the work of evaluating student learning, and 3) to promote attention to assessment's role in teaching and learning;
- there is increased pressure for professional development in the area of assessment of student learning;

Program/Institutional Assessment

- attention is being given to evaluating various processes of assessment and related institutional policies;
- program-level indicators are often poorly conceived and can indirectly lead to a distortion of educational efforts; and,
- new demands for accountability require consistent assessment and evaluation at every level – institutionally, programmatically, and individually.

Purpose of the Learning Assessment Network

The *Learning Assessment Network* will provide assistance in addressing these pressures. Functioning primarily to support educational and networking opportunities, the *Learning Assessment Network* aims to provide a coordinating framework for facilitating inquiries, encouraging and disseminating new research, linking and training researchers and practitioners, and raising critical understanding of the various purposes, methods, and applications of assessment. The primary audience for the *Learning Assessment Network* is intended to be faculty and other practitioners in the post-secondary system. A wider

audience includes practitioners and researchers working in non-profit organizations, professional associations, and corporate training units.

Phase 1: Laying the groundwork

A start-up phase of development was necessary to successfully design and launch this initiative. Phase 1 is being jointly carried out by the Centre for Curriculum, Transfer and Technology (C2T2), Simon Fraser University (SFU), and the University of British Columbia (UBC), with funding provided by C2T2 and SFU (in kind).

The Project Advisory Committee for Phase 1 included C2T2, university, and university college representatives: Diane Morrison (C2T2), Mark Battersby (C2T2), Mark Selman (SFU), Kathryn Hanson (SFU), Thomas J. Sork (UBC), Cathie Dunlop (SFU), Katherine Zmetana (Kwantlen University College), and Nancy Randall (Malaspina University-College)

Phase 1 has focused mainly on the compilation and maintenance of a listing of current assessment approaches, projects and policies, accessible through the following web site: www.sfu.ca/learningassessmentnetwork/.

In addition to the web-based listing, Phase 1 has also included the *Learning Assessment Network's* Inaugural Symposium, held on May 18th at Simon Fraser University, Harbour Centre Campus.

The Inaugural Symposium

1. Symposium Participants

Forty-seven participants from 23 organizations took part in the one-day Inaugural Symposium of the Learning Assessment Network. The following organizations and institutions were represented at the symposium:

Colleges	University Colleges	Universities	Other
Vancouver Community College	Malaspina University-College	University of British Columbia Technology	Centre for Curriculum, Transfer and
Selkirk College	Kwantlen University College	Simon Fraser and Technology	Ministry of Advanced Education, Training
Camosun College	University College of the Fraser Valley	Royal Roads University	Susan Simosko Associates Inc.
College of the Rockies	University College of the Cariboo	University of Northern BC	Graham Debling Associates Ltd.
Langara College		Open Learning Agency/ Open University	Designed Learning
Northern Lights College		University of Toronto	ICBC

2. Participants' Perspectives on Assessment Research and Practice

As the inaugural event for the Learning Assessment Network, the symposium was meant to gather people together that may have an interest in shaping the future direction of the Network and also to get people thinking outside their own areas of assessment focus. With these goals in mind, participants were asked to work together in break-out groups on the following questions:

1. What are the critical issues in assessment research and practice?
2. What services and support would help in addressing these issues?
3. What next steps are recommended for the Learning Assessment Network?

2.1 Critical Issues Identified by Participants

- Need for clear definitions of assessment-related terms and concepts: e.g., competency, PLA, values, etc.
- Lack of clarity around the "boundaries" (i.e., individual/collective assessments, localized/national standards, internal/external assessors) and "breadth" of assessment (i.e., program, course, or institutional levels)
- Importance of capturing interest of research community to investigate applications and possibilities
- Potential of extending quality access through the web to the latest and best of assessment research
- Possibility of investigating how values inherent in institutional structures are internalized through assessment and the long-term effects of different assessment strategies (e.g., PLA used in program placements)
- Importance of self-assessment for faculty and students and formative evaluation for programs; decision-makers identifying "what's missing" in PLA/transfer
- Need for research around on-line distant assessment
- Challenge of creating a "political" will to change and develop a culture where assessment is constructive, an information tool, focuses on change, provides direction
- Awareness of imperfections of assessment: How do we get as authentic as possible? How do we make good assessments? How do we account for the "intangibles?" Are we too narrow? How do we widen our focus?
- Development and encouragement of ownership of learning, which is equivalent to the stages of self-assessment, self-awareness, and self-reflection
- Challenge of mapping onto an existing curriculum vs. assessing students' readiness to learn
- "selling" faculty on the need to change method(s) of assessment

2.2 Services and Support Needed

- Further clarity in the conceptualization of the multiple levels of assessment – across the system, articulation (disciplines), programs, and courses
- Further development of the annotated listing in the web site
- Addition of a web dictionary of assessment terminology (with consensus) and/or a web thesaurus that is discipline-bridging
- Inclusion of a bulletin board/discussion group on the web
- Creation of networking opportunities across learning environments – corporate, institution, volunteer, government

2.3 Future Steps Identified by Participants

- Clarification of boundaries, vision and structure of the Network
- Networking to share results and experiences
- Carry out a survey of Learning Assessment Network members to document: needs, expertise, and resources to enable networking
- Hold an annual one-day event
- Include access to self-directed learning models
- Support research initiatives

Benefits of Membership

Membership of the *Learning Assessment Network* is open to all those involved in assessment research and/or practice in BC post-secondary education, including faculty members, researchers, students, professional evaluators, and human resource management personnel.

Members of the *Learning Assessment Network* will receive the following benefits:

- opportunities to network, share ideas with others in the field and to be stimulated by debate and discussion on new research and trends in the field of assessment;
- direct involvement in the strategic development of the *Learning Assessment Network* through invitations to participate on committees and at planning meetings;
- discounts on *Learning Assessment Network* products, training courses, and conferences attendance;
- access to the *Learning Assessment Network* listserv;
- briefings on current issues of concern, such as provincial policies and institutional best practices;
- access to a talent pool through the membership contact list.

Due to support from the three sponsoring organizations, there will be no membership fees charged this year.

We invite YOUR feedback regarding the issues and suggestions raised in this paper. If you would like to send us your comments or if you would like to become a member of the *Learning Assessment Network*, please contact Dr. Catherine Dunlop (tel: (604) 291-5071; email: Cathie_Dunlop@sfu.ca) or visit the web site: www.sfu.ca/learningassessmentnetwork/.

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Provide a forum to discuss and learn about IT trends, their potential and current impact on and integration with educational administration, delivery, and measurement systems.

Workshop Details

Date: Monday, February 28,2000
Time: 8:30 am-3:00 pm
Location: SFU Harbour Centre, Vancouver

Registration details

Visit our Web site at www.ceiss.org/

Student Self-Assessment: Developing Learner Agency

By Nancy Randall

A group of students, enrolled in various British Columbia post-secondary institutions, gathered at Christmas break at my colleague's home where Jan and I were in the midst of preparing a workshop on post-secondary classroom assessment. We welcomed the opportunity to hear this diverse group of learners' perspectives on assessment. Their responses to the simile we posed were startling.

"Being assessed and evaluated in your university course-work is like...?

- playing a game of Russian roulette
- trying to win the jackpot in a lottery
- being in the bush without a compass
- being squeezed by a boa constrictor
- being in a traffic jam
- finding a lump of coal or a great surprise in your Christmas stocking."

Though not academic research, these students' responses reveal frustration, lack of control and an element of pain. Completely lacking is any indication of ownership or agency in their views of assessment; their voices speak of "being done to" rather than being owner of the process.

A key attribute of an effective learner is the ability to critically analyze one's achievements and progress. Self-assessment, or learner agency, is the core of assessment as ultimately the learner must take responsibility and ownership of the learning process; a powerful and painful process. As the humorist, Josh Billings noted, "It is not only the most difficult thing to know oneself, but the most inconvenient one, too!"

"Assessment" from the Latin 'assidere' means "sitting down beside." Self-assessment, therefore, implies the difficult task of sitting down beside yourself. Many of our institutional Mission Statements speak of developing attributes of life-long, independent learners; people who are capable of rigorous and supportive self-assessment and who demonstrate learner agency. Assisting learners to do so is a problematic and powerful process. In this introductory article, I will:

- investigate structures necessary to support rigorous self-assessment,
- provide selective examples of classroom practice, and,
- survey the literature on self-assessment.

What is self-assessment?

Self-assessment or learner agency is an on-going process of learners getting to know themselves as learners. However, simply 'knowing' is not sufficient. Powerful learner agency engages the student in the full cycle of action, reflection, evaluation, and further planning for continued improvement. It is a learning process in itself.

Self-assessment involves learners in:

- reflecting on their thinking and learning
- monitoring and regulating their performances, products and actions
- evaluating the quality of their knowledge, skills and thinking processes
- setting realistic goals for themselves, and,
- developing action plans to achieve these goals.

What do learners need for effective self-assessment?

I posed this question to a group of post-secondary educators participating in a workshop at the BC/Washington Assessment in Higher Education conference. Their responses summarized the necessary conditions. In their words they needed:

> courage, self-confidence, sufficient time for reflection, support, external assessments from trusted and respected colleagues, and, clarity of standards and criteria.

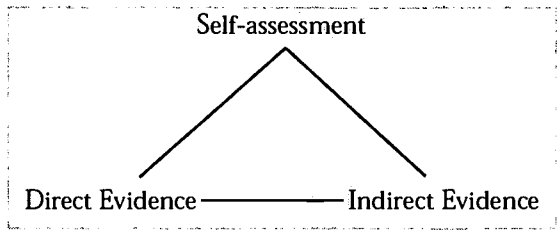
I also had the opportunity to work with a group of highly talented community professionals who were documenting their career and life experiences for Prior Learning Assessment credit. They were involved in intensive self-assessment of their accomplishments. Posed the same question, these learners needed:

> courage and confidence, time...lots of it! opportunities for dialogue with respected peers who need to be both credible and supportive, opportunities to reflect on one's attributes perhaps through writing in a journal, and a clear understanding of the expected standards of performance.

Providing the context needed for thoughtful self-assessment is a daunting professional challenge. A process, modified from the British Columbia Prior Learning Assessment materials, provides structure. Successful engagement with self-assessment is enhanced through providing:

- clear statements of expected learning outcomes,
- criteria and examples which describe competent performances,
- indirect evidence from respected others,
- direct evidence from one's own experiences, and,
- appropriate standards against which to judge one's experiences and actions.

The following triangulation of evidence, based on Prior Learning Assessment work, supports effective self-assessment.



Direct evidence refers to what learners say about themselves through:

- products and artifacts that the learner has produced
- skills demonstrated in person or captured on video or audio tape
- published material such as journal articles
- products developed by the learner such as a business plan or musical composition
- case studies

Indirect evidence refers to what others say or observe about the learner through:

- transcripts from an educational institution
- feedback or anecdotal comments from evaluators
- special awards or commendations
- letters of reference from instructors, employers or supervisors
- testimonials
- instructor or peer assessments

What do self-assessment or learner agency practices look like in post-secondary settings?

The following two case studies of self-assessment practices are sited in an Education degree program at Malaspina University-College. The model for these self-assessment case studies is adapted from Trudy Banta's 1996 book *Assessment in Practice: Putting Principles to Work.*

'Participation' Case Study

Sixty Post-Baccalaureate Education students were enrolled in the first semester of a three-semester, cohort model degree program. To successfully complete a Malaspina University-College Education degree, students must demonstrate achievement of eight significant areas of learning. One learning outcome requires that students demonstrate "a disposition and the ability to practice problem solving, decision making and the interpersonal skills that facilitate learning and communication in the educational community."

Participation is often included in course evaluations but is difficult to assess, other than as a quantification of attendance or contributions in class. Incorporating 'participation' as an evaluation component provided the opportunity to have these learners better understand what interpersonal skills and participation 'look like' in an educational community. Further, I wanted to establish the values of rigorous peer and self-assessment.

We began with class discussions of the purposes and issues of self and peer assessment. Learners were initially resistant ("it's the teacher's responsibility to assess") and extremely reluctant. The value of peer-assessment was questioned. Class development of criteria to describe what 'participation looks like' began to create ownership of this learning. Classroom interactions were heated as we clarified and reached consensus on assessment criteria. The resulting assessment rubric, I believe, thoroughly considers three significant components of class participation: preparation, engagement and collaboration. We used these participation criteria as a basis for feedback throughout the semester.

Multiple collaborative learning situations provided the learners with opportunities for both peer and instructor feedback. Learners listened carefully to peer assessments and began to identify interaction patterns that needed their attention. For example a

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student, who habitually defended his own beliefs and paid little heed to any other perspectives, began to monitor more closely his responses to other's opinions. At semester's end, the students self-assessed their participation against these assessment criteria.

Participation:

- completes readings
- makes connections to/integrates prior knowledge
- prepares questions, as needed, or discusses ideas with others
- is present and on time, or if not, provides advance notice if at all possible.

Engagement:

- makes reference to readings and asks pertinent questions
- practices active listening; focuses on ideas being developed
- participates in discussions with thoughtful contributions

Collaboration:

- takes classroom community roles (leader, presenter, note-taker etc.)
- works well with others; builds on contributions of others
- listens to ideas and opinions of others; doesn't dominate
- respects other's opinions while respecting human rights issues

Many of the students stated that they were initially highly critical of the self and peer assessment process, but found the experience to be powerful and helpful. The students' self-assessments were very accurate in identifying their participation and interaction strengths and concerns, based upon observations and comments I made during the semester. Intensive feedback, from peer and self-assessment, helped the learners understand more fully their interaction skills.

'Significant Learning' Case Study

One of the eight Malaspina Education degree learning outcomes requires demonstration of the ability to "analyze and adapt teaching and learning experiences." Assessment criteria include the ability to create a system of self-assessment of teaching, analyze strengths and weaknesses, respond to feedback in a professional manner, and incorporate feedback and insights into subsequent interactions. My colleagues, John Boland and Jan Iverson, developed the following process to incorporate student self-assessment of significant learning.

To encourage future teachers to thoughtfully self-assess their significant learning experiences, we posed these questions:

- Describe the experience (activity, assessment, reading, etc.)
- Why have you included this as a significant learning?
- How does it relate to the Education degree outcomes?
- What impact has this experience had on your thinking?

The learners were third year students enrolled in a Concurrent Bachelor of Education & Bachelor of Arts (or Sciences) degree program. In addition to concurrent degree course work, these students were participating in an on-going observational practicum placement.

Many initially questioned the purpose of this self-assessment as it was unlike most of their previous educational experiences. They struggled to make sense of, and document, their significant learning experiences. Some felt that they needed more time and distance to understand their learning. On completion, most indicated that this self-assessment experience helped them understand more clearly the 'big picture' of their enduring and significant learning. Diane Shortt, for example, discussed the impact of case studies which developed skills in pre-assessing children's learning needs.

> The case study analyses we worked through in X's class were significant learning experiences for me. With basic information, we were required to make judgments about children. Like a lawyer or detective, I had to sift through the facts that were available and identify knowledge, skills and attitudes and prioritize decisions that directly affected the individual.
>
> The impact of this experience was an eye-opener because my beliefs, background and experiences were as much a part of the assessment process as the facts of the case study. It was also really good to

> discuss the situations with the rest of the class because by getting different perspectives, I was able to see things that shifted priorities regarding some of the decisions that I made. ...Being able to analyze the situation from a holistic viewpoint is essential to providing quality instruction for each student.

Diane's voice provides clear evidence of her abilities to apply factual knowledge needed in an educational setting. Of greater significance, this learner is demonstrating the ability to analyze information, synthesize key ideas, and then apply evaluative skills in prioritizing actions. Learning which is transformative is evident in the student's growing awareness of differing and multiple perspectives. Acknowledgement of the impact of one's beliefs and background experiences is a central component to better understanding one's own learning.

Incorporating self and peer assessment into post-secondary learning experiences clearly has significant strengths. An equal number of concerns, such as issues of confidentiality, class dynamics, and grade competition must be considered. To better understand the concept of self-assessment, I delved into the relevant literature.

What can we learn from the literature to enhance our practices?

Assessment literature is burgeoning across North America and internationally. Much attention has been directed to better understand assessment of others. Encouragement of rigorous self-assessment practices has more recently been recognized as an essential component of ownership of assessment.

Grant Wiggins (1997) emphasizes the commonsensical but elusive wisdom that feedback is the core of learning. It's through effective feedback that the learner adjusts and adapts performance. And feedback should be rich and detailed descriptions of what the learner did and did not do relative to shared, appropriate and rigorous standards. Therefore, effective assessment provides opportunities for the learner to use the feedback, to self-adjust, for that is what is required to be an autonomous learner. Wiggins' 1997 article, *Feedback: How Learning Occurs*, offers much support for thoughtful development of self-assessment practices.

Derek Rowntree has contributed greatly to the British and international assessment literature. In *Designing an Assessment System* (1999), Rowntree includes self and peer assessment as essential, but problematic, components of holistic assessment. He places self-assessment at the heart of it all, being "essentially an attempt [for the learner] to find out about the nature and quality of his or her learning."

Self-Assessment in Professional and Higher Education (SAPHE) is a network centred at the University of Bristol. Their web-site, which describes developing work in the disciplines of Law and Social Work, is located at http://www.bris.ac.uk/Depts/Education/saphe3.htm >

Developmental stages of self-assessment are fully described in *Student Assessment-as-Learning at Alverno College* (1985). Excerpts from their assessment rubrics describe a beginning student who "expects the teacher to take the initiative in recognizing the student's problems." A developing student "achieves sufficient awareness of self to assess her own abilities and how they contribute to a situation." And an advanced student "consistently applies self awareness of self and acts accordingly." The Alverno work also develops the cycle of learning which includes self-assessment, ability to incorporate feedback and commitment to improvement.

In British Columbia, the Prior Learning Assessment web-site managed by Open Learning Agency and located at http:// www.ola.bc.ca/pla/resources/tools/html provides tools which help the learner self-assess academic and teamwork skills.

In this introductory article, I've considered the context and conditions necessary for effective self-assessment, provided developing examples of practice and summarized some of the relevant literature. I'm very interested in hearing from others who are investigating the concepts and ideas of self-assessment and learner agency.

References

For information on sources cited in this article, refer to the Selective Assessment Bibliography on page 32.

PLAR: Enhancing Teaching and Learning

A Personal Experience

By Donna H. Green, University of Windsor

PLAR[1] naturally affects those coming to universities seeking credit for outside learning but what is often not recognized is the positive impact the development of that process can have on learning and teaching within universities.

When I was sent out into the 'real world' of university teaching, I was not ready. Although I had observed a master teacher in action and was privy to his course outlines and class preparation material, I had no experience in teaching and no formal training in teaching. During my many years as a masters and then doctoral student there was no credit course required – or even available – to learn more about teaching. My doctoral studies provided excellent and ample training and practice in research. However, I didn't teach or even act as a teaching assistant to mark papers during my graduate studies. Upon acceptance of my job as an assistant professor in a university, I found myself ill-prepared for what occupies the majority of my working hours as a professor – teaching, preparing for teaching, and evaluating the student learning. The result was a disaster. I began at the bottom in terms of teaching ratings.

I decided I would learn to teach. My belief was, and is, that teaching is a skill that can be learned – natural abilities help but they need to be nurtured and developed – just like musical talent and athletic talent. No one would expect someone to start playing piano concerts or to simply walk onto the professional hockey arena after having observed great players in action. Yet, this is what is often done at the university level – my background being the extreme. Most graduate students do get some experience teaching – but still little or no instruction. I took workshops, bought and read books and journals, joined a teaching society, tried anything and everything in my courses and joined the learning and teaching committee at my university. Through the committee I even helped get our university to offer a course in teaching for new university faculty – and took it even though by then I was 'old'.

It was when I 'discovered' learning outcomes that a real breakthrough occurred for me.

PLAR and Learning Outcomes: My Introduction

Because of my personal experience where I hadn't been given credit for prior learning, I was pleased to join a team to develop a guide for the implementation of PLAR in universities. It was through this involvement that I came to understand learning outcomes and their importance and relevance not just for mature students seeking PLAR but also for on-campus students and for my teaching.

Through the development of our handbook (Innerd, et al., 1997) we discussed many and varied approaches to both how best to assess PLAR and how best to get PLAR implemented within universities. After much research and many discussions, the answer appeared obvious to all members of our team: learning outcomes-based assessments. However, even given that this seemed to be the way to go, it was not that easy to do. We all tried writing learning outcomes for our courses which could be used for PLAR assessment. I kept notes and would like to share a reflection I had part way through the development process:

> Troubling: When working more on the learning outcomes I become more and more pessimistic that any credit can be given for many university courses. They inherently use theory which most likely won't be gained 'in life'. My marketing, decision-making, skill-building course draws on theoretical knowledge from three other required courses which I enhance and build on within the course. Without that knowledge I wouldn't feel the student should get credit for the course. Therefore, if the learning outcomes are to be used for PLAR rather than just for my course I believe they'll have to be written at a more explicit level than otherwise would be necessary to include on the course outline for my students. Do you agree? How would we handle this in our workshop, in our handbook? (My personal notes to our team, March 3, 1997)

After this correspondence we met as a group and encouraged each other to continue. I persevered and developed learning outcomes for the course. I have to admit that now, having developed learning outcomes for my courses and having taught two faculty workshops on their development, I am a strong advocate for learning outcomes for university courses, with or without PLAR. The development of learning outcomes for a course provides the instructor with an entirely different approach to course development than the typical professor, with little or no teacher training, brings to the classroom.

The act of writing learning outcomes for a course requires one to consider where the students are coming from, what their backgrounds are, and what value the course will add. As a marketer I believe it is critically important to have a target market and to understand their needs and how to meet them. Learning outcomes make this clear for all to see by providing the student, the public, and other professors a clear understanding of what one will learn and be able to do upon the completion of the course. If the possibility of a PLAR application is considered for the course, it is then possible to word the learning outcomes such that they are broad enough to apply to non-traditional learning situations yet narrow enough to be assessable with a variety of tools.

The definition of learning outcomes we used is:

> Learning Outcomes specify the observable and/or measurable knowledge, skills, and capacity for judgement which a person is expected to have developed or acquired as the result of a course of study or a set of identifiable experiences. They are what a person should know or be able to do or demonstrate at a given point in their development. (Innerd, et al., 1997, p. 10)

Learning outcomes-based assessments for PLAR make sense, are doable, and have spinoffs which also improve the courses for students on campus. However, having said and believing all this, the process is not one that can happen in a matter of minutes. Development of learning outcomes takes time and thought. Also, depending upon one's original outlook on a course and the students who take it, learning outcome development may even change the way one feels about the course and the values one brings to students. It did for me. I'd like to describe for you the journey I undertook, and am still taking, when developing learning outcomes for potential PLAR assessment.

My Original Approach to Course Content and Its Implications for PLAR

I, and most of the colleagues with whom I have spoken, have all considered the number one, and sometimes the only criteria for course development, is the accumulation, by the student, of the content or knowledge inherent in the course in question. It is often this knowledge content that is considered when thinking about what is taught in university courses. This was clearly my point of view when I was a newly minted PhD teaching my first courses. The knowledge content is generally what is listed in the calendar course descriptions, and hence, in the absence of learning outcomes, is generally used when assessing prior learning for PLAR credit.

Although the knowledge component is undoubtedly important, it truly is not the only learning that takes place, or should take place, within a university course. Most professors would agree that: 1) all content covered in a course is not equally important to retain 2) skills may be gained as a result of having participated in the course, and 3) there are certain values and judgements which the students should be able to identify and utilize as a result of the course. These considerations would arise if a content expert, likely the professor of the course, is deciding if 'outside' learning was equivalent to on campus course learning for PLAR credit. However, as these amplifications are not articulated in the course description or in most course objectives the task is difficult and time consuming both to undertake and to justify.

The PLAR process can be facilitated, and on campus courses improved, by the development of learning outcomes. The analysis of a course for PLAR and the progression from the simple calendar description through course objectives to learning outcomes is best illustrated through the use of a specific course example.

Development of Learning Outcomes for Potential PLAR Assessments

The course I would like to discuss is a required course for both the undergraduate Commerce degree at the University of Windsor and the Liberal and Professional Studies degree program at the University of Windsor. As a course in the Liberal and Professional Studies program, it also became a course that could be considered for PLAR course credit under a pilot test of PLAR being undertaken at the University of Windsor. It is also the first course I taught at the University of Windsor and is the primary course I taught for more than six years. The course description from the calendar is as follows:

74 - 232. Marketing Problems – Applications and Decisions

The application of concepts and techniques in marketing through the use of cases and simulation gaming. The course will apply the concepts learned in 74-231, Principles of Marketing, in a managerial, decision-making format. (Prerequisite: 74-231 and Co-requisite: 72 -171).

The course objectives (mine and adopted from others) for the first time I taught this course were:

Objectives

To develop an understanding of and skill in the marketing decision-making process:

1. To examine selected techniques and processes that can be used in marketing decision-making.
2. To provide an opportunity to integrate theoretical concepts with practical marketing problems.
3. To provide experience in group decision-making dynamics.

Once I had taught this course a few years I learned about teaching objectives from a workshop in teaching which I took. With this new knowledge I set out to improve the ones I had. As you'll note I didn't really change the three I had previously, I'd simply added two more (the first and last one). The expanded list does do a better job of 'covering' the course content.

Course Objectives:

1. To develop an understanding of and skill in the marketing decision-making process.
2. To examine selected techniques and processes that can be used in marketing decision-making.
3. To provide an opportunity to integrate theoretical concepts with practical marketing problems.
4. To provide experience in group decision-making dynamics.
5. To provide opportunities to develop presentation skills.

What should be noted by these course objectives is that although they are ostensibly for the students they in fact are truly as titled, course objectives, what the *course* is to accomplish. They are what the course will do. Simply having these on a course outline does provide students with more information than the calendar description and more information than one finds in many university course outlines. However, the course objectives tell little about what the student will learn, e.g., how the student will change as a result of this course. They do tell the student what will be covered in the course and what experiences the student will have but they don't say anything at all about how proficient the students will be in various activities after the course, nor do they indicate how any of the learning would be assessed. These missing features are a part of learning outcomes but not learning objectives. Therefore, the essential difference between course objectives and learning outcomes is that objectives speak to the teaching of the course while the outcomes are student and learning focused. Because learning outcomes focus on student learning the evaluation of prior learning against learning outcome benchmarks is a much easier task.

Learning Objectives to Learning Outcomes for PLAR: The Example Continues

Continuing with the marketing problems and decisions course, I'd like to illustrate the difference between course objectives and learning outcomes. (Rather than go into details about the process for

developing learning outcomes, I've provided a summary of the three step process which I've found useful. The process is discussed in detail in the manual (Innerd, et al. 1997).)

Learning Outcomes Development Process

Step #1: Gather Basic Course Descriptors: Course Title, Course Description from Catalogue, Course Objectives (if previously identified), Current Course Syllabus or Outline

Step #2: Think and Analyze the Course: What is it that students should learn during the course?

1. What are the most important *topics* (topic areas) to be addressed in your course?
2. What essential elements of *knowledge* should the students *possess/demonstrate*?

   What basic skills should they be able to perform? and

   What fundamental *judgements* should students exercise at the end of the course?

Step #3: Think about how the learning can be measured. That is, not just how do you measure the learning currently but how could you? What indicators of student achievement could/would you use to assess the knowledge, skills, and capacity for judgement that students have acquired in the course? The following questions may help with this:

- What indicates that a student has learned something?
- How do I best assess student achievement?
- What student 'performance' would demonstrate knowledge of that skill/knowledge?
- What level of learning do I expect? What types of learning processes are important?
- How does learning progress through a course of study?

I've ordered the outcomes to parallel the course objectives. You'll note that the first item identifies the decision-making process identified in the first course objective, but it is no longer vague. It also explains how that skill or understanding can be demonstrated. This is done in the on campus class in the form of a case or simulation. One can see from the learning outcome that this outcome could be assessed via a similar means or perhaps by viewing a marketing plan or business plan that an adult developed for a business outside the 'ivory tower'.

In changing the second objective into a learning outcome I decided that it really wasn't enough just to have been exposed to marketing decision-making techniques and processes but that they should be able to not only perform certain types of analysis but also to decide when which should be used. This learning outcome, therefore, lists the types of analyses they should be able to do. This helps students on campus focus clearly on these important areas and to realize that it will not be sufficient to merely recognize that these exist or even to recognize their use but that they also must be able to DO the work. Highlighting this information for the students makes my expectations for them much clearer and makes it easier for them to direct their learning to the level required. Having this detail in the learning outcome again means that the adult learner needs to be able to demonstrate these explicit skills for PLAR credit. He or she could then draw on their own experience and body of work to show these skills.

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When presented with company information (case or simulation) the student will 1) *analyze* the information 2) *identify* problems or opportunities for the firm 3) *identify, flesh out* and *analyze* several alternatives and 4) make a recommendation for the firm which includes all major decision areas for marketing strategy. Qualitative and quantitative analysis and rationale are required in all areas of the decision-making process.

The student, when presented with information, will be able *to decide* which analysis technique is appropriate and will be able t*o do the calculations*. The primary analysis techniques include: contribution analysis, cannibalization analysis, profitability analysis, and cashflow analysis.

The student will *recognize* the influence of marketing in their daily lives and in the operation of corporations, non-profit organizations, and politics.

Group decision-making skills will be *demonstrated* from the output of the group's endeavors: ongoing *decisions*, and a *presentation* in class *(cont'd)*

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and *written assignments* which identify not only the *decision* but the *rationale* and *analysis* that has led to the proposed marketing decisions.

The student will *demonstrate creativity, decision-making, presentation skills* and the *ability to work together as a group* to complete a project by *developing and presenting* a *marketing strategy*, e.g., case analysis and solution or brand manager report to a large audience.

Similar discussions can be made for each of the learning outcomes. Rather than discussing all of the learning outcomes for this course, I would like to move to the last one. As you'll note it is fairly comprehensive and draws in both presentation skills and group skills as well as marketing skills. The way it is written makes it clear to the on campus class why they are asked to do the large group marketing strategy project. It also provides enough detail about what is expected that an adult might be able to find activities in their life that would also demonstrate that learning outcome. For example, an adult may have been involved in the team development of a marketing strategy and plan for a new product launch and may have presented the results to senior management. If adequately documented, this activity could demonstrate the accomplishment of this learning outcome outside the classroom.

The development of learning outcomes in conjunction with PLAR highlights for students the actual learning which occurs and, hence, the benefits they'll gain from taking this course. Many students today, especially the ones I meet in the business school, are concerned about transferable knowledge and skills which they can use in their future. Learning outcomes may spell these out for them. For example, the research, integration and application of information and the analysis and creativity which goes into a research or final project is learned in many courses throughout the university and will apply in many activities the graduate will undertake in the future. As marketing is an applied field I can go even further and explain, for example, that the marketing strategy they are developing and presenting to class is the same type of activity they may be later doing in their career.

The use of learning outcomes for on campus students and for mature students seeking PLAR credit can help them, their employers, society and the government better understand the relevance and importance of university learning. This may in turn help with accountability issues looming in the near future for universities.

Making the Implicit Explicit; Its Ramifications for Assessments

I believe most of us who teach in a university implicitly know what we want our students to learn. We design the courses to achieve this learning. What we rarely do is articulate to students, prospective students, or even to ourselves what we are actually trying to get students to learn. I've found that when we professors articulate our aspirations for students and consider how this learning can be measured both in and outside the classroom, e.g., developing learning outcomes, it stimulates us to think about alternative course activities and assessment measures which also often leads to enhanced learning by our students. This is an added dimension that developing and using learning outcomes for both in class use and for PLAR assessments gives to all university courses.

For example, while developing learning outcomes it is often discovered that there is a mismatch between the learning expected and the assessment used. Often we want students to achieve higher levels of learning than we evaluate. When this inconsistency is discovered, professors will often choose to use alternative assessment methods to measure the learning. Assessment changes can vary from minor changes like changing the wording of questions on examinations to changes in the format of examination questions to major changes like adding or dropping relevant or irrelevant activities from a course. I'd like to share with you three examples of assessment changes made as a result of the development of learning outcomes for PLAR.

After writing the learning outcomes for her course, a member of our team realized that although she'd wanted students to be able to do more than recognize concepts she hadn't been assessing that higher level of learning. Her class size (over 300 students) dictated the type of evaluation procedures, multiple choice examinations. However, this didn't mean the assess-

ments couldn't be improved to match the learning desired. Prudent wording and selection of multiple choice questions can tap into higher learning dimensions. This psychology professor decided that in the future she would develop and use different multiple choice questions for the examinations – ones that better match the learning outcomes she wants for the course.

My second example comes from a marketing course. It illustrates simple changes that could be made in examination questions to better match the desired level of learning specified in the learning outcomes with more appropriate examination questions. Moving from lower levels of learning to higher levels of learning, the type of questions asked could go from 1) a multiple choice question where students are asked, for example, to recognize which items should be used when creating a brand name to b) listing the criteria for a good brand name to 3) evaluating a proposed brand name or brand name change.

Similarly in my sales and sales management course I want students to demonstrate that they understand the steps in the selling process, rather than just recognizing the steps. In this example the assessment moves from a test question to an evaluation of an observed sales interaction to the participation in a role play whereby the student takes the part of the sales representative and follows the sales process.

A better understanding of the relationship between learning desired and measures to assess the learning comes from attempts to write learning outcomes such that a variety of assessments could tap into the learning outcomes. Writing learning outcomes for possible PLAR assessments provides this.

Conclusion

The process of developing learning outcomes provides a new outlook on courses and stimulates new ideas for course activities to achieve or measure the same learning outcomes. While developing learning outcomes the professor thinks through what the students should learn, how they should learn it, and how it can be assessed (both within and outside the classroom). Thoughts change from what should be learned to how the necessary learning can be best accomplished and measured. This, in turn, stimulates the development of new and different activities to enhance learning and its assessment. With learning outcomes, a professor is better able to communicate to students what he or she wants them to learn and why. Students can more clearly see what they are to learn from a course, and if one finishes a course by reviewing the learning outcomes, students more clearly understand what they learned and the value they received in the course. Mature students applying for credit for outside learning for particular courses will find the process easier and more understandable making it easier for them to attend university to complete a degree.

The use of outcomes-based assessments for PLAR also makes the value of university courses and degrees more transparent to important constituencies such as parents, employers and governments. Relevancy and accountability, which are apparent with the articulation of learning outcomes, are becoming more and more important to society and governments who provide a large proportion of the funding of universities today. Student satisfaction is critical to universities who want to attract students, retain students, and later get their alumni support either through volunteer activities or monetary contributions.

Because of all of the advantages to using learning outcomes cited throughout this article, I strongly advocate the use of outcomes-based assessments for PLAR and urge the development of learning outcomes for all university courses, and especially for all university courses where PLAR credit may be considered. It may take time to develop the learning outcomes for PLAR implementations but the rewards will more than justify the time commitment. The investment today in developing better courses and better assessments and more accessibility has long term benefits for all involved.

References

Innerd, W., D. Green, S. Towson, and M. Collins. 1997. *Prior Learning Assessment and Recognition: The Learning Outcomes-Based Approach - A Handbook.* Human Resources Development Canada.

[1] Prior Learning Assessment and Recognition (PLAR) is a process which allows individuals the opportunity to demonstrate how their knowledge, skills, attitudes and the capacity to make judgements are relevant to post secondary course/program material, to career goals or to occupational requirements, or to any combination of these elements. These may be acquired from either formal or informal learning experiences. The knowledge, skills and capacity for judgement are formally evaluated for the purpose of granting post-secondary academic credit (Innerd, et al. 1997, p. 1).

Critical Thinking for the Real World: Connecting Collaborative Learning and Authentic Assessment in Applied Programs

by Alice Macpherson and Tally Wade

Three years ago, we began a process at Kwantlen University College to systematically analyze and redevelop the Public Safety Communications Program to train people to staff call processing centres where duties include answering information calls such as response to flooding, and 911 calls for police, fire, or medical emergencies. Tally Wade had just been hired as the new program coordinator from her position as the Manager of Communication at Pearson International Airport. Faculty member Alice Macpherson was assigned as the instructional designer to the project, bringing a background in curriculum development and cooperative learning.

Critical Thinking and Teamwork

Through a DACUM process and further validation, the public safety industry identified a number of skills that were very important for their workers. These included the application of rational thinking involving skillful judgement. This type of critical thinking may be loosely defined as thinking that incorporates self-monitoring and self-assessment. Critical thinking is also needed to develop higher order thinking so that the students can get beyond memorization and work up to synthesis. Teamwork skills were another part of the mix, since in the public safety industry the communicators are always working with others, often in life or death situations. The development of these skills meets the stated outcomes of the program by getting beyond theory into practice, increasing student employability skills for getting a job and building a career. The challenge was to build these skills into the program content and to ensure that they became fully integrated for the students.

Cooperative Learning

Cooperative Learning strategies were used to develop teamwork skills through student interaction in learning groups which were set to accomplish tasks, meet goals and to develop positive interactions. The organizational elements included: positive interdependence, individual accountability, group processing, and skilled communication.

Authentic Assessment

Assessment is a measurement of student achievement and an integral part of learning and improvement. It is done on a student performance that is intended to meet a stated goal, to be judged on public criteria and with feedback to the learner. In the Public Safety Communication program the focus was on Authentic Assessment.

> "Assessments are authentic when they have meaning in themselves - when the learning they measure has value beyond the classroom and is meaningful to the learner." (ERIC Practice Application Brief by Sandra Kerka)

Assessment is necessary for both the administrative function that it serves in assigning grades and determining entry/placement in programs, and for the feedback it provides to support the learning process by providing information to learners and instructors. The intent was to directly measure performance within a simulated but authentic context. It needed to be connected to the culture of the workplace while under the direction of skilled individuals (faculty and staff) and to include developmental and explorative activities with peers.

Application Strategies

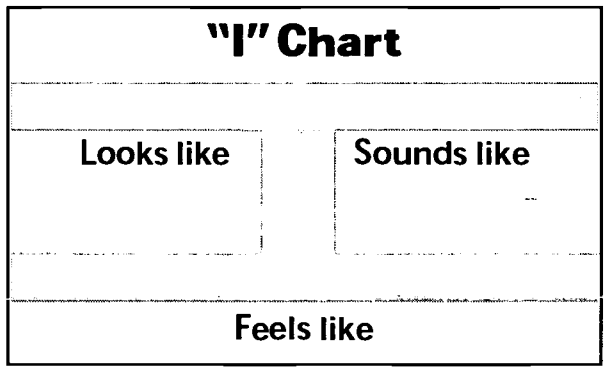
In the Public Safety Communications program, the instructors began with the general teaching of theory using examples from industry. The students then attempted to replicate the desired behaviours under instructor guidance and critique. This describes a normal college teaching/learning process. In this program it was only the first step. In the first month of the program students participated in activities that developed their skills in how to listen and hear others, to say what they mean, to give and receive constructive feedback and to learn basic teamwork skills for working together. The instructors were responsible

for setting the environment to teach the skills and for arranging practice while modeling them (walking the talk).

Developing Criteria for Success

Assessment was used to give feedback and to support learning. Using student groups to develop basic criteria from their current background (theoretical, observational, early practice), the instructor guided and expanded where necessary. This provided a framework for developing assessment criteria for each project or situation. One example is the checklists developed for assessing call taking; another is the criteria for assessment of group scenario development.

The cooperative learning structure used was an "I" chart (see figure 1). The students were asked how they would describe a successful project – what it looks like, sounds like and feels like.



Through their responses we were able to clarify their understanding of the project. This opened up the discussion of how to succeed so that the students deepened and expanded their knowledge of the material, and then had a framework in words that they helped to create. Personal skill development was supported and the ability to be successful enhanced. Checklists were agreed on so that the students were clear on how they would be assessed.

Then, the students were required to utilize their skills and connect to examples from the workplace culture in cooperatively organized authentic practice.

Assessing each other using the developed criteria and checklists, they gave constructive feedback and useful suggestions for change to each other under instructor guidance. The instructor became a coach and mentor as the scenarios become progressively more complex and students increased their ability to self-assess as they developed their critical thinking skills. Over the program length, student groups developed and implemented scenarios with other student groups performing and assessing them. Group processing was used to analyze performance and to plan for improvement within the small groups. Feedback skills were used for analysis and synthesis, giving suggestions for scenario improvement.

End Product

The final assessment for the students was a full day simulation of a Tri Service Agency with drama students acting as callers, and industry personnel as field units and assessors. Each student had four separate roles: call taker, assessor of call takers, dispatcher, and assessor of dispatchers. Students were marked on their ability to do the job and on how accurately their assessment of others matched the perceptions of the instructors and industry personnel. At the end of the day, the greatest satisfaction for them was having the industry assessors state that they would be willing to work with them in real work situations.

The Public Safety Communications Program applied learning cycle was: Practice, Feedback, Processing. Each cycle increased the individual's competence in content, teamwork skills, and critical thinking abilities. At the end of eight months and ten courses, the students were fully able to use the procedures and operation of emergency communication in a wide variety of applications.

This information was first presented in Spokane, Washington, May 6, 1999 at the Assessment in Higher Education Conference. If you would like further information about this curriculum, please contact us (alicemac@kwantlen.bc.ca or tally@kwantlen.bc.ca).

The "Hands On" Approach to Humanities and Social Science Delivery: Case Studies in Applied Education

By Russell Taylor

What it means to *learn* is where I locate my teaching practice: it is a space of process. For me, the proof is in the process and how students interact with our course design strategies. I wish to focus this paper on the work, simply to locate how assessment is operating in the learning environments I design and how the students enact it as a space. Location is communication; where students and ideas flourish that is the space of instructional dialogue, where assessment and outcomes meet experience. It is not removed or abstract, it is direct and tactile – it is "hands on." All colleges and institutes have educational assets. This paper locates itself in a practice of cross-disciplinarity, and a belief that through the commitment to it, we can create what we don't have, by utilizing in new ways what we do.

I believe that students learn best by applying in real and quantifiable ways to their own specialties what we teach in the classroom. This article will use a series of case studies pulled from History, Humanities and Marketing classes I have taught over the last two years, to illustrate my position. I teach in Vancouver, British Columbia, at the Emily Carr Institute of Art and Design. I was first hired to teach there as a Sessional instructor specifically to teach the History of Design in two courses. When I began preparing to teach Design History for the first time I was told, "the students don't see how it relates to what they are doing." Most of us had that experience in post-secondary education: some classes really turned you on to learning, and some didn't. But why? I remembered, fondly, some initial courses at Capilano College which turned me on to learning and cross-disciplinary learning. One was the Art History classes with Josephine Jungic, where the love of what she was doing came through every day, every class. Another was a Second Year English class with Graham Forst. Graham had a way of making you feel that it was all worth it, you wanted to do the readings and couldn't wait for class. That class had some of the best debate and dialogue of the twelve years I spent in school at three different B.C. institutions. How did they do it? When I began to teach, that was my biggest question and these great teachers were my models. Great teachers can never know the enormous impact they make, where their learners will go.

I started off redesigning a two-term set of courses with the goal of making them a core experience for those students as they entered the first year of design school which I believed could continue to spill over in all of the studio and academic classes in meaningful ways. I started at the time with only a course outline from a previous year. Looking back now this was my great advantage, I had nothing to base it on and so I broke all of the canons and standards, not from some ideological position but because the material, the research and the love of teaching was guiding me, because I truly wanted to fill the room with images and ideas. Meanwhile I was frantically compiling the weekly lecture content, shooting brand new slides, remaking an eight-month survey course in its entirety, reading like mad and then synthesizing and writing Sunday night in time to present on Monday mornings. It was magic. It was incredibly hard work, but it was fresh and the students could tell that, and they could see how hard I was working to make it an enjoyable experience for them. That's how it began.

After the first course was done in December, I spent the whole holiday writing the spring course so that I could get ahead a little bit. I came upon the idea that the students might learn better if they learned themselves first, in very tactile ways which related to their practice, in a very intense compact overview experience at the beginning of the term. My Dean gave me permission to teach what looked like "studio" material in an "academic" class. When the students returned in January, I set the project to them in the first class, which was called "relevant precedence", of splitting the 45 students into four collaborative teams, with representation in all of the three design disciplines which we teach, Graphic Design, Industrial Design and Electronic Communication Design, so that all of their attributes, approaches and skills, in two, three and four dimensions would be present in the final

work. They had one week to work together to do research on material which would then be covered in the first four weeks of class.

What came out blew everyone's minds. The students had to present their research in contemporary media deliveries and traditional theater. This assignment changed everything for me from that time forward. I had one hundred percent attendance during the course, extremely high grades and an incredible environment for learning. The students did theater with little background in it, they did typography "in the style of" which caused them to apply personally the course content. They used websites and got international response; they made video and film without having been trained to do so. They used multiple projection screens and monitors. And all of this work had to also be able to work as exhibition, to show people who had not been there what had occurred. I wanted to see History come alive for them and feel vital and relevant. This I learned from Graham Forst, when he used to compare a hefty tome to something we could relate to. It's funny what sticks for you. We all felt that those little things were not patronizing, they were locational practices for us, which allowed the class to grasp the ideas. By getting their hands on things the students were retaining more and the learning environment improving. Just by crossing some disciplinary lines my class dynamics changed and my assessment practices changed with it.

The assessment strategy was working. How did I know? Again, the proof is in the process; and the results. Retention went up, interaction in the class went up, marks went up, attendance and lates were no longer an issue and the students were enjoying coming, even for a 9 a.m. Monday morning class. I was finding a way to make context curriculum useful and powerful for Design students. But, would it seep into their work, which was the real endgame? My interest in how the world of ideas was impacting on the artifacts of design produced needed to be tried the other way, directly within the hallowed workshop environment. So in fall of 1997, I began teaching studio-based classes in Furniture Design and others to see how it could go the other way, bringing ideas to form in the quest for innovation. Meanwhile I kept working at Design History, refining it, bringing in more assignments and clarifying how they would be assessed. As long as the students saw the relevance of what you were doing, I found that they would do the work and buy into the assessment strategy.

Design History was the first set of academics for these students in the School of Design and I believed that if it successfully turned them on at the first gate they would respond differently, be more prepared and be more open to subsequent classes, that the mission was larger than one or two specific courses. The work was beginning to build community of learning among the constituents, the teachers included, and to generate collaboration between areas. I knew that intuitively what I was doing was important, and so I began thinking about how that could be communicated to more diverse groups to share ideas, as the "Relevant Precedence" project had. The great thing about Emily Carr was that there was so much support for trying new things and innovating.

I wanted to make people outside of the community broadly aware of the significant work which was being done within the Institute. It became my goal then to create a discourse emanating out of Western Canada on contemporary issues facing Design. I envisioned using the curriculum to evolve the debate and to disseminate and create larger debate from these seeds. Students would be central to the mission; it was their location in the space which was creating this; it was about them. It was then that I decided to start a Journal for the School of Design for that purpose.

I envisioned a Journal published by the school with an international subscription and mandate. I believed that the assessment methods emerging in applied education had within it value for the larger field of educational practice and saw the Journal as a vehicle for positioning Emily Carr as a center for studies on Design discourse. Already the school is widely regarded as one of the best institutions of its kind, with its Industrial Design division often heralded as being in the top schools in North America. How to expand the circle became the approach.

My work then took on a two-pronged approach over the course of three years:

1. generate exceptional models for assessment practice and innovation in collaborative environments in the classroom and in the institution more generally as content generators

and labs of open discourse and discovery where the student's learning was valued over any other criteria, and...

2. forge ahead with creating this journal though there was no money to do it, no faculty available to do so other than myself and no tradition for it, as a place to publish the results.

We'd never done this before, I hadn't, but I saw one great advantage: we were a *design school*, and we had in house on a revolving basis a pool of emerging designers who could be tapped to create the work as long as I could generate a business plan and content. Our educational assets were making the larger circle possible. Because there was no overriding tradition of the way it was done, it was entirely open as to what this could become and I saw, because they were so fundamental to its creation, a central place, not only for undergraduate students to work on the publication design on a "real world project", but for submission to the journal as articles. The overarching goal was to create a compelling reality to what the students did in all of their classes. After several months of initial research and design generation, we decided to call the Journal "*PROCESS*", which I thought captured the spirit and the space of what we were about. Everything then began to take on real terms and outcomes. I shared the vision with the students and they got behind the idea solidly. Suddenly the classes became increasingly integrated and took on a vital life within the context of their studies.

The following Spring, when I did a Humanities class, I was challenging my own assumptions with an eye toward the nature of writing and engaged the class around looking at the centrality of writing to the study of the Humanities. Why couldn't we write in ways which reached people beyond the course, beyond the institution, from within each class? That became the challenge.

Each class became part of a larger whole. In my Marketing classes the students learned all of the transferable objectives and simultaneously engaged in collaborative work across areas with the objective of creating product ideas and then producing complete designs and product marketing plans. Every class was an opportunity for integration into the framework.

This Spring in a Humanities section, the course focused on Cultural Studies and Media, and was titled, "Redefining Design for the Information Society." The course was split into phases. The first phase was the hardest, having them do long and often tedious theoretical readings due for each class. I gave a twenty-minute quiz to check that they had done the reading and to ensure that they were prepared to engage the day's work. If I didn't do so, as usual the keeners would do the reading and the vast majority would sit in silence as they are lost and/or feel badly that they didn't get it done. I knew this from first hand experience as an architecture student. But, then, the class opened up and utilized lecture and seminar formats and brief clips of film to *apply* the ideas discussed, ranging from Citizen Kane to the Marx Brothers, to the titling from West Side Story to episodes of "Dallas" and other TV series. The idea was to take something complex like the Marxist concept of hegemony and make it understandable through seeing it as a cultural product such as De Sica's "Bicycle Thieves." Then, we engaged daily in collaborative perception checks, in-class work sessions, to ensure that *everybody understood* by the time they left the specific session.

Some, initially, asked why I had them do the quiz before they understood the whole. The answer is that I wished to engage them in a conversation mode, so that marks don't matter so much as the fact that *they understand* and that each part of the class is a further reinforcement so that they in fact do. Their understanding was my outcome. If they understand, ultimately marks will and do improve as well. At midterm, this reinforcement carried on in a brief exam. The real outcome was to have them see that as a value – what some people call, "The Law of the Farm", which states that if you don't sow in spring, you don't reap in Fall, which is contrary to the way that so many students get through, by cramming the night before etc., which is the "Law of the School."

This Phase was our "spring", we all got committed to planting, so that the sprouts would start coming up, in the "summer", Phase 2. They could see the promise on the horizon; it looked intriguing. The assessments were designed to ensure that outcome, whether it seems "traditional" or not – if you want a specific outcome you do what works to get there. As a result,

Phase 2 began with us all on the same page, 100% attendance and almost total buy in and understanding, at the "getting the gist" level necessary. They engaged in in-class collaborative assignments, again to *apply* and cement the ideas, to connect ideas, and *synthesize* often divergent ideas, such as in pairing McLuhan's "Global Village" with a "Chaplin" silent, producing extraordinary and unexpected results. This is the next outcome, the key to the whole strategy, to produce innovation by way of inter-disciplinary thought, confluence and collaborative learning.

Then this spring, after two years of work, my Marketing for Design class again learned the transferable necessities of Marketing and then applied their new knowledge to a collaborative project of generating a Marketing Plan and business direction for the new Journal. The students are so committed to the larger vision and have seen it evolving during the course of their time studying within the Institute. This class also generated the second phase of the product which is an on-line presence for *PROCESS*, which will enable us to augment articles with moving image, sound and supportive information as well interact with readers and a whole new on-line market through a forum. Students will gain invaluable practical and real-world contexts through the ongoing presence of *PROCESS*, through its print and on-line presences. Its space, its resolution is the cumulative space of the learning environment achieved. Its success reflects my success as a teacher, or not.

Finally, the second part of the plan came to fruition this spring with the inaugural edition of *PROCESS: the Design Journal of Emily Carr Institute of Art and Design*. Its initial focus is on the results of the experiment, as registered by writing submitted by the students in the various classes involved in the study. The assembly of the Journal also was threaded through various other courses; students from Design History working on initial design concepts, the mark and identity; students in workshop classes completing the design work and taking it to production in January, printing a modest 220 copies to begin. The proof is the process.

In conclusion, I believe that creating an authentic, collaborative and threaded assessment strategy for students and their curriculum is one of the most important issues and opportunities we face as educators. The student's voice should be heard in real and tangible ways, and our goal should be finding communication strategies for each other. We must not forget what it means *to learn*, that is central – we're dealing with people. It's about communicating, it's about creating locations where people can disseminate their thoughts in ways that they feel inspired and touched by having done so. Students feeling connected through their learning experience implies a similar learning pattern which they will engage in life and professional practice. I know this to be true because my hero teachers made that difference for me. I believe that making everything we teach compelling and relevant to *them*, is our highest goal. Our work as teachers can live on in powerful ways.

A Selective Assessment Bibliography

By Nancy Randall

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Online Educational Resources

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Partners

The project is a collaborative effort by the Office of Learning Technologies, the Centre for Curriculum, Transfer and Technology and the Association of Canadian Community Colleges.

The site was developed by two BC librarians, Ross Tyner (Okanagan University-College) and Annette Lorek (Capilano College). The collection of annotated links has been reviewed and evaluated by four subject experts from across the country. This website is a prototype. Once strategies for validation, breadth and sustainability have been identified the database may be expanded into other discipline-areas.

For more information, contact: Amanda Harby, Centre for Curriculum, Transfer and Technology <harby@ctt.bc.ca>

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The Learning Quarterly is Changing

As part of the implementation of its new Strategic Directions, the Centre for Curriculum, Transfer and Technology is changing the way it produces the *Learning Quarterly*. We want to ensure that the *LQ* continues to provide relevant information and thought-provoking articles for educators and that it serves as a valuable resource for our post-secondary system.

Dileep Athaide	Faculty, A.B.E. & Geology	Capilano College
Helen Douglas	Department Chair, Sociology	Okanagan University College
Ted James	Dean, Student Services	Douglas College
Terrie McAloney	Prior Learning Assessment Coordinator	Northwest Community College
Jane Munro	Field Associate	C2T2 (on secondment from OLA)
Katherina Rout	Faculty, English Department	Malaspina University-College
Diane Morrison	Editorial Committee Chair	C2T2
Devron Gaber	Ex-officio member	C2T2

Therefore, we have created an Editorial Committee to guide the development of future editions of the *LQ*. The role of the committee is to choose the topics which will be covered in the *LQ*, choose guest editors for each edition, suggest possible writers for each edition, and serve in an advisory role to the guest editor to produce each edition. Members include:

The next edition of the *LQ* (Winter 1999) will be the first that has been produced by the Editorial Committee. This edition will explore the theme of internationalization in post-secondary education, and the guest editor will be Thomas Whalley, faculty member at Douglas College, presently on a part-time secondment to the Centre as a Field Associate.

As part of our goal of ensuring that the *LQ* is meeting the needs of BC educators, the Editorial Committee is conducting a survey of the *LQ* readership to determine your views on the content, format and usefulness of the editions that have been published to date. The survey is included as an attachment to this edition. Please take a few minutes to fill out the survey and return it to us. The Editorial Committee wants to use your comments to help shape future editions of the journal. Thank you.

Signed,
Devron Gaber

C2T2 Events & Conferences

Making Meetings Work at a Distance
One day workshop using videoconferencing, available on request. Contact: Keith Dunbar at dunbar@ctt.bc.ca www.ctt.bc.ca/events

Kaleidoscope 2000: Innovative Good Practice in Post Secondary Education
April 30-May 2, 2000 Vancouver, BC. This conference provides opportunities to share innovative practices across BC's public post-secondary system. Marguerite McCallion (250) 413-4446 mmccallion@ctt.bc.ca. www.ctt.bc.ca/events/

Fast Forward - Educational Media Showcase
May 9-10, 2000 Capilano College Sportsplex, North Vancouver, BC. Only opportunity in BC for librarians, educators, and trainers to preview videos, CD-Roms and other educational media at one site. Susan Weber sweber@langara.bc.ca (604) 323-5533 or fax (604) 323-5475. www.langara.bc.ca/ffwd

ISW Facilitator Development Workshop 2000
May 15-19, 2000 New Westminster, BC. Prepares faculty members to be ISW facilitators at their own institutions. Diane Morrison dmorrison@ctt.bc.ca or Cheryle Wilson cwilson@ctt.bc.ca. www.ctt.bc.ca/events/

Chairs Development Institute 2000
May 16-19, 2000 Bowen Island, BC. Academic leadership skills for chairs with various levels of experience. Diane Morrison dmorrison@ctt.bc.ca or Cheryle Wilson cwilson@ctt.bc.ca. www.ctt.bc.ca/events/

Great Teaching Seminar 2000
June 3-6, 2000 Naramata, BC (tentative dates). For educators interested in improving as teachers. Diane Morrison dmorrison@ctt.bc.ca or Cheryle Wilson cwilson@ctt.bc.ca. www.ctt.bc.ca/events/

ISW Facilitators Spring Institute 2000
June 6-11, 2000 Naramata, BC (tentative dates). A residential institute for ISW program facilitators. Diane Morrison dmorrison@ctt.bc.ca or Cheryle Wilson cwilson@ctt.bc.ca. www.ctt.bc.ca/events/

Pacific Management Development Institute (PMDI) 2000
June 13-16, 2000 Bowen Island, BC (tentative dates). An opportunity for professional growth and career development for administrators and managers. Diane Morrison dmorrison@ctt.bc.ca or Cheryle Wilson cwilson@ctt.bc.ca. www.ctt.bc.ca/events/

Connections 2001
May 5-8, 2001 Whistler, BC. Amanda Harby harby@ctt.bc.ca (250) 413-4468 or fax (250) 413-4403. www.ctt.bc.ca/edtech

Instructor Certificate Programs

Instructional Skills Workshop (ISW) Program
Various locations/times in BC and beyond. Diane Morrison dmorrison@ctt.bc.ca. www.ctt.bc.ca

Provincial Instructor Diploma Program (PIDP)
Various locations/times in BC. Offered by Vancouver Community College in cooperation with the Ministry of Advanced Education, Training and Technology and the Centre for Curriculum, Transfer and Technology. Tel: (604) 871-7488 or fax (604) 871-7511 instruct@vcc.bc.ca www.vcc.bc.ca/idiploma/vcc_title_time.html

Native Adult Instructor Diploma (NAID) Program
Various locations/times in BC. Offered by the Association of Aboriginal Post-Secondary Institutes (AAPSI) in cooperation with the Ministry of Advanced Education, Training and Technology and the Centre for Curriculum, Transfer and Technology

Certificate in Adult and Continuing Education (CACE) Distance Delivery
Various courses/workshops by distance learning and in various locations in BC. Offered by the University of Victoria, Continuing Studies Division. (250) 721-8944 or fax (250) 721-6603 danderson@uvcs.uvic.ca www.uvcs.uvic.ca/csie/cace

Certificate in Intercultural Studies Program
Various locations/times across Canada. Intercultural.studies@cstudies.ubc.ca (604) 822-1437 or fax (604) 822-1499 http://cic.cstudies.ubc.ca/intercultural.studies/contact.htm

Other Events and Conferences

BCIT Professional Development Workshops
BCIT's Learning Resources Unit offers a number of in-house PD workshops that are also open to educators outside of BCIT for a fee. Jeanie Kang, LRU at BCIT (604) 432-8582. www.bcit.bc.ca/faultywebsite

PLAR 99 - Learning has no Boundaries: PLAR as a Tool for Transition
November 14-17, 1999 Vancouver, BC. Tel 1-800-528-8043 or email plar99@plar.com. Third National Forum on Prior Learning Assessment and Recognition. www.plar.com/plar99

The First-Year Experience - West Conference
January 26-29, 2000 San Francisco, CA. Tel (803) 777-6029 or fyeconf@gwm.sc.edu. www.sc.edu/fye/conferences/conferences.htm

College Consortium for International Studies (CCIS) Annual Conference
January 26-29, 2000 San Antonio, TX. Tel 1-800-453-6956 or info@ccisabroad.org. www.ccisabroad.org/conferences.html

Workforce Development Institute
January 26-29, 2000. Carolyn Teich (202) 728-0200 ext. 228 or fax (202) 833-2467. www.aacc.nche.edu/functions/contact.htm

8th American Association for Higher Education (AAHE) Conference on Faculty Roles and Rewards
February 3-6, 2000 Hyatt Regency, New Orleans, LA. Pamela Bender (202) 293-6440 or fax (202) 293-0073. aheffrr@aahe.org. www.aahe.org

Adventure Tourism Conference
February 11-13, 2000 Kamloops, BC. Adventure Programs Department, University College of the Cariboo gvalade@cariboo.bc.ca (250) 828-5221 or fax (250) 371-5845. www.cariboo.bc.ca

19th Annual Conference on the First-Year Experience
February 18-22, 2000 Columbia, SC. Tel (803) 777-6029 or fyeconf@gwm.sc.edu. www.sc.edu/fye/conferences/conferences.htm

General Education in the New Millennium: Opportunities, Principles, Politics (AACU)
February 24-26, 2000 San Antonio, TX. Tel 1-800-297-3775. www.aacu-edu.org/Meetings/nar99-2000.html

Innovations 2000 (League for Innovation)
February 27-March 1, 2000 Omni Rosen Hotel, Orlando, FL. Tel (949) 367-2884. www.leaguetlc.org/conference

SharED '99
February 28, 2000, SFU Harbour Centre, Vancouver, BC. Forum on IT trends and potential. www.ceiss.org

Resolving Conflict and Building Community: Successful Approaches (AACU)
March 2-4, 2000 Philadelphia, PA. Tel 1-800-297-3775. www.aacu-edu.org/Meetings/nar99-2000.html

College Institute Educator's Association of BC (CIEA) Professional Development Seminar
March 4, 2000 Parkhill Hotel, Vancouver, BC. Roseanne Moren (604) 873-8988 or fax (604) 873-8865 cieabc3@ibm.net. www.ciea.bc.ca

Teachers of English to Speakers of Other Languages (TESOL) 2000 Navigating the New Millennium
March 14-18, 2000 Vancouver, BC. Tel (703) 836-0774 or fax (703) 836-7864 tesol@tesol.edu. www.tesol.edu

The Learning Paradigm
March 15-18, 2000 DoubleTree Hotel, Mission Valley, San Diego, CA. William Flynn (760) 744-1150 ext. 2154 or fax (760) 591-9108 learncon@palomar.edu. www.palomar.edu/learn/index.html

Women's Lives, Women's Voices, Women's Solutions: Shaping a National Agenda for Women in Higher Education
March 27-29, 2000 University of Minnesota, Minneapolis, MN. Includes videoconference option. Tel (612) 625-2385 or wihe@tc.umn.edu. www1.umn.edu/women/wihe/home.html

The Chair Academy's 9th Annual International Conference On The Edge: Changes, Challenges, and Opportunities
March 29 - April 1, 2000 The Westin Park Central, Dallas, TX. Tel (602)461-6270; fax (602)461-6275. chair@mc.maricopa.edu. www.mc.maricopa.edu/chair/program/program.htm

American Association for Higher Education (AAHE) 2000 National Conference on Higher Education
March 29-April 2, 2000 Anaheim, CA. Tel (202) 293-6440 or fax (202) 293-0073 info@aahe.org. www.aahe.org/conferences.htm

Integration of Liberal and Professional Studies: From Aspiration to Improved Practice (AACU)
April 6-8, 2000 Tacoma, WA. Tel 1-800-297-3775. www.aacu-edu.org/Meetings/nar99-2000.html

American Association of Community Colleges (AACC) Annual Convention
April 8-11, 2000 Hilton Hotel, Washington, DC. Mary Ann Settlemire (202) 728-0200 ext. 229 or fax (202) 833-2467. www.aacc.nche.edu/functions/contact.htm

Rethinking Scientific Literacy in the Age of Diversity and Specialization (AACU)
April 13-15, 2000 Charleston, SC. Tel 1-800-297-3775. www.aacu-edu.org/Meetings/nar99-2000.html

American Education Research Association (AERA) Annual Meeting
April 24-28, 2000 New Orleans, LA. Tel (202) 223-9485 or fax (202) 775-1824. www.aera.net/meeting/am2000

3rd Annual Symposium on Innovative Teaching
May 16-18, 2000 Simon Fraser University, Vancouver, BC. Kathy Fitzpatrick kathyf@sfu.ca (604) 268-6624 or fax (604) 291-3851

College Institute Educator's Association of BC (CIEA) Annual Conference
May 24-27, 2000 Whistler, BC. Tel (604) 873-8988 or fax (604) 873-8865 cieabc1@ibm.net. www.ciea.bc.ca/schdmon.htm

Women in Post-Secondary Education Association
May 26-28, 2000 Best Western Pacific Inn, White Rock, BC. Annie Holtby holtby@selkirk.bc.ca (250) 472-2704

Assocation for Media and Technology in Education in Canada (AMTEC) 2000
May 28-31, 2000 Vancouver, BC. Mary Anne Epp maepp@langara.bc.ca (604) 323-5627 or fax (604) 323-5577 www.amtec.ca/conferences.html

Canadian Association for Cooperative Education (CAFCE) and Canadian Association of Career Educators and Employers (CACEE) National Conference
May 28-31, 2000 Victoria, BC. Tel (416) 929-5156 or fax (416) 929-5256. www.cacee.com/cacee1/about.html

NAFSA: Association of International Educators 52nd Annual Conference
May 28 - June 2, 2000 San Diego, CA. Tel (202) 737-3699 or conference@nafsa.org. www.nafsa.org/sandiego

British Columbia Centre for International Education (BCCIE) Summer Institute
Early June, 2000 Location TBA. Tel (250) 978-4242 or fax (250) 978-4249 bccie@bccie.bc.ca. www.bccie.bc.ca

Cooperative Learning Level Two
Early June, 2000 North Island College, Port Alberni, BC. Dr. Michele Birch-Conery birchconery@nic.bc.ca

Adult Education Research Conference (AERC) 2000 "The Right Questions: Researching in a New Century"
June 2-4, 2000 Vancouver, BC. Thomas Sork tom.sork@ubc.ca or (604) 822-5702. www.educ.ubc.ca/edst/aerc

1st Conference on Research in Distance & Adult Learning in Asia (CRIDALA) 2000
June 21-24, 2000 Open University of Hong Kong, Hong Kong. Tel (852) 2678-6701 or fax (852) 2715-9042. ridala@ouhk.edu.hk. www.ouhk.edu.hk/cridal/cridala

13th International Conference on the First-Year Experience
July 24-28, 2000 Reading England. Tel (803) 777-6029 or fyeconf@gwm.sc.edu. www.sc.edu/fye/conferences/conferences/htm

"Distance Education: An Open Question" International Conference
September 11-13, 2000 Hindley Parkroyal Hotel, Adelaide, Australia. Karen English karen.english@unisa.edu.au. Tel 61-8-8302-0710 or fax 61-8-8302-0733 www.con.unisa.edu.au/cccc

25th Annual Professional & Organizational Development (POD) Network Conference
November 8-12, 2000 Westin Bayshore, Vancouver, BC. podnet@valdosta.edu. www.podnetwork.org

Association for the Study of Higher Education (ASHE) 2000
November 16-19, 2000 Sacramento, CA. international@higher-ed.org. www.higher-ed.org/international

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Plan now to attend Kaleidoscope 2000, April 30, May 1 & 2, 2000 in Vancouver, BC

For up to date information visit our Web site:
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Yours sincerely,

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