The Many Shades of Assessment:

Why?
What?
How?

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Outline

I. Theoretical Framework
II. Classes and Students
III. Assessment Activities
IV. Pedagogical Implications
V. References
VI. Acknowledgments
What is your role in academia?

A. Faculty
B. Undergraduate Student
C. Graduate student / GTA
D. Administrator
E. Education Technology Staff
F. Other
POLL Question

What Course Management System do you use?

A. Blackboard
B. Moodle
C. NO CMS
D. Other (Angel, D2L, etc.)
E. Home grown
I. Seven Principles for Good Practice in Undergraduate Education

1. Student-faculty interaction
2. Cooperation between students
3. Active Learning
4. Prompt feedback
5. Time on task
6. High expectations
7. Diverse Talents

II. Students and classes

Fall 2012

Elementary Russian 001

18 students

All Americans

Language class (hybrid format)

Instruction in Russian (some English)
II. Students and classes

Fall 2012
Readings in Science and literature
Russian 80
8 students
All Americans
Language class (hybrid format)
Instruction in Russian (some English)
II. Students and classes

Spring 2013
Russian Civilization 360
24 students
15 Americans + 9 foreign students
(native languages – Arabic, Chinese)
Upper level humanities (hybrid format)
Instruction in English
III. Classroom Activities: Real time vs. asynchronous FTF or online

1. The first email (ALL classes)
2. Surveys (ALL classes)
3. Peer grading: Quiz (ALL classes)
4. Self-assessment (ALL classes)
III.1. The First Contact

1. Email invitation
2. Video Greetings (since Jan. 2011)
   http://www.youtube.com/watch?v=3B4CLedRCcU
3. Online survey
4. “Permission to use” form
5. The first FTF class meeting
Welcome to Elementary Russian 001 in the fall semester 2012!

Please log into the Russian 001 class on Blackboard and follow the instructions below:

1) Under “Instructor Information” you will find your instructor’s weekly schedule and contact information. Do not hesitate to contact your instructor when necessary.

2) Under “Course information” you will find your syllabus. Please read it **before** you come to your first class on Tuesday, August 21.

3) Under “Course information” you will find “Permission to Use Form”. Please print this page out, fill it out and bring with you to your first class meeting.

4) Click on “Content” tab (main menu on the left). Here you find the main content of this course.

5) Please complete this confidential online survey before our first class meeting. Click on the link below to take survey.


I am looking forward to seeing you in class on **Tuesday, August 21 at 9:30 am, in 106 EMGT!**
-- Dr. Irina Ivliyeva
Student Permission-to-Use Form

Date__________         Student’s Name_________  Course and Term___________ Instructor’s Name__________________

I grant the instructor identified above unlimited permission to make public or reference those items checked in the list below. This permission applies to work I have completed in the course indicated.

_______Sound recordings of my voice
_______Examples of my written work
_______My comments in e-mails
_______My comments in chats
_______My comments in electronic forums
_______My name as part of a directory listing of students in the class
_______My blog postings on Blackboard
_______My postings on Wiki pages on Blackboard

I understand that when my work is used, if possible, an acknowledgement identifying the work as mine will be included.

Signature___________________    Date___________________
Poll: What does the first email provide?

1. Student-faculty interaction
2. Cooperation between students
3. Active Learning
4. Prompt feedback
5. Time on task
6. High expectations
7. Diverse Talents

Russian 80    Initial Survey results

### 1. Please rate how well you feel prepared academically for Russian 80 course after the summer break.

<table>
<thead>
<tr>
<th>Preparingness for the course</th>
<th>Not Prepared</th>
<th>Neutral</th>
<th>Somewhat Prepared</th>
<th>Fully Prepared</th>
<th>Rating</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.0% (1)</td>
<td>50.0% (2)</td>
<td>25.0% (1)</td>
<td>0.0% (0)</td>
<td>2.00</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- answered question: 4
- skipped question: 0
## Survey of Learning Preferences

2. How do you prefer to learn? Mark all that apply.

<table>
<thead>
<tr>
<th>Preference</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>In large groups (more than 15 people)</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>In groups of 5-15 people</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>In small groups of 2-5</td>
<td>50.0%</td>
<td>2</td>
</tr>
<tr>
<td>One on one with instructor</td>
<td>75.0%</td>
<td>3</td>
</tr>
<tr>
<td>Individually (by yourself)</td>
<td>100.0%</td>
<td>4</td>
</tr>
<tr>
<td>In a lecture setting</td>
<td>50.0%</td>
<td>2</td>
</tr>
<tr>
<td>In a group discussion</td>
<td>50.0%</td>
<td>2</td>
</tr>
<tr>
<td>In the Language Lab</td>
<td>50.0%</td>
<td>2</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

answered question: 4
skipped question: 0
<table>
<thead>
<tr>
<th>Learning Method</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening in class</td>
<td>50.0%</td>
<td>2</td>
</tr>
<tr>
<td>Viewing information provided in class</td>
<td>25.0%</td>
<td>1</td>
</tr>
<tr>
<td>Watching demonstrations</td>
<td>50.0%</td>
<td>2</td>
</tr>
<tr>
<td>Sharing</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Participating in discussions</td>
<td>50.0%</td>
<td>2</td>
</tr>
<tr>
<td>By doing</td>
<td>100.0%</td>
<td>4</td>
</tr>
<tr>
<td>Searching for information online</td>
<td>25.0%</td>
<td>1</td>
</tr>
<tr>
<td>Reading Books</td>
<td>75.0%</td>
<td>3</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

answered question 4
4. How often do you plan to check Blackboard postings for this class? Mark all that apply.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a week at least, at random</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>2-3 days a week, on the day of class</td>
<td>25.0%</td>
<td>1</td>
</tr>
<tr>
<td>Monday through Friday, regularly</td>
<td>50.0%</td>
<td>2</td>
</tr>
<tr>
<td>On week-ends</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>After the instructor sends out an email reminder</td>
<td>25.0%</td>
<td>1</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

answered question 4
skipped question 0
<table>
<thead>
<tr>
<th>Activity</th>
<th>Percent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading aloud with expression (short passages)</td>
<td>75.0%</td>
<td>3</td>
</tr>
<tr>
<td>Reading silently to yourself (many pages)</td>
<td>75.0%</td>
<td>3</td>
</tr>
<tr>
<td>Writing essays</td>
<td>50.0%</td>
<td>2</td>
</tr>
<tr>
<td>Listening and repeating</td>
<td>25.0%</td>
<td>1</td>
</tr>
<tr>
<td>Listening and writing down</td>
<td>50.0%</td>
<td>2</td>
</tr>
<tr>
<td>Speaking in a monologue</td>
<td>25.0%</td>
<td>1</td>
</tr>
<tr>
<td>Speaking in a dialogue</td>
<td>50.0%</td>
<td>2</td>
</tr>
<tr>
<td>Translations (written)</td>
<td>75.0%</td>
<td>3</td>
</tr>
<tr>
<td>Translation (oral)</td>
<td>100.0%</td>
<td>4</td>
</tr>
<tr>
<td>Scientific Russian</td>
<td>50.0%</td>
<td>2</td>
</tr>
<tr>
<td>Learning new vocabulary</td>
<td>75.0%</td>
<td>3</td>
</tr>
<tr>
<td>Working on Russian Grammar and Syntax</td>
<td>50.0%</td>
<td>2</td>
</tr>
<tr>
<td>Analyzing Russian web sites</td>
<td>50.0%</td>
<td>2</td>
</tr>
<tr>
<td>Sampling Russian music/video on YouTube</td>
<td>75.0%</td>
<td>3</td>
</tr>
</tbody>
</table>
7. What do you think would improve the quality of your learning?

Dialogues with other students
8/21/2012 7:08 AM  View Responses

Talking with you [the instructor] more regarding the subject matter, and making sure that I am getting the syntax and pronunciation of the words correct.
8/21/2012 1:12 AM  View Responses

I think a nightly reading and review would help me retain information from day to day and week to week.
8/20/2012 9:56 PM  View Responses

More student-to-student activities. Allows for peer teaching and motivates better than being able to sit silently in class whenever possible.
8/19/2012 7:51 AM  View Responses
10. Your current academic standing:

<table>
<thead>
<tr>
<th>Status</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>freshman</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>sophomore</td>
<td>25.0%</td>
<td>1</td>
</tr>
<tr>
<td>junior</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>senior</td>
<td>75.0%</td>
<td>3</td>
</tr>
<tr>
<td>graduate student</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>high school student</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>community education</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>faculty</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>
Poll: What does the initial survey provide?

1. Student-faculty interaction
2. Cooperation between students
3. Active Learning
4. Prompt feedback
5. Time on task
6. High expectations
7. Diverse Talents

III.3. Peer grading

Quiz (real time, FTF)
Quiz – Question 1

1. Ivan the Terrible was the first officially crowned Russian Tsar.

   a. True
   b. False
2. This cathedral is known as:

a. Cathedral of the Intercession of the Virgin

b. St. Basil’s Cathedral

c. Both names
Quiz – Question 3

3. The scene is taking place
   a. In Moscow in 1581
   b. In Kiev in 1591
   c. In St. Petersburg in 1718
Poll: What does the peer grading provide?

1. Student-faculty interaction
2. Cooperation between students
3. Active Learning
4. Prompt feedback
5. Time on task
6. High expectations
7. Diverse Talents

Dear Russian 001 students,

Please write a short self-assessment statement (по-английски!) about your learning experience in Elementary Russian 001. Please send your essay via email to your instructor by Thursday December 6, 2012.

Note: This self-assessment will NOT affect your grade.
Permission-to-Use Form

Enabled: Statistics Tracking
Attacked Files: Permission-to-Use Form (224.5 KB)

Print out, fill out and bring to the first class meeting.

Self-Assessment

Dear Russian 001 students,

Please write a short self-assessment statement (по-английски!) about your learning experience in Elementary Russian 001. Please send your short essay (around 300 words) as an email attachment to your instructor by Thursday, December 6, 2012. Refer to Syllabus for more details.

Self-assessment guidelines. Describe your reasons for taking the class, your goals and expectations, and compare them with practical outcomes/results. Describe (briefly) your reading, writing, comprehension and speaking skills in Russian. Please share when and how you may be able to use the skills (job, graduate school, further studies, studies abroad, interpersonal communication etc.). Evaluate your knowledge about Russia's culture, traditions and customs before and after taking this class. Please tell us about your future plans (if any) regarding Russian. And anything else you think is relevant. Thank you for your interest in Russian language and culture!

Note: This self-assessment will NOT affect your final grade.
Self-Assessment sample (Russ 001, male, Psychology major)

“ The reason why I took Russian is due largely in part to my roommate in boarding school. He was from Russia and I have always had an interest in learning to speak Russian. I do remember many interesting aspects of his personality that I really liked. I specifically remember other classmates thinking he was very ridged and could be considered outwardly mean looking, however, with me I never saw it. We still say in contact to this day.
Self-Assessment sample  
(Russ 001, male, Psychology major)

How do I feel my skills in Russian have improved? That is a question everyone should ask themselves after any course they take. I can honestly say that I learned a lot of novel information. Unlike my other courses where I am simply modifying my existing knowledge base, I had ZERO knowledge base to which I could modify.
Self-Assessment sample
(Russ 001, male, Psychology major)

As you know I did not have near the time that required this course took, and I am very thankful that you provided me the assistance required. I feel that I am a bit slower with my Russian that I should be at this stage, however, I feel I really have started a decent foundation that I can add to. My reading is much better than my writing, but that I feel is to be expected. From my first voice recording to my last voice recording I feel I have made drastic improvements.
The culture aspect of this class was interesting, I am glad that you have such experiences in both as it really makes for interesting topics at the start of many of your classes. I would like to take Russian 2 as I think it would really be an awesome class.

I will find a reason to use the little amount of Russian that I have learned. I think the foundation that I have received will allow me to individually advance my skills – not as well as if I was in another course of yours but... I AM GOING TO RUSSIA for my next family vacation, I WILL send photos.
III.5. Self-Assessment

- is relatively easy to construct and evaluate;
- is low-anxiety for the student, when administered anonymously;
- improves students’ motivation;
- increase students’ sense of involvement;
- helps to become an autonomous and active learner;
- teaches how to evaluate critically the quality of one’s own work.
The Weakness of Self-assessment

- Students may not be able to accurately assess their abilities;
- Low response rate if taken not for a grade.
IV. Pedagogical implications

“Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers.”
IV. Pedagogical implications

“...They must talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.”

-- (Chickering & Gamson, 1987)
V. References


VI. Acknowledgments

✓ My students
✓ Missouri S&T Education Technology Department
✓ CERTI
✓ Missouri S&T Arts, Languages, and Philosophy Department
Questions?