

**Matching Assessment Methods to Learning Outcomes –Leslie Marshall**

**Workshop Description:**

Are you seeing the level of student performance you expect on your assessment activities? If not, perhaps the solution can be found in integrated course development. This presentation/workshop explores Fink’s (2003) concept of integrated course design and presents ideas and tools to ensure assessment is directly connected to learning outcomes and course activities. Moving assessments from “content-based” to “outcome-based” is a key focus. In the process, participants examine fundamental principles and beliefs about assessment, including the concept of authentic assessment, and how those principles and concepts play into integrated course development.

**Learning Outcomes**

Outline Integrated Course Design concepts

Utilize ICD in course development

**Facilitator:** Leslie Marshall

For more information: leslie.marshall@mohawkcollege.ca

**Suggested Resources**:

Fink & Associates: *A Self-Directed Guide to Designing Courses for Significant Learning*  <http://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf>

Beckett, D., Volante, L., Drake, S. (n.d.). Formative Assessment: Bridging the Research – Practice Divide. *The Canadian Education Association.* Retrieved December 12, 2012 from <http://www.cea-ace.ca/education-canada/article/formative-assessment-bridging-research-practice-divide>

Banta T. W., Lund, J.P., Black, K.E., Oblander, F.W. (1996) *Assessment in Practice: Putting Principles to Work on College Campuses*. San Francisco: Jossey-Bass.

Fink, D.L. (2003). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses.* San Francisco: Jossey-Bass.

Incorporating and Documenting Effective Assessment. *Park University.* Retrieved January 11, 2012 from <http://www.park.edu/cetl/quicktips/effectiveassess.html>

Stiehl, R. and Lewchuk, L. (2008). *The Assessment Primer: Creating a Flow of Learning Evidence*. Corvallis, Oregon: The Learning Organization.