



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

### **Workshop Description:**

Most new teachers have little or no experience with assessment or assignment design. Perhaps you inherited a course outline with assessments already in place. There are many variables that impact the assessment of student learning: learning outcomes, Blooms Taxonomy, assessment methods, class size. This workshop will provide a process to analyze and revise your current assessment practices according to best practice principles. Feel free to bring a sample course outline to review.

### **Learning Outcomes**

- Critique the alignment of Course Learning Outcomes and assessment practices,
- Select evaluation tools and strategies to assess students' achievement of Course Learning Outcomes.

**Facilitator:** Leslie Marshall

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### **Suggested Resources:**

Cranton, P: (2002) *Planning Instruction for Adult Learners* 2<sup>nd</sup> ed, Wall & Emerson Toronto

D R Krathwohl: (2000) *A Revision of Bloom's Taxonomy: An Overview Theory into Practice* Vol. 41, No. 4

<http://www.psychology.mcmaster.ca/bennett/psy720/readings/m1/m1r1.pdf>

University College Dublin: Using Biggs' Model of Constructive Alignment.

[http://www.ucdoer.ie/index.php/Using\\_Biggs'\\_Model\\_of\\_Constructive\\_Alignment\\_in\\_Curriculum\\_Design/Introduction](http://www.ucdoer.ie/index.php/Using_Biggs'_Model_of_Constructive_Alignment_in_Curriculum_Design/Introduction)

Fink, L D: *A Self-Directed Guide to Designing Courses for Significant Learning*

<http://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf>