

Chat Transcript from ACRL IS Teaching Methods Committee Virtual Forum, April 25, 2017
Improve your instruction using classroom assessment techniques: A conversation with Melissa Bowles-Terry and Cassandra Kvenild. Amanda Izenstark (moderator).
URL: <https://youtu.be/UCUH7wGPLoc>

from Sally Stieglitz to All Panelists:

in addition to the video, would you kindly share your slides after the presentation?

from Sara Scheib to all participants:

Yes, Sally, the slides will be shared with the recording after the presentation.

from Sally Stieglitz to All Panelists:

Thank you

from Leslie L Morgan to host (privately):

Yes. This technique has worked in significant ways

from Jennifer Shrubsole to host (privately):

I have used a reflective version instead - not about the content

from paula Moskowitz to All Panelists:

Still not seeing All participants

from Jason Alston to All Panelists:

Is this on the next slide?

from Sara Scheib to all participants:

Paula, you can use "All Panelists" to submit questions too. We'll get them!

from paula Moskowitz to All Panelists:

Okay. Thank you!

from Henri M to host (privately):

When you gather input from one-minute paper, how do you follow up especially if it's a one-shot?

from Cassandra Kvenild to all participants:

CATs = classroom assessment techniques for our purposes, not the furry animals :-)

from Henri M to All Panelists:

When you gather input from one-minute paper, how do you follow up especially if it's a one-shot?

from Cassandra Kvenild to all participants:

We will talk soon about how to follow up, great questions Henri!

from Sara Alegría to All Panelists:

Yes, how do you read all the papers?

from Jody Caldwell to All Panelists:

When you do background knowledge checks, how do you adjust your instruction when some know something, and others don't? Is there a ballpark percentage you use to determine when not to include something?

from Elizabeth Rivera to All Panelists:

Do you have a slide showing some of these rubrics?

from Elizabeth DeZouche to host (privately):

Can Cassandra please turn down her mic? Thanks!

from Melissa Bowles-Terry (privately):

elois, what happens if i leave and come back? bad idea?

from Jennifer Shrubsole to All Panelists:

Have you used peer instruction (https://en.wikipedia.org/wiki/Peer_instruction) to assess while also facilitate learning?

from Jessie Blum to All Panelists:

Do you ask for names on the assessments to separate the class? I never ask for names

from Rhonda Huisman to All Panelists:

Sometimes I also ask what library skills that they feel really confident doing, or services that they've used---and have them explain to the class

from Fran Keenan to All Panelists:

Does the minute paper work for summative assessment or is it only good for formative?

from Mark Lenker to all participants:

Comment from a participant: Do you ask for names on the assessments to separate the class? I never ask for names

from Mark Lenker to all participants:

Oops, I meant this one: Sometimes I also ask what library skills that they feel really confident doing, or services that they've used---and have them explain to the class

from Megan Rupe to All Panelists:

How long do you wait before using RCQC2?

from Jody Caldwell to All Panelists:

Is the ranking done by the class or the individual student?

from Emilie Urbancic to All Panelists:

Do you ever use this assessment technique to "barter" more time from instructors? Perhaps two sessions instead of one?

from Angie Cox to All Panelists:

do you do this during class or before? (for one shots)

from Tatiana Usova to host (privately):

Sometimes I ask students what they want to learn and they do not provide any answers and stay silent. What do you do in this case?

from Cassandra Kvenild to all participants:

Question about collecting names on the CATs: yes and no -- this is up to you! Collecting names allows you to follow up directly with students. Not collecting names gives the honesty of anonymity

from Cassandra Kvenild to all participants:

Re: how long to wait before RSQC2 -- you'll want to do it soon enough that they have a chance at recall! So within a month?

from Megan Rupe to All Panelists:

I could see goal ranking & matching being useful for end of class evaluations, especially if this was a class you would teach again

from Cassandra Kvenild to all participants:

Yes, good point Megan, goal ranking and matching would be positive for evaluations, I like this observation

from Mark Lenker to all participants:

Comment from participant: I could see goal ranking & matching being useful for end of class evaluations, especially if this was a class you would teach again

from Rhonda Huisman to All Panelists:

Yes, time--concentrate on one or two objectives, and take some of the conversation or follow-up online (if possible)

from Jennifer Shrubsole to All Panelists:

what was Megan's comment? I can only post to panelists, and I think some others have that too

from Cassandra Kvenild to all participants:

Megan said "I could see goal ranking & matching being useful for end of class evaluations, especially if this was a class you would teach again"

from Jennifer Shrubsole to All Panelists:

Thanks!

from Mark Lenker to all participants:

Another comment: Yes, time--concentrate on one or two objectives, and take some of the conversation or follow-up online (if possible)

from Patsy Scott to host (privately):

Do you face privacy issues using google forms?

from Jennifer Shrubsole to All Panelists:

what if you try a workshop, based on follow up, but no one comes?

from Fran Keenan to All Panelists:

Do you also do summative assessment in your sessions?

from Jody Caldwell to All Panelists:

Have you used Kahoot or other games (I just do multiple-choice) to check for knowledge after you've covered a chunk?

from Cassandra Kvenild to all participants:

Question about using Kahoot for knowledge checks -- I have not tried that! Interested to look at it after the session

from Anna Uribe to All Panelists:

It

from Cassandra Kvenild to all participants:

I thought about the impact of goal ranking & matching on semester evaluations, and I'm more motivated to use that CAT in the future :-)

from Jessie Blum to All Panelists:

I would love to use a muddiest point 1 minutes prompt and then use that to communicate with the faculty member why the students might need more help, suggest more resources

from Lauren Stern to All Panelists:

Using or creating supplemental resources to follow up on issues identified in CATs.

from Lisa Martin to host & presenter:

I really like goal matching--I did something similar as an undergrad in a class which had students take a central role in their learning--and would like to think more about how it could be used in a one-shot. It's possible, I think!

from Mark Lenker to all participants:

I've been keeping track -- our panelists have addressed questions as they come up. So there's no back-log of questions.

from Jennifer Shrubsole to All Panelists:

what was the question again?

from Colleen Duchon to host (privately):

Have you ever taken the bulk of these results (from your various classes) and used them to change information literacy instruction institution-wide?

from paula Moskowitz to All Panelists:

I liked the Background Knowledge check in the multiple Choice format. Seems easy enough for students. I may use that for workshops, especially Freshman workshops.

from Anna Uribe to All Panelists:

Its nice to have formal name for different assessment strategies. This is good info to take to course development meetings for me

from Margot Hanson to All Panelists:

Thank you for this! My goal is to follow up more consistently with faculty and students after class visits.

from Jennifer Shrubsole to All Panelists:

Thanks

from Sara Scheib to all participants:

I'm interested in anything I can do to better prepare and tailor instruction in advance, so I'm looking forward to using the background knowledge check. Thanks for sharing!

from Nathan Filbert to All Panelists:

Examine adaptations that might provide longitudinal or abstractable meaningful information for library instruction with specified community.

from Frances Brady to All Panelists:

I'm really excited by some of the ideas you presented. I had just been trying to figure out how to help my peer teachers (students) to respond to need on the fly. I will try using the background knowledge check by coordinating with the instructor ahead of time, and then working with my peer teachers to use that information in their sessions. Thank you!

from Paula Lestini to All Panelists:

Follow through is one aspect that I have been striving to implement. Also, sharing assessment results with the professor.

from Colleen Duchon to All Panelists:

Have you ever taken the bulk of these results (from your various classes) and used them to change information literacy instruction institution-wide?

from Amanda Nichols Hess to host (privately):

I have actually already applied Melissa and Cass's work in my own context at a different level -- we used their book this year to consider how we as an instruction group could use instructional technology tools to facilitate classroom assessment. It has been very helpful and useful for us to contextualize our existing practices and branch out in new ways

from Melanie Sellar to host (privately):

Could the "apply" in transfer and apply, also be entirely student focused (particularly grad students, professionals)? Like ask them to reflect and make connections to applications

from Nancy Gibson to host (privately):

Anyone use Today's Room or other ways to follow-up after class?

from Julie Hornick to All Panelists:

I would really like to be able to do the background knowledge check prior to class sessions. I've gone to a number of classes and found that students already know what I was planning to talk about, despite the instructor assuming they were unfamiliar with the concepts.

from Jennifer Shrubsole to All Panelists:

Comments not displaying for all participants - no option for all participants (at least for me)

from Melanie Sellar to All Panelists:

Could the "apply" in transfer and apply, also be entirely student focused (esp grad students, professionals)? That is ask them to reflect and make connections to applications.

from Sara Scheib to all participants:

Apologies for that, Jennifer. We'll talk to Elois and see if we can include the "All Panelists" chat in the recording to be distributed later.

from Frances Brady to All Panelists:

I use recall (not the full RSQC2) because I reach students sequentially in different one-shots throughout their program. So in 2nd year, I ensure they can recall what I've taught them last year. Of course this isn't feasible at all insitutions.

from Jennifer Shrubsole to host & presenter:

"peer instruction" is a technique - https://en.wikipedia.org/wiki/Peer_instruction

from Mark Lenker to all participants:

Here's a different question: Could the "apply" in transfer and apply, also be entirely student focused (esp grad students, professionals)? That is ask them to reflect and make connections to applications.

from Mark Lenker to all participants:

Another comment: I use recall (not the full RSQC2) because I reach students sequentially in different one-shots throughout their program. So in 2nd year, I ensure they can recall what I've taught them last year. Of course this isn't feasible at all insitutions.

from Sarah Quin to All Panelists:

Some of our students might attend 1 shot instruction 2-3 times a semester. I can do some kind of background knowledge check to group students, either for an "advanced" group or for peer instruction.

from Jennifer Shrubsole to All Panelists:

"peer instruction" is not feedback. it's an instructional technique - https://en.wikipedia.org/wiki/Peer_instruction Eric Mazur has used a lot

from Mark Lenker to all participants:

Another comment: Some of our students might attend 1 shot instruction 2-3 times a semester. I can do some kind of background knowledge check to group students, either for an "advanced" group or for peer instruction

from Christina Holm to All Panelists:

Do you use multiple CATs in a single 60 minute session? Which work best together?

from Rhonda Huisman to All Panelists:

I like to use case studies (short 1-2 paragraphs) to introduce the "problem" for small groups to attempt to solve for just a few minutes before starting the more formal instruction or objectives--do you have other creative ideas for the classroom "set-up" (ice-breaker/pre-assessment)?

from Mark Lenker to all participants:

Another comment/question: I like to use case studies (short 1-2 paragraphs) to introduce the "problem" for small groups to attempt to solve for just a few minutes before starting the more formal instruction or objectives--do you have other creative ideas for the classroom "set-up" (ice-breaker/pre-assessment)?

from Melanie Sellar to All Panelists:

Do you give answers to preconception checks as soon as they submit?

from Sally Stieglitz to All Panelists:

Thank you!

from Aliqae Geraci to host (privately):

Thanks so much for the session!

from paula Moskowicz to All Panelists:

Thank you so much!

from Amanda Izenstark to all participants:

<https://goo.gl/forms/59FN9QFpKBRGyoGz2>

from Emilie Vrbancic to All Panelists:

Thank you!

from Anna Uribe to All Panelists:

Thanks for a great presentation!

from Shawna Thorup to All Panelists:

Thank you! I learned a lot!

from Rhonda Huisman to All Panelists:

Thank you! Great job panelists--I own both texts!

from Elliott Smith to All Panelists:

Thank you!

from Christina Holm to All Panelists:

Thanks!

from Jacalyn Bryan to All Panelists:

Thank you!

from Elizabeth Heffington to All Panelists:

THANK YOU!

from Jennifer Shrubsole to All Panelists:

Thank you!

from Phil Waterman to All Panelists:

Thank you!

from Elizabeth Young Miller to host (privately):

Thanks so much; this session was wonderful!

from Tammera Race to All Panelists:

Thank you!

from Sara Alegría to All Panelists:

Thank you all for the great information