



# WELCOME BACK, MOUNTAINEER FAMILY!

Fall 2020 Assessment Forum

# TRIVIA TIME!

Name a superhero who  
does not wear a mask  
when in costume.

# TRIVIA TIME!

What type of street performer is often seen with a painted-on mask of white with black (typically) at the eyes, eyebrows, and lips?

# ASSESSMENT COMMITTEE MEMBERS



Paul Wills - Chair  
Krishna Bastola  
Haley Cadle  
Maye Durant  
Kristen Hedge  
Amanda Smith



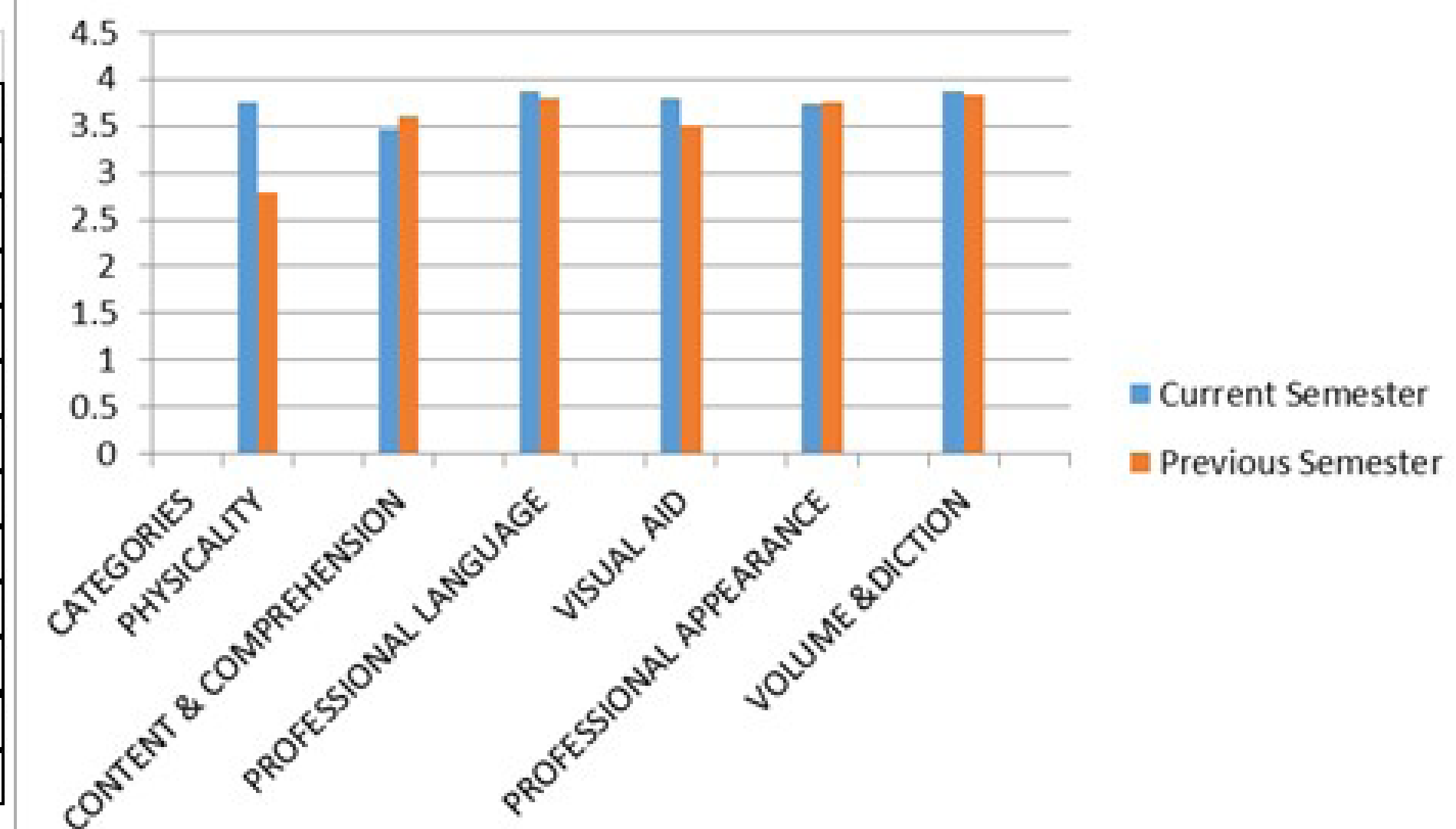
# COMMUNICATION LEARNING GOALS

- 1.1 Communicate effectively using listening, speaking, reading, and writing skills
- 1.2 Develop precision, clarity, and fluency in writing
- 1.3 Develop accuracy, conciseness in verbal and nonverbal communication
- 1.4 Demonstrate competency in verbal and nonverbal communication
- 1.5 Demonstrate logical organization, coherent thinking, and precision in writing
- 1.6 Use standard English in academic and professional settings



# ORAL COMMUNICATION RESULTS

	Current Semester	Previous Semester
CATEGORIES	AVERAGE SCORE	AVERAGE SCORE
PHYSICALITY	3.76	2.79
CONTENT & COMPREHENSION	3.47	3.60
PROFESSIONAL LANGUAGE	3.86	3.80
VISUAL AID	3.80	3.50
PROFESSIONAL APPEARANCE	3.74	3.75
VOLUME & DICTON	3.88	3.83



# TRIVIA TIME!

Which famous children's author wrote the poem "Masks," which is about characters who hid their blue skin behind masks?

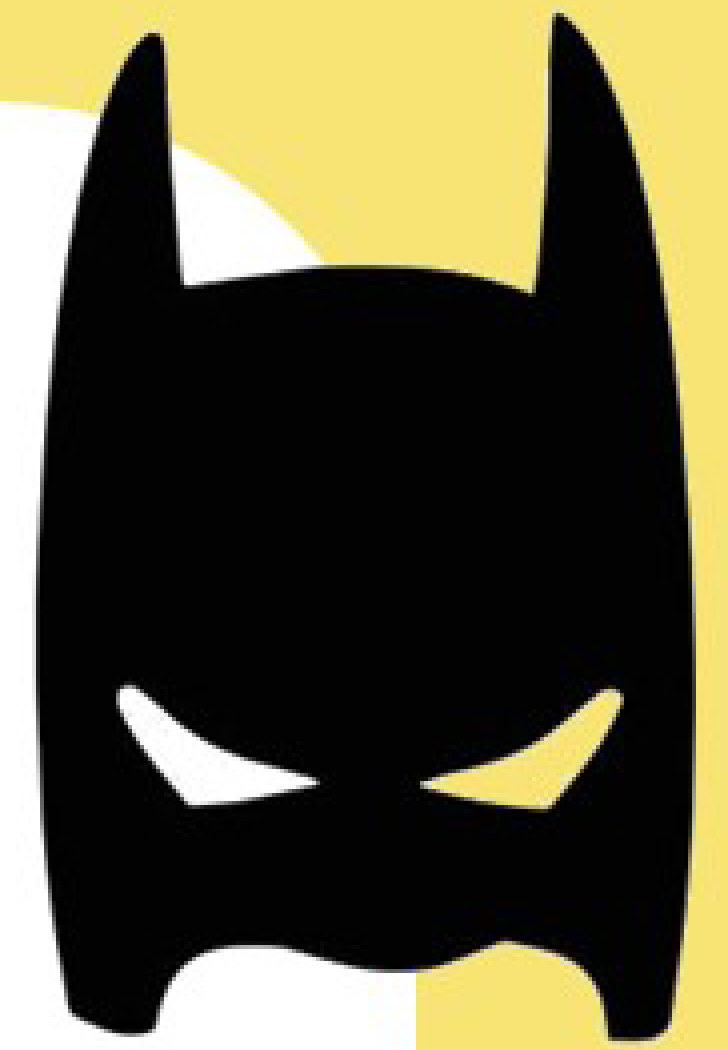
# TRIVIA TIME!

In which *Friday* movie  
did Jason Voorhees  
acquire his trademark  
hockey mask?



# CRITICAL THINKING LEARNING GOALS

- 2.1 Independently identify problems and pose questions
- 2.2 Gather, read, evaluate, and integrate relevant information
- 2.3 Explore alternative perspectives and their implications
- 2.4 Draw well-reasoned conclusions



# CRITICAL THINKING PLAN

Step 1 - Take Critical Thinking Assessment (an excerpt from Critical Thinking Skills Success) pre-test.

Step 2 - Watch common video on What Is Critical Thinking? (first 9.5 min). [https://www.youtube.com/watch?v=9oAf3g5\\_138&feature=youtu.be](https://www.youtube.com/watch?v=9oAf3g5_138&feature=youtu.be)

Step 3 - Apply chosen critical thinking technique(s) in classroom.

Step 4 - Take Critical Thinking Assessment post-test.

Step 5 - Post assessment result on EOSC Assessment webpage.

<https://cetl.uconn.edu/critical-thinking-and-other-higher-order-thinking-skills/>



# CRITICAL THINKING PLAN

1. Bloom's Taxonomy of Thinking Skills, the goal is to move students:
  - from lower- to higher-order thinking
  - from knowledge (information gathering)
  - to comprehension (confirming)
  - to application (making use of knowledge)
  - to analysis (taking information apart)
  - to evaluation (judging the outcome)
  - to synthesis (putting information together) and creative generation

*Helpful Resource:*

<http://larryferlazzo.edublogs.org/2009/05/25/the-best-resources-for-helping-teachers-use-blooms-taxonomy-in-the-classroom/>



# CRITICAL THINKING PLAN

2. The Socratic style of questioning also encourages critical thinking. Socratic questioning “is systematic method of disciplined questioning that can be used to explore complex ideas, to get to the truth of things, to open up issues and problems, to uncover assumptions, to analyze concepts, to distinguish what we know from what we don’t know, and to follow out logical implications of thought” (Paul and Elder 2007).

*Helpful Resource:*

<http://www.criticalthinking.org/pages/the-role-of-socratic-questioning-in-thinking-teaching-amp-le/522>



# CRITICAL THINKING PLAN



Socratic questioning is most frequently employed in the form of scheduled discussions about assigned material, but it can be used on a daily basis by incorporating the questioning process into your daily interactions with students.

In teaching, Paul and Elder (2007) give at least two fundamental purposes to Socratic questioning:

- To deeply explore student thinking, helping students begin to distinguish what they do and do not know or understand, and to develop intellectual humility in the process
- To foster students' abilities to ask probing questions, helping students acquire the powerful tools of dialog, so that they can use these tools in everyday life (in questioning themselves and others)



# TRIVIA TIME!

What kind of bullets did  
the masked Lone  
Ranger use?

# TRIVIA TIME!

What is the meaning of  
the two masks  
associated with  
dramas?

# GLOBAL AWARENESS & SOCIAL RESPONSIBILITY

## LEARNING GOALS

- 5.1 Display basic knowledge of social, political, economic, and historical concepts as they relate to the U.S.
- 5.2 Identify the responsibilities and choices of involved citizenship
- 5.3 Examine the global interdependency of humanity
- 5.4 Explain social and cultural customs within historical context
- 5.5 Recognize and assess the significance of culture and societies and describe the commonalities/differences among cultures from a global perspective



# GLOBAL AWARENESS & SOCIAL RESPONSIBILITY ACTIVITY PROPOSAL

- Survey name change proposal:
  1. Global awareness aptitude test
  2. Intercultural competence test
- Modified previous EOSC global awareness survey:
  - Added Environmental Awareness and Pandemic Awareness in the assessment
  - Included subtitles to distinguish the categories one from the other
  - [Modified Global awareness survey 2020.docx](#)
- The survey covers these four parts:
  - Cross-Cultural Interactions
  - Global and Domestic Awareness
  - Environmental Awareness
  - Pandemic Awareness and Social Responsibility
- Converted survey to Survey Monkey:
  - <https://www.surveymonkey.com/r/globalawareness2020>



# TRIVIA TIME!

Who is the villain in the  
1994 film *The Mask*  
starring Jim Carrey?



# TRIVIA TIME!

Which comic book movie was heavily influenced by Guy Fawkes?

# FALL 2020 ASSESSMENTS

- CRITICAL THINKING (to be conducted early in the semester)
- SOCIAL RESPONSIBILITY (to be conducted early in the semester)
- TECHNOLOGY LITERACY
  - OLS 1111
  - CIS 1113
- SCIENTIFIC REASONING
  - BIOL 1114





# **LET'S STAY POSITIVE!**

**(BUT NOT COVID+)**

