## Slide 1

Teaching & Assessing
Core Abilities
in an
Integrated Learning
Community

OC BREMERTON

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## Slide 2

### Teaching & Assessing
### Core Abilities : Session Overview

- Definition of learning communities
- Our learning community – Liberty and Justice for All?
- Assessment of core abilities at the course level
- Designing integrative assignments
- Designing our assignment
- Assessing our assignment
- Activity – design your own integrative assignment
- Questions

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## Slide 3

### Learning Communities Defined

The purposeful restructuring of the curriculum by linking or clustering courses that enroll a common cohort of students. This represents an intentional structuring of students' time, credit, and learning experiences to build community and foster more explicit connections among students, faculty, and disciplines. (Gabelnick, 1990)

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## Slide 4

### Liberty and Justice for All?
### Civil Rights Since the Civil War

- United States History Since 1865 – 5 credits
- English Composition – 5 credits
- Research Skills in History – 2 credits

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## Slide 5

### Liberty and Justice for All?
### Civil Rights Since the Civil War

"As a community of learners we will trace the struggle to secure the rights and liberties that define us as Americans. We will explore the stories of participants in the struggle as we research, discuss, and write our way to an understanding of who has been excluded from these rights in the past and how the fight for inclusion has been won."

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## Slide 6

### Liberty and Justice for All?
### Civil Rights Since the Civil War

Course Components
- Seminars
- Group activities
- Formal research essays

The
MENACE
of Modern
IMMIGRATION

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## Olympic College's Core Abilities

Communication

Thinking

**Core Abilities**

Lifelong Learning

Global Perspective

Information Competency

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## Thinking Rubric
### Outcomes, Performance Indicators, Self-Evaluation Statements

| Thinking Competency Skills | Emerging | Developing | Competent | Strong |
|---|---|---|---|---|
| | Need for improvement overshadows apparent strengths. Evidence of the outcome is present. | Strengths and need for improvement are about equal. | Shows skill in the outcome. Improvement still desired. | Applies outcome in multiple contexts. Many strengths are present. |
| **Outcome 1:** Graduates demonstrate the ability to engage in critical analysis. **Performance Indicators:** Students identify and address complex questions using a well-developed and deliberate process. | I recognize that some questions and issues are more complex than others and may not have simple or clear answers. I have difficulty identifying the question or developing a position in response to the question. My use of evidence is limited. | I convey an understanding of the question and respond with a position that is adopted from another source with little original thought. I attempt to support my response using valid evidence with some success. | I identify and formulate questions with minimal direction. I am familiar with and use a variety of sources of evidence. I develop a position in response to the question that includes some original thinking. I examine other perspectives. | I identify, formulate and evaluate complex questions. I gather and synthesize relevant evidence from a variety of sources. I develop my own position in response to the question and support it with appropriate evidence. I evaluate and address other perspectives. I evaluate my conclusions and assess the consequences. |

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## Assessment of Core Abilities at the Course Level
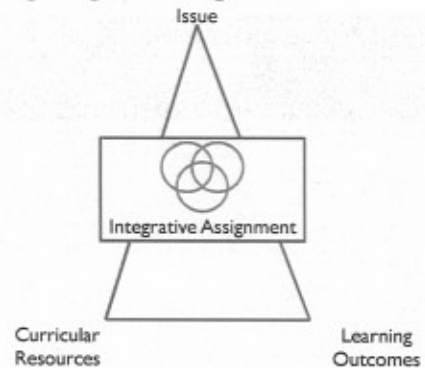
What Core Abilities does each course address?

How do we create assignments that promote student development of the identified Core Abilities?

- Identify connections between Core Abilities and individual course learning outcomes
- Indentify outcomes from each course that students will achieve more effectively if taught from a cross-disciplinary perspective
- Identify ways to embed each of these outcomes in an assignment

How do we assess the integrated assignment?

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## Designing Integrated Assignments

Issue

Integrative Assignment

Curricular Resources

Learning Outcomes

Adapted from Washington Center for Improving the Quality of Undergraduate Education

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## Designing Visual Artifact Assignment

**History**
- Understand key elements of Civil Rights since 1865.
- Evaluate & use historical evidence.
- Understand the role of interpretation in history.
- Understand historical context.

**English**
- Define & defend a thesis.
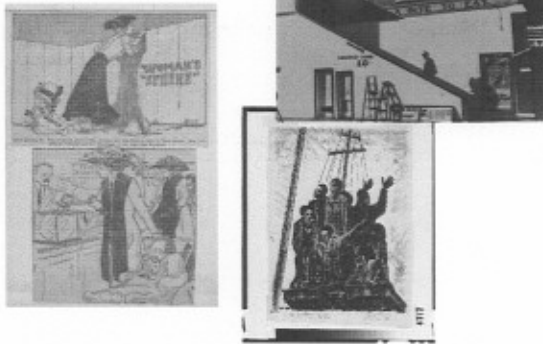- Analyze rhetorical strategies.

**Research Skills**
- Identify, locate & evaluate historical evidence.
- Understand the nature of historical information & sources.
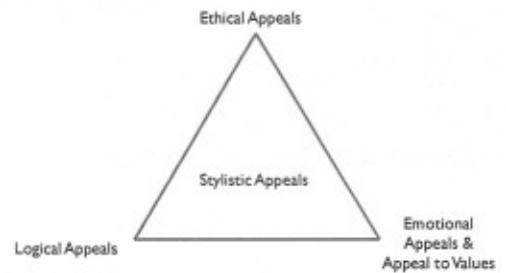
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## The Visual Artifacts
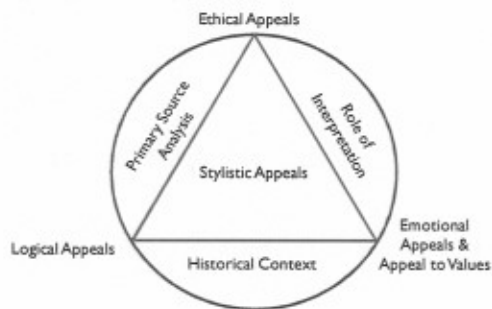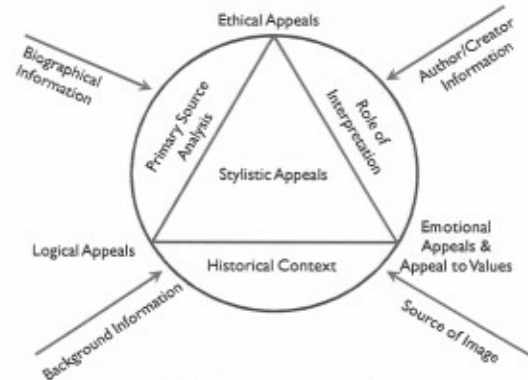(all images from The Library of Congress American Memory http://memory.loc.gov/ammem/index.html)

## The Visual Artifacts



## Assessing Communication



Ethical Appeals

Stylistic Appeals

Logical Appeals

Emotional Appeals & Appeal to Values

## Assessing Thinking



Ethical Appeals

Primary Source Analysis

Role of Interpretation

Stylistic Appeals

Logical Appeals

Historical Context

Emotional Appeals & Appeal to Values

## Assessing Information Competency



Biographical Information

Author/Creator Information

Ethical Appeals

Primary Source Analysis

Role of Interpretation

Stylistic Appeals

Logical Appeals

Historical Context

Emotional Appeals & Appeal to Values

Background Information

Source of Image

## Visual Artifacts Assignment Rubric

✓ Communication – Persuasive Appeals Analysis

✓ Thinking – Historical Analysis

✓ Information Competency – Research Skills Analysis

## Design your own integrated assignment!

- Select one of your courses and identify the learning outcomes.

- Work with your partner to design an integrated assignment.

- Create a poster!

**Teaching & Assessing
Core Abilities in an
Integrated Learning Community**

**Questions?**
Contact us
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**Thank you for participating!**

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