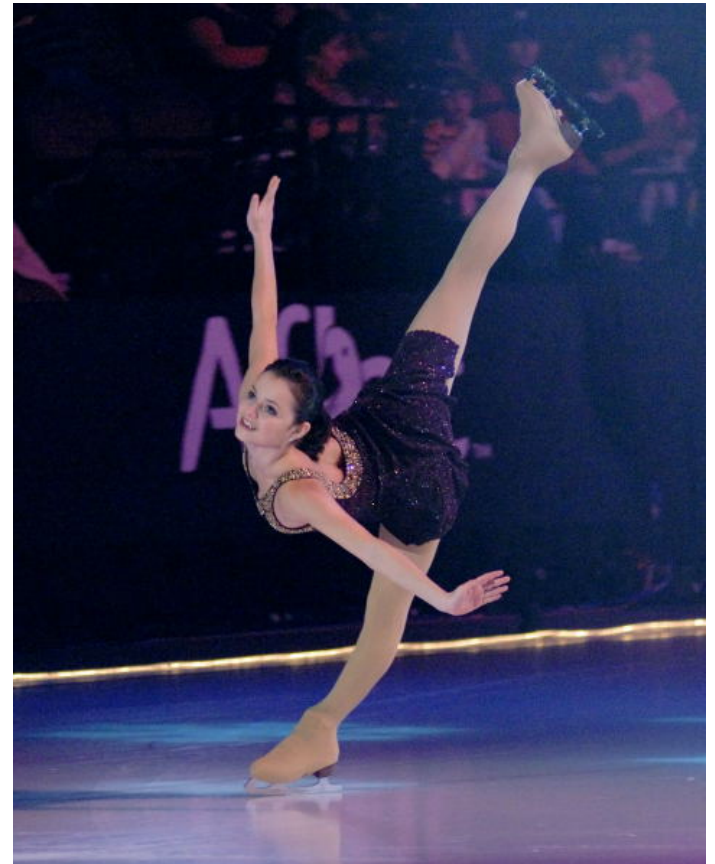


# What figure skating taught me about teaching, learning, and reaccreditation

Douglas Eder  
[d.eder@unf.edu](mailto:d.eder@unf.edu)



# Importance vs. Urgency

	Urgent	Not Urgent
Important	<p><u>Quadrant I</u></p> <p>Crises, pressing problems, deadline-driven projects, meetings</p>	<p><u>Quadrant II</u></p> <p>Preparation, prevention, planning, creating, opportunities, relationship-building, true re-creation</p>
Not Important	<p><u>Quadrant III</u></p> <p>Interruptions, some phone calls, some mail, some meetings, many popular activities</p>	<p><u>Quadrant IV</u></p> <p>Trivia, busywork, time wasters, escape activities</p>



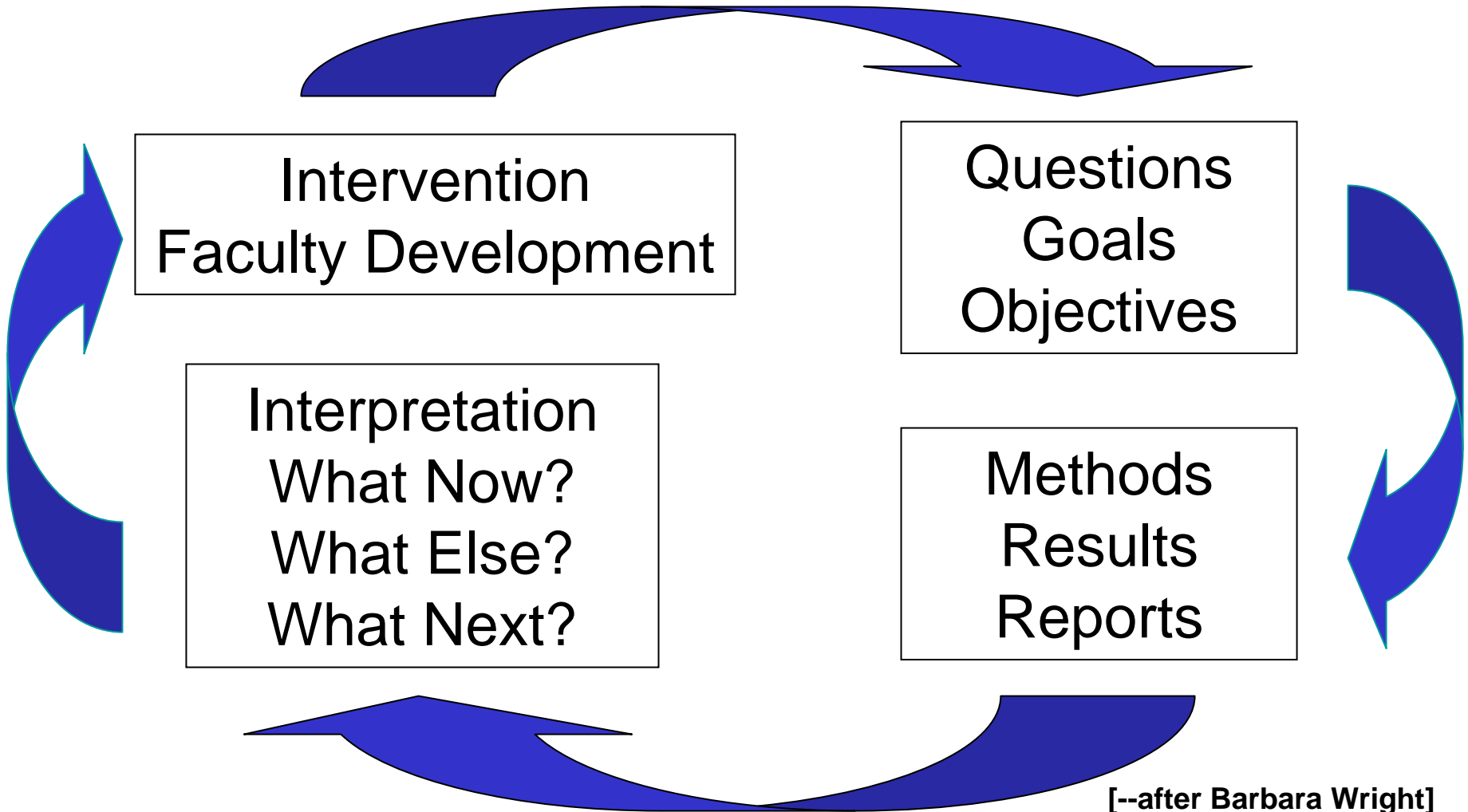
Practice, even intense, dedicated practice, by itself does not lead to improved performance. Practice with feedback does.



# A Loop Worth Closing



# Beginning and Advanced Assessment: A Scholarship



[--after Barbara Wright]

# Double Entry Journal

[--after Barbara Millis]

Direct response or observation	Thoughts and reflections
Another response or observation	More thoughts and reflections

**We Give Grades, Don't We?**

**Aren't grades  
(by themselves)  
enough?**

**NO!**

# **We Give Grades, Don't We?**

“A grade is an inadequate report of an inaccurate judgment by a biased and variable judge of the extent to which a student has attained an undefined level of mastery of an unknown proportion of an indefinite amount of material.”

--Paul Dressel, 1957



# Annotated Word Journal

Read the assigned text and write one word that captures the essence of what you've read and summarizes your response to it.

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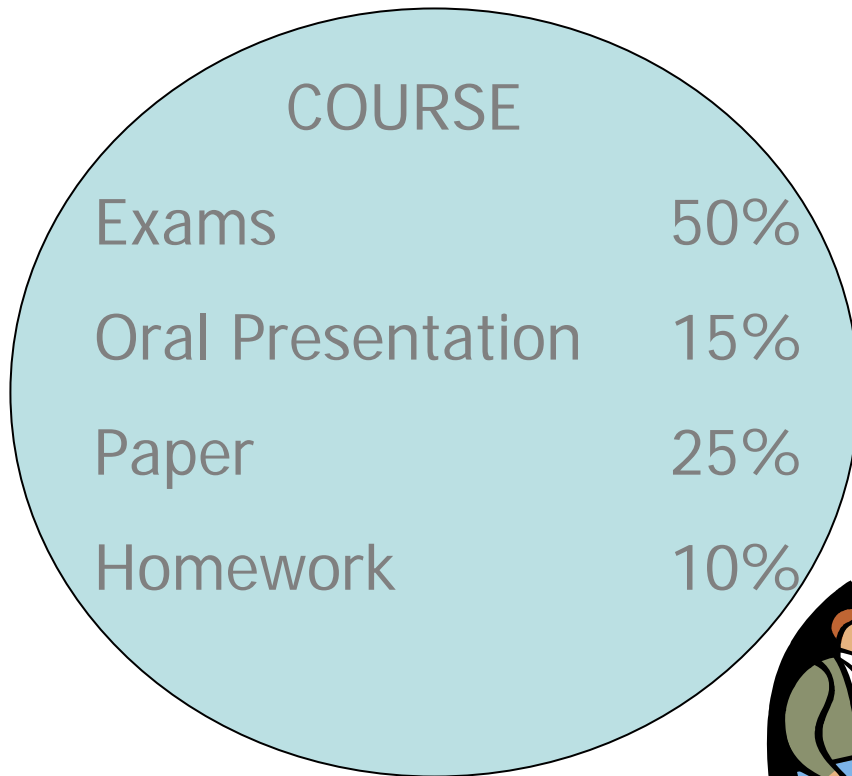
Explain why you chose that word and how it provides, in a capsule, your summary of the reading.

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# Why grades (by themselves) aren't assessment....

[after Martell]



Exams	78
Presentation	86
Paper	85
Homework	93
Total	83

Exams	90
Presentation	69
Paper	78
Homework	82
Total	83

# Assessment and Evaluation of Papers

	Excellent	Very Good	Adequate	Weak	Poor
(2) Presents a manifest topic statement					
(3) Exercises good critical thinking					
(4) Expresses its purpose clearly					
(6) Provides adequate supporting arguments					
(10) Correctly documents and cites sources					
(11) Is free of mechanical errors					
(12) Displays originality and creativity					
<b>Overall Evaluation</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>

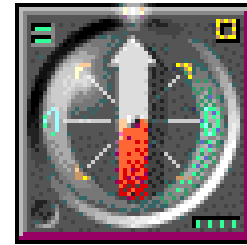
**The Main Thing**

**is to keep the**

**Main Thing**

**the Main Thing.**

# Essence of Assessment



1. What are your students learning in your program? How did you find out?
2. What are you going to do about what you've found out?
3. When, where, and how are you going to do it?

# Thinking about classroom teaching

[--after Walvoord]

What three things are the most effortful?

What do professors do?

With whom do they do it?

Prepare	Alone
Teach via classroom presentation	With students in class, with professor present
Grade	Alone

# Thinking about classroom learning

[--after Walvoord]

What do students do?

With whom do they do it?

<b>Encounter new material</b>	With students in class, with professor present
Solve problems, write papers, use knowledge, apply principles [The complex stuff] Analyze, integrate	<b>Alone or with friends</b>
<b>Get tested</b>	<b>Alone, but in class</b>

# Rethinking classroom learning

[--after Walvoord]

## Success, not just access

What would students do?

With whom would they do it?

<b>Encounter new material</b>	Alone (or with partners) before class
Solve problems, write papers, use knowledge, apply principles [The complex stuff] Analyze, integrate	With students in class, with the professor present
<b>Get tested</b>	<b>Depends</b>



# Rethinking classroom teaching

[--after Walvoord]

What would professors do? With whom would they do it?

Prepare	Alone
<p>Teach by solving problems, examining papers, providing feedback, using knowledge, applying principles.</p> <p>[Foster deep learning]</p> <p>Do some grading!</p>	<p>With students in class, Guide disciplinary thinking about <i>how</i> to think <i>and</i> engage students in analysis of each others' problems and papers. Do not waste time on editing first attempts. Use groups, IE/PBL.</p>
Some grading, reflecting	Alone

“Cultures of evidence will not automatically lead to educational improvement, if what counts as evidence does not [also] count as education.”

----Richard J. Shavelson

**Assessment is NOT a vision  
worth working toward...**



<http://www.indianchild.com>

**...but  
assurance  
of student  
learning is.**