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**Peeking into  
Pandora's Box:  
Addressing  
Assessment of  
Learning**



**Pandora's Box of Surprises**

# Introduction

- o **Goal 1:** Demonstrate integration of university, program, and course learning goals/objectives into a course learning activity = curriculum mapping
- o **Goal 2:** Provide technical and practical guidance to enable professor to curriculum map an activity
- o Presentation and Activity
  - I. Description of learning activity
  - II. Requirement: adopt learning goals/objectives
  - III. Sample application: activity, course, program, and university goals/objectives
  - IV. TWISTER participants' course activity



# I. Description of Learning Activity

- International business law course
- Sabbatical study of comparable courses in Australian universities
- Joint development of comparative law research activity with colleague at Curtin University in Perth, Australia
- Blackboard selected as communication tool

# International Virtual Classroom Exercise



Comparative Law Case Study, Fall 2009  
Students at Curtin University were provided with  
Fresno State Blackboard accounts

# I. Description of Learning Activity p.2

**Story:** Bruce is an Australian citizen who attended a conference in California at which he met Michelle, a citizen of the United States. Bruce and Michelle share a passion for wine making, tasting, and marketing. Michelle told Bruce that she would love to import some Western Australian wines from smaller Margaret River wineries. She planned to expand her wine shop in Fresno, California, where she not only sold regional wines from small California wineries, but also conducted wine tasting events and wine making workshops. Bruce was very enthusiastic to try something similar, namely to import some California wines produced by smaller wineries and to open a similar wine shop in Perth, Western Australia. They agreed to a business arrangement and began working on contracts for agents and employees, whereupon they discovered that Australian and U.S. laws are somewhat different!

Students from U.S. and Australia jointly researched and advised one another on employment contract issues.

# I. Description of Learning Activity p.3

- o **How:** Blackboard, TILT, Mary Bennett

- o **Result:** Fun project

- o **Problems:**

- o How do we assure that desired learning actually occurred? Pre-test, post-test, paper

- o Synchronous learning was prohibited due to major time differences



## II. Requirement: Adopt Learning Goals/Objectives

- APM 241 Policy on Course Syllabi and Grading

- Syllabi must contain instructor course goals and student learning outcomes.

- Link to Syllabus Template

- Programs/departments, schools, universities, accrediting bodies, employers, and students want assurance of student learning.

- Professor provides **Assurance of Learning Connections**

# Assurance of Learning Connections



- o Professor sets learning goals/objectives for learning activity
- o Professor sets course learning goals/objectives in syllabus
- o Program/department has program learning goals/objectives
- o Find an intersection where the learning activity involves goals/objectives stated for course, program, and university goals/objectives

# III. Sample Application: Learning Goals/Objectives p.1

## Activity:

1. Use **technology** to communicate and learn online
2. Perform basic Internet research on a legal topic
3. Work in **group** to **write** a paper
4. Learn importance of having legal knowledge when starting business venture (**legal analysis**)
5. Obtain knowledge about contracts, agency, and the **comparative law** discipline

# III. Sample Application: Learning Goals/Objectives p.2

## Course:

1. Explain **international business** law and ethics
2. Perform **legal analysis** as a problem solving technique
3. **Cooperate with others** in business judgment making
4. Demonstrate effective **written** and oral communication

# III. Sample Application: Learning Goals/Objectives p.3

## Program:

1. Analyze a business scenario applying multiple areas of business
2. **Think critically**
3. Reason quantitatively
4. Use **technology** and apply to business problem
5. **Write** a report
6. Make an oral presentation
7. Apply ethical understanding to a business problem
8. Understand the **global** business environment

# III. Sample Application: Learning Goals/Objectives p.4

## University Mission:

Embrace a culture of diversity, **internationalism**, and inclusion

- o Produce transformative scholarly research and creative works that target **regional issues with global significance**

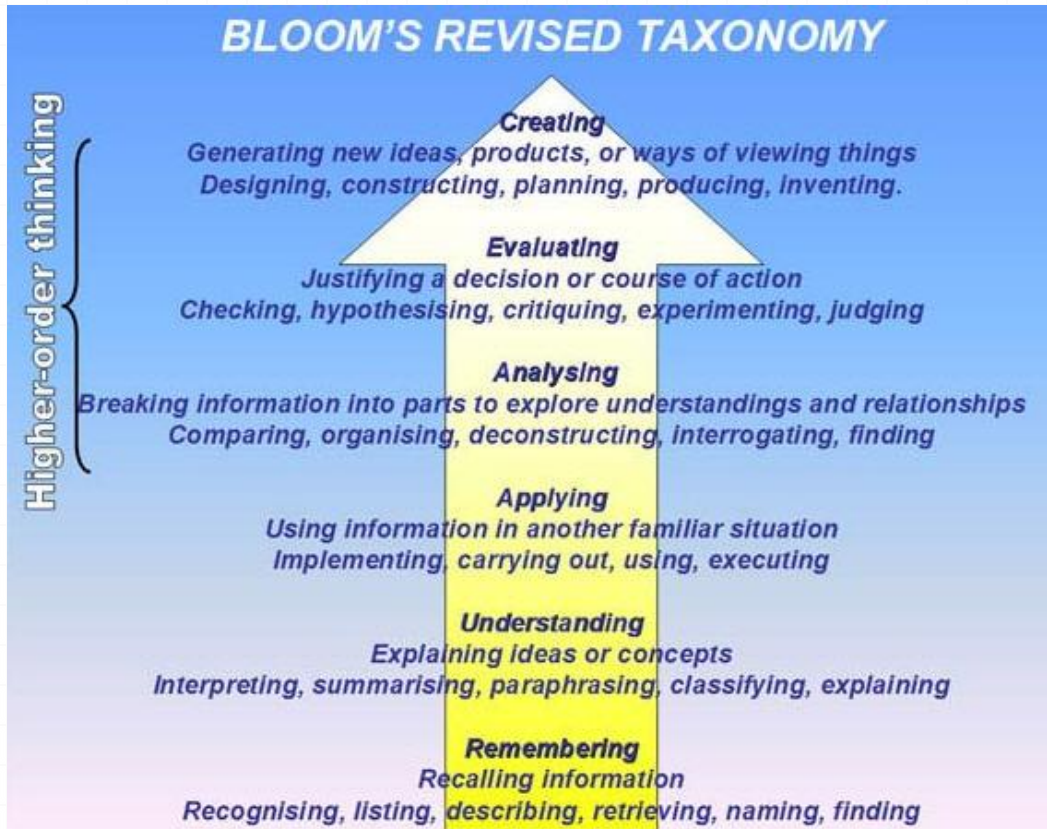
**Result: There are common goals at all 4 levels!**

# III. Sample Application: Learning Goals/Objectives p.5

- o Common goals:
  - o Writing
  - o Technology
  - o International/global
  - o **Critical thinking/analytical reasoning\***
  - o Cooperative learning
- o Identify them to students to enhance self-awareness and reflection of learning

\*next slide develops

# Bloom's Revised Taxonomy



Critical thinking was a common goal/objective.

Activity incorporated all 6 levels of cognition from Bloom's.



# Activities Aligned to Bloom's

<b>Creating</b>	<b>Creating a report based on new ideas and ways of thinking (6)</b>
<b>Evaluating</b>	Justifying a decision, deciding and evaluating (5)
<b>Analyzing</b>	Finding similarities and differences, comparing and contrasting (4)
<b>Applying</b>	Using information in another situation (3)
<b>Understanding</b>	Finding, citing and defining information (1,2)
<b>Remembering</b>	Finding, citing and defining information (1,2)

## IV. Twister Participant Activity

- o Pick a course activity you do: identify the learning goals/objectives desired.
- o Identify course goals/objectives: put in syllabus if not there!
- o Access your program learning goals/objectives: find intersections with your activity and course.
- o Tell students at beginning, middle, and end of activity the learning goals/objectives that are being met.

# Questions?

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- Mary Bennett [mbennett@csufresno.edu](mailto:mbennett@csufresno.edu)

# References and Resources

- o California State University, Fresno. Academic Policy Manual  
[http://www.csufresno.edu/aps/forms\\_policies/apm/index.shtml](http://www.csufresno.edu/aps/forms_policies/apm/index.shtml)
- o Syllabus Templates  
[http://www.csufresno.edu/academics/policies\\_forms/instruction/syllabus.shtml](http://www.csufresno.edu/academics/policies_forms/instruction/syllabus.shtml)
- o Bloom's Revised Taxonomy  
<http://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy>
- o Technology Innovations for Learning and Teaching  
<http://www.csufresno.edu/tilt/>
- o Office of Institutional Effectiveness (Program SOAP)  
<http://www.csufresno.edu/oie/assessment/SOAP/index.shtml>