Proposal for 2013 UW Bothell Teaching and Learning Symposium

Title: Conceptualizing Connections: Laying the Foundation for Assessment

Abstract: Assessment through learning outcomes is a widely-adopted practice in higher education, but aligning course, department and institutional learning outcomes can be a challenge. One may easily become overwhelmed by the various levels of outcomes and lose sight of how they work together and, ultimately, strengthen our curriculum.

This is particularly true at the UW Bothell/Cascadia Community College Campus Library, where instruction librarians juggle two sets of institutional learning goals, program and course outcomes, as well as our own library learning outcomes. In order to visualize connections between multiple levels of outcomes, we facilitated a workshop in which librarians created “3D assessment engines”; that is, visual representations of our various goals and how they map to each other.

This non-traditional assessment activity enabled librarians to conceptualize their instruction within program, library and institutional learning goals and to make new connections between these outcomes. Visually, we pinpointed which outcomes draw the most focus and which are not addressed as thoroughly. We also found that working collaboratively on the assessment engines had value in and of itself, generating meaningful discussion about our learning outcomes and their institutional context.

This poster will document our library’s experience creating 3D assessment engines and show examples of the engines at various stages throughout the process. The poster will also address the ways in which our librarians found the assessment engines useful and identify further implications and applications of this assessment activity.

Presenters:

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