



WORKSHOP

Andi Curcio

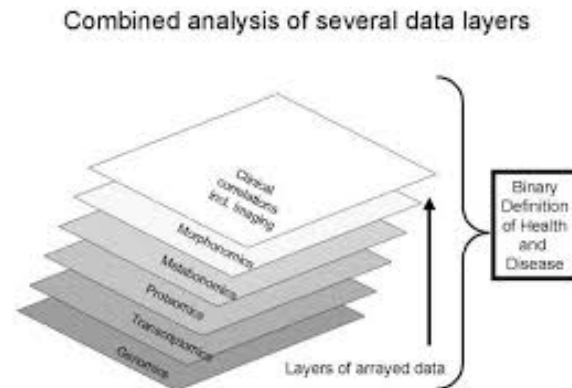
Professor of Law

Georgia State University College of Law



Need think about:

- **How can I ensure that what I measure is ongoing & multi-dimensional**



- **How will info be used to improve:**
 - Student learning
 - Teaching/Instruction
 - Program/Institution



When deciding what method to use to assess student learning, ask self:

- Purpose of assessment/measurement
- How & where to collect data
- Who analyzes
- Am I using more than one method
- Is the method I am using the best one in light of kind of information I want/ time/money/resources



METHODS of DATA GATHERING

USE EXISTING DATA

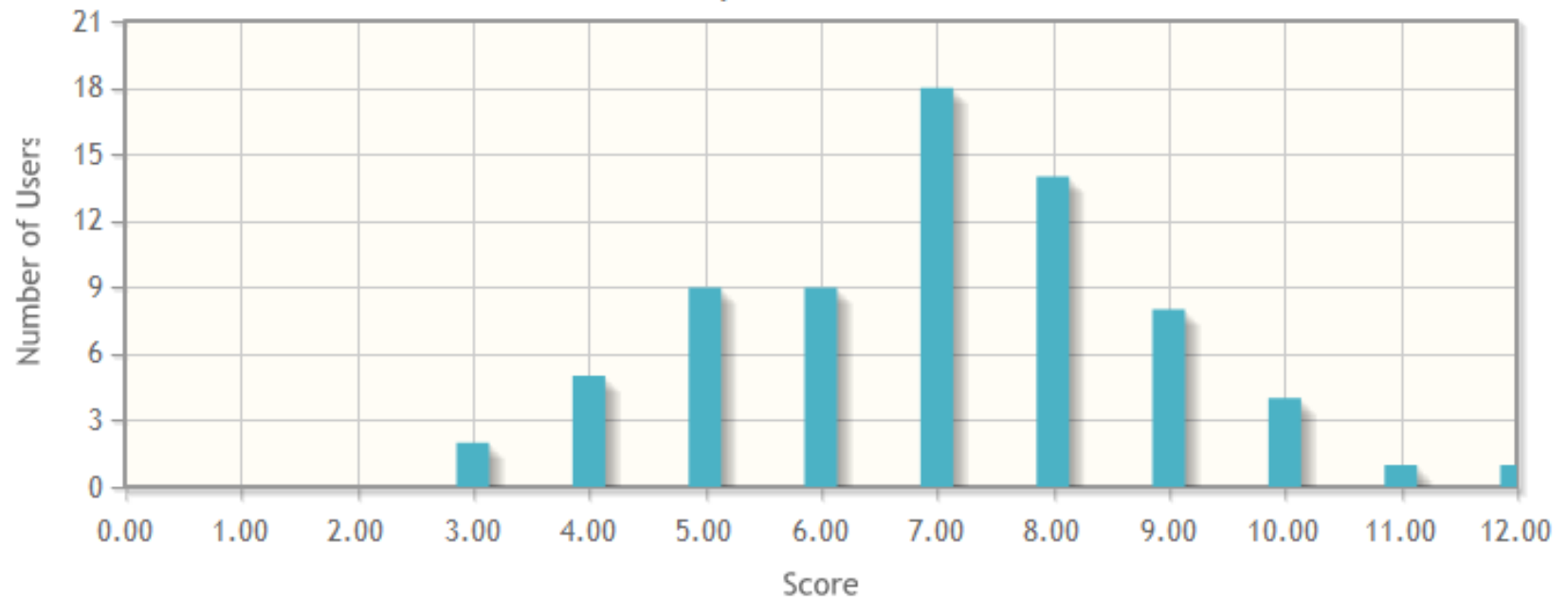
Quiz 1 - week 3 Summary

Total Points Possible: 12
Attempts Allowed: Unlimited
Attempt Graded: First

Number of Users: 71

Reports

Graded Attempt Score Distribution

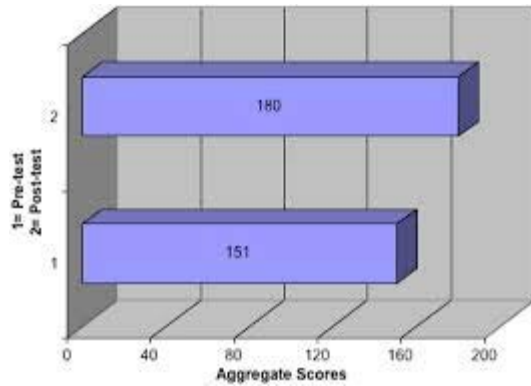


Learning Outcome: Legal Knowledge & Understanding

1-2	<ul style="list-style-type: none">• Demonstrates minimal knowledge and understanding of few of the applicable legal rules• Identifies none or one of the applicable legal issues• Identifies largely incorrect or irrelevant legal rules
3-4	<ul style="list-style-type: none">• Demonstrates an adequate knowledge and understanding of most of the applicable legal rules• Identifies many of the applicable legal issues• Identifies a few irrelevant legal rules
5-6	<p>Demonstrates good knowledge and understanding of the applicable legal rules and exceptions</p> <p>Identifies most of the applicable legal issue</p> <p>Identifies minimal irrelevant legal rules</p>
7-8	<p>Demonstrates detailed and in-depth knowledge of the applicable legal rules and exceptions</p> <p>Identifies all the applicable legal rules</p> <p>Identifies no irrelevant legal rules</p>

	<p>Exemplary Excellent work for law student; on the job student could perform well with minimal supervision</p>	<p>Competent – Proficient work for a student; on the job student would need some input from supervising attorney before completing project or represent client</p>	<p>Developing Work needs additional content or skills to be competent – on a job, supervising attorney would need to start over or fix mistakes.</p>
<p>Legal Analysis correctly identified and analyzed legal issues based upon relevant law and policy; made appropriate comparisons and distinctions to the case at hand based upon the applicable law and policy</p>			

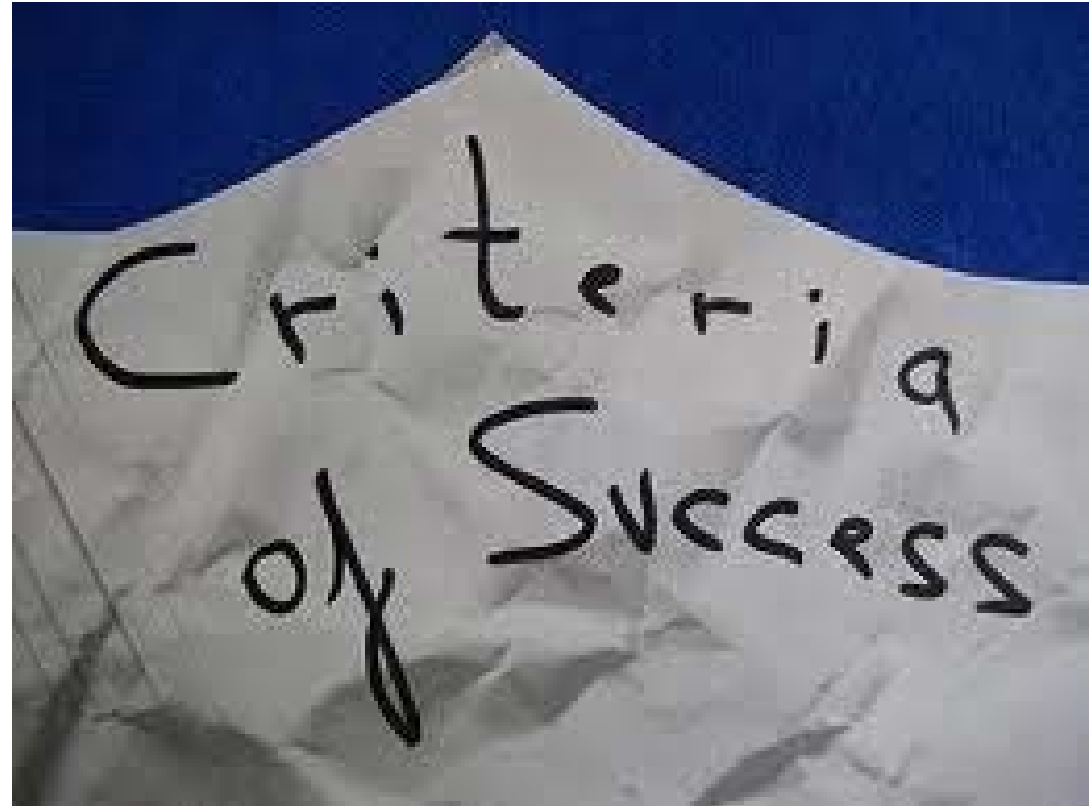
Beyond quizzes/exams/rubrics



- **Pre-post tests**
- **Survey instruments**
- **Other sources - Jeff & Katie's list of Assessment Paradigms**
- **Comparisons of control/intervention group**

The final frontier: Measurement criteria

- # right/wrong
- Raw score
- Progression along rubric
- Individual student progress
- Collective Student Progress
- Change in student attitudes/
confidence/motivation
- Other?



Example – Working effectively across cultures

- Value:
- Objectives/goals:
- Where taught:
- Outcomes:
- Measures:
- Criteria:



As think about measuring learning, remember what Jeff & Katie taught us – we can measure learning in

- **A course –from start to finish; a unit; a subset of skills**
- **A program –e.g. within legal writing/lawyering process/certificate programs/other?**
- **Our law schools –from orientation/graduation; after first year, etc**

Time to “workshop”

- 1. Educational Value
- 2. Learning Objectives/Goals
- 3. Where taught
- 4. Desired Outcomes
- 5. Measurement Instruments
- 6 . Criteria
- ***Format: Each person ID some aspect of learning you would like to measure; table decides on one & works through how to measure – do poster [everyone contributes to poster – write/draw/creatively express yourselves 😊]***

THIS IS A PLACE
TO THINK + DREAM +
MAKE + DO.

Poster Explanation

- *Vote as look*

THIS IS A PLACE
TO THINK + DREAM +
MAKE + DO.

- ***Yellow sticker = Most Innovative***
- ***Blue sticker = Most Replicable***
- ***Red sticker = My Personal Favorite***