Full Schedule

Presenters will share initiatives across a wide range of disciplines and contexts at the course, unit, and school levels, including the assessment of learning and critical thinking in large-lecture courses; the varied ways that learning can be assessed through social media; assessing learning through portfolios; using student feedback to assess learning; and assessing learning across a division. This schedule includes the full list of available presentations, presenters/authors, and times with abstracts included.

Continental Breakfast and Poster Session (8:30am – 9:00am)

(See page 12 for poster titles and abstracts)

Location: Louis Room

Welcome and Opening Remarks (9:00am – 9:15am)

Daniel Linzer, Provost

Location: Louis Room

Concurrent Session 1 (9:20am – 10:10am)

The Loft: Designing a Crowd-feedback System for Formative Feedback on Complex Problem Solving

Learning, Matthew Easterday* (School of Education and Social Policy), Daniel Lewis (Learning Science), and Liz Gerber (Mechanical Engineering, Communication Studies, and Segal Design Institute)

Location: Northwestern Room

Abstract: For students to master real-world tasks, like designing scientific experiments or creating new products and services, we must provide them with timely, high quality feedback. But orchestrating such feedback in the classroom can be challenging. New technologies like online peer review systems (in which students anonymously review their peers’ work) can sometimes provide feedback that is better than feedback provided by a single teacher, but such systems are not designed to provide feedback on in-progress work on complex problems. In this talk, we present the design and evaluation of the Loft feedback system that combines the

* Denotes presenter
benefits of face-to-face and online feedback for group feedback sessions for project-based learning. Specifically, we tested whether 4 principles: write-first scripts, question prompts, interactive critiquing & formative framing, would allow us to create systems that provide the advantages of face-to-face and online feedback. We collected observations and 48 interviews with 12 undergraduate design students who used the feedback system for 5 feedback sessions. We then analyzed this data using grounded theory. We found that: (a) the write-first script helped overcome initial learning costs; (b) the interactive feedback features created a dual-channel feedback that increased the number of individuals participating and interacting during feedback sessions; and (c) the system produced a greater volume of useful feedback and promoted reciprocity among students. The study provides a new empirically validated computer supported group feedback system for use in Northwestern classrooms. This Loft critique system has currently been used by over 2000 learners and professionals at schools and universities across the country for project-based learning learning, teacher professional development, and undergraduate design and engineering projects in the community.

Assessing Student Engagement and Learning on the Yellowdig Interactive Platform, Daniel Gruber*
( Media, Integrated Marketing Communications and Kellogg School of Management)

Location: Lake Room

Abstract: One of the learning goals in all of my classes is for students to utilize class theories and frameworks to analyze current events. It is a part of the courses that I call “In the news” and I have used Twitter since 2009 for this purpose. Although Twitter had been very engaging, not every student wanted to use it and there were times when many of the examples shared via Twitter were not read or discussed. One way to push the level of learning to the Create level of Bloom’s Taxonomy is for the students to look at all of the examples that other students have shared with an opportunity to contribute their original ideas about the examples. This was one of the specific reasons for me to pilot Yellowdig. Not only did I want to elevate what I have been doing from a teaching perspective, but on the learning side, each student is empowered to demonstrate their knowledge and understanding as Yellowdig is integrated into Canvas. Two primary questions have guided my analysis of the Yellowdig pilot thus far: Does integrating social media elevate engagement by students? Is Yellowdig a tool that achieves the learning goal for my classes of linking academic frameworks to current events? Overall, Yellowdig was very well-received by the students as a teaching and learning tool and was a catalyst for an incredible amount of engagement in the three courses in the spring 2015 quarter. After my encouraging results, Yellowdig is being piloted across Northwestern in 2015-2016.

Social Distance and Anonymity to Promote Quality Peer Feedback in Higher Education, Bruce Ankenman* (Industrial Engineering and Management Sciences) and Jacqueline Ng* (Industrial Engineering and Management Sciences)

* Denotes presenter
Location: Rock Room

Abstract: This presentation examines how anonymity affects the way in which undergraduates view, perceive and provide feedback to their peers on course assignments. It also assesses the potential benefits of using student anonymity for improving the quality of peer reviews, to reduce the resources required of instructors and teaching assistants to provide timely feedback on certain course assignments. Prior studies have shown that feedback is an essential part of effective learning, and is one of the most powerful influences on learning and achievement. Hence, the reciprocal nature of peer feedback is mutually beneficial, as it allows students to share knowledge, ideas and experience. Leveraging a randomized experiment and cross over design, this presentation highlights the findings of a peer review study conducted in an introductory statistics undergraduate class at Northwestern University. This talk presents the results of two primary goals in our study: 1) To assess the impact of anonymity on the quality, content and accuracy of peer reviews; 2) To investigate gender differences in the content and quality of peer reviews, and whether anonymity can help equalize any discrepancies. We believe that the findings of our study can be applicable to a broader audience, outside of STEM classes. One area of applicability would be in online courses and in particular, MOOCs (Massive Open Online Courses), which depend on peer grading of assignments due to the massive size of course enrollment. This presentation is joint work with Bruce Ankenman and Seyed Iravani in the Department of Industrial Engineering and Management Sciences, as well as the NUIT Software Development Group of Academic & Research Technologies.

A Competency-Based Model for Enhancing Academic Knowledge, Jason Washburn* (Northwestern Medical Faculty Foundation, Psychiatry and Behavioral Sciences) and Derin Cobia* (Psychiatry and Behavioral Sciences)

Location: Arch Room

Abstract: This presentation offers an alternative to grade-based evaluation, which continues to be the dominant evaluation model in higher education. Although grade-based evaluation is advantageous in certain contexts, it is especially limited when the goal is for all students to reach a high level of mastery or competence. To overcome the limitations of grade-based evaluation, the PhD Program in Clinical Psychology within the Feinberg School of Medicine developed and implemented a competency-based educational and assessment model. Within this model, students are expected to obtain a high level of competence across research, clinical, and professional domains, with specific objectives and competencies identified within each domain. This competency-based system provides an early identification and corrective system in which a student’s progress in developing competencies is consistently monitored and remediated by multiple instructors, mentors, and supervisors. For example, if a student scores at or below the 86th percentile on any metric (e.g., course quizzes, reports, papers, exams), students are provided with additional instruction or assistance until competence is achieved. For

* Denotes presenter
research and clinical training, competence is assessed developmentally over time, with mentors or supervisors rating students using standard rating forms that compare the student's performance to expected competencies for their level of training and education. The approach has been effective in early identification of concerns, remediating those concerns, articulating strengths and weaknesses of students, and providing targeted and informative feedback. Although developed specifically for our program, the competency-based model is applicable to any academic or professional program focused on developing specific competencies or mastery among all students.

Concurrent Session 2 (10:15am – 11:05am)

A Comprehensive Approach to the Assessment of Student Learning Beyond the Classroom,
Mary Desler* (Student Affairs Assessment) and Kelly Iwanaga Becker* (Student Affairs Assessment)

Location: Northwestern Room

Abstract: Opportunities for students to learn about themselves, others, their communities, and to gain practical skills are abundant beyond the classroom. The settings in which this learning occurs includes our residence halls, involvement in student groups, through our student conduct processes, and more. In fact, it is often said that students spend more time/hours outside of class than they do in class. The Division of Student Affairs at Northwestern University has developed a comprehensive framework for assessing student learning beyond the classroom. This presentation will describe the following: (1) the development of the framework which includes Division-wide, department, and program/activity learning outcomes; (2) a seven-week training program designed to “build capacity” for assessment within the Division; and (3) numerous learning assessment projects conducted over the last two years that have been presented at our annual student learning assessment conference. The Student Affairs framework is based on a student learning assessment model developed by Peggy Maki in 2004 and described in her book, Assessing for Learning: Building a Sustainable Commitment Across the Institution (Sterling, VA: Stylus Publishing). Maki proposes that a comprehensive framework is a layered one that includes institution-wide outcomes, department and/or program level outcomes, and course-level outcomes. Furthermore, she suggests that the assessment of student learning is most meaningful and/or useful at the course-level or where the learning is occurring. We believe this comprehensive approach to the assessment of learning could be applicable to a broader audience, including our academic partners.

Do-Review-Redo: A Critique-Based Alternative to Homework, Exams and Grades, Christopher Riesbeck* (Electrical Engineering and Computer Science)

* Denotes presenter
Abstract: This talk will present lessons learned from a multi-year experiment in providing contentful non-grade-based continuous assessment in computer science courses. In a "do-review-redo" course, an instructor only gives comments and critiques on learner submissions, no grades. Learners must address issues raised before being allowed to move on to the next challenge. A learner's course grade is determined by the number of challenges completed, the diversity and depth of those challenges, and the quality of later submissions. Do-review-redo provides continuous evaluative and summative assessment, individualized contentful feedback, and individual iteration to mastery. Critical to making do-review-redo effective is the creation of a large set of simple to complex exercises that embody key learning goals. Critical to making critiquing sustainable are tools to support large-scale in-depth critiquing and progress tracking. The presentation will show examples from EECS 325, a mid-level programming course, with class sizes ranging from 40 to 90 students, where the author has critiqued literally thousands of submissions every quarter, and examples from another course where critiquing at scale remains challenging.

Portfolio Assessment of Behavioral Competencies: Lessons Drawn from the Feinberg School of Medicine, Celia O'Brien* (Office of Medical Education and Faculty Development) and Marianne Green (Office of Medical Education and Faculty Development)

Abstract: This presentation will describe the development and implementation of an electronic portfolio system at the Feinberg School of Medicine. The portfolio is used to assess behavioral competencies such as communication, professionalism and teamwork by tracking student performance data across four years of medical school. Examples of assessment data include faculty and peer evaluations of small group work, clinical performance evaluations and feedback from standardized patients. These data represent student performance in multiple contexts, giving us a more authentic portrait of typical behavior for each individual. Since 2014, students have been assessed on their progress within five competency domains. For these summative assessments students also submit self-reflections on their progress. Faculty reviewers used expert judgement and holistic review of assessments to decide whether each medical student can progress immediately or if he or she requires remediation before advancing to the next level of patient care. Results show high levels of agreement between reviewers on students’ progress towards competence. The majority of students achieved the benchmark in all competency areas, but the process did identify a number of students who had some concern or even required remediation in one or more competencies, behavior not reflected in their graded performance. We have learned that the addition of a portfolio review process allows us to identify students with concerns in behaviorally oriented competencies who would not have

* Denotes presenter
been identified in a traditional grading system. A longitudinal portfolio system may be a feasible way for other academic programs to measure behavioral performance in their students.

**Assessing the Critical Thinking of Undergraduates in a Humanities-Based Large Lecture Context**, Sarah Jacoby* (Religious Studies) and Susanna Calkins (Searle Center for Advancing Learning and Teaching)

**Location**: Arch Room

**Abstract**: Can students think critically in large-lecture courses? In this study, we assessed the critical thinking of 140 undergraduates enrolled in a large-lecture course in the humanities. One of the study’s central questions is: Is it possible to reconcile large lecture-format teaching (often associated with passive learning) with the goal of enhancing critical thinking? We used two main methods to assess critical thinking in this course: (1) Weekly critical reflections on topics related to the course material and (2) in-class critical thinking writing activities in which students reflect on a question related to course content, and to analyze how their own thinking might have changed after being exposed to the thoughts of other students. For this presentation, we focused on the first set of critical reflections in which students described their own understanding of what it means to think critically and the role that critical thinking plays in a religious studies course. Our analysis disclosed thirteen qualitatively different aspects of critical thinking (e.g. the ability to assess presuppositions; the ability to evaluate evidence) with varying levels of emphasis, as well as important insights into the extent to which thought critical thinking should belong in a religious studies course. We will also share qualitative and quantitative data related to the three in-class activities (e.g. “To what extent did discussing this concept over with your partner(s) help you better think through the Buddhist concept of no-self?”) Initial evidence suggests that such paired activities did help students understand core concepts more deeply.

**Poster Session and Coffee Break (11:05 – 11:30)**

*(See page 12 for poster titles and abstracts)*

**Location**: Louis Room

* Denotes presenter
Concurrent Session 3 (11:30am – 12:20pm)

Transition Programs:

Location: Northwestern Room

Part I - Effectiveness of the Northwestern Bridge Program, Scott Ogawa* (Economics), Eric Zaslow* (Mathematics), Frederick Northrup* (Chemistry), and Owen Patrick Priest (Chemistry)

Abstract: The Northwestern Bridge Program is a summer program for rising first-year students. It is offered by invitation from the WCAS Dean's office to students with an expressed interest in a pre-health or economics path. Many of the students are from Chicago schools, are first-generation college students, and/or are from underrepresented minority groups. Statistically speaking, students in these demographics are at risk of not completing the necessary coursework such as the first-year chemistry sequence. The Bridge program is an intervention aimed at closing the performance gap of these students relative to their peers. The program consists of intensive, all-day courses (e.g., math, chemistry, economics). Students are given a lot of supervision and are in regular contact with peer counselors. Bridge students are also given sessions with college advisors. In this presentation, we will present and analyze data tracking the performance of Bridge attendees relative to the "control" group of students who were invited to attend but declined. Main lessons: initial GPA's are higher among Bridge students versus the control group; retention rates are higher among Bridge students; GPA's of Bridge students are eventually lower, reflecting the higher retention in their program; students value the preparation for the college experience, and establish social support groups. Bridge should be part of a comprehensive approach for college preparation that unites the several extant summer programs. These programs should be united; admissions should be transparent. Northwestern should highlight these important efforts.

Part II - A Research Preparatory Program for First Year College Students: Effects on Science Self-Efficacy and Persistence in STEM, Rachael Baiduc (Searle Center for Advancing Learning and Teaching), Luke Flores* (First-Year & Transition Programs and Searle Center for Advancing Learning and Teaching), Denise Drane (Searle Center for Advancing Learning and Teaching), and Greg Beitel (Molecular Biosciences)

Abstract: Recent reports indicate the need for a larger cadre of proficient science, technology, engineering, and mathematics (STEM) educated individuals in order for the United States to stay competitive in a climate of increasing technological and economical demands. A substantial hurdle to achieving this goal is the large number of undergraduates who fail to complete STEM degrees. Undergraduate research experiences (UREs) have been shown to promote retention, interest, and long-term persistence in STEM fields and although they are prevalent, there are, to our knowledge, only limited reports of such programs that target first-year students. Because

* Denotes presenter
first-year students are at high risk for attrition from STEM majors, we designed a program, NU Bioscientist, specifically targeted to retain them in STEM disciplines and encourage their long-term research participation. In contrast to many other UREs, we do not select students based on academic success or past research experience, but rather use a novel approach that has been shown to distinguish between those who choose biomedical research training (STEM Ph.D.) and those who apply science to clinical training opportunities (M.D.). Here we report the selection criteria and program structure for our unique URE that does not use academic preparedness or prior research experience to select participants. We ask whether or not this URE encourages first-year students to persist in research and in STEM majors. We also explore participants’ science interest and career goals using quantitative survey data. In this session, we will consider strategies for program improvement, both from a program management and an evaluation standpoint.

**Student Presentations: Assessing Student-Generated Content and Peer-Led Feedback,**
Shayna Silverstein* (Performance Studies)

**Location:** Lake Room

**Abstract:** In-class student presentations are a widely used method to engage students through interactive modes of learning and to incorporate orality into the learning environment. Student presentations are a means to facilitate student-led content, assess proficiency in course material, and cultivate professional skills in public speaking, information management, and clarity of topic/argument, and audiovisual materials. However, rubrics for assessing student presentations, when formalized, vary widely by learning environments, across disciplines, and between undergraduate/graduate levels. This session intends to examine the effectiveness of student presentations in achieving outcomes, to develop and assess language that best communicates these outcomes to students, and to explore innovative presentations that challenge any given rubric for the assessment of student presentations. The session will focus on two key sites of assessment: oral presentations by students; and peer-based assessment of the presentation that emerges through the specific questions and responses formulated by peers. The session will draw on three different presentation formats and contexts that include undergraduate and graduate coursework in the interrelated fields of sound studies, performance studies, media studies, and ethnomusicology. Evaluation of findings on the assessment of learning outcomes and objectives through student presentation and discussion generally suggest that this dynamic learning environment is a crucible for the development of critical thinking skills. These findings more broadly suggest ways to assess student participation in the classroom learning environment, cultivate student-led discussions, train students in professional skills, and foster mixed methods approaches to pedagogy.

**Full Partners in the Learning Process: Assessing Student Learning Through the Medical Leave and Reinstatement Process When Mental Health Concerns Interfere with Academic**

* Denotes presenter
Performance, Mona Dugo* (Dean of Students Office) and Mary Goldenberg* (Dean of Students Office)

Location: Rock Room

Abstract: This student learning assessment project examined the process of the voluntary medical leave of absence (MLOA) and reinstatement process as a tool to increase student learning in key areas related to academic, social and emotional health in the face of complex mental health concerns. During academic year 2013-2014 the Student Assistance and Support Services (SASS) team processed 130 voluntary MLOAs and 79 reinstatements, the majority of which were related to mental health. Assessment of student learning was measured by conducting focus groups, use of a rubric by the SASS staff in a post-reinstatement interview and a cross-sectional survey design in which students reflected on reasons the MLOA was needed and identified specific coping skills before and after their time away. Findings from the three different methodologies all showed similar results. Upon reinstatement, students self-reported statistically significant improvement in academic functioning, daily functioning, help seeking behaviors, knowledge of resources and participation in continued treatment. The data from the rubric and focus groups supported these findings. In addition, in all three measures, students continued to report feelings of isolation and struggled with a sense of purpose. This suggests a need for additional attention in these areas. The study aimed to look at ways in which the MLOA and reinstatement process can be used to support student learning outside of the classroom to help students’ readiness to return to the academic, social and emotional environment of NU.

Nebula Discussions: Visualizing Online Discussion Boards as Network Graphs to Improve Student Interaction and Learning, William White (Industrial Engineering and Management Sciences), Jacqueline Ng* (Industrial Engineering and Management Sciences), and Jacob Collins* (IT Academic & Research Technologies)

Location: Arch Room

Abstract: This presentation examines how to create an engaging and interactive online discussion board experience for students in academic settings. Prior research has indicated that online forums are beneficial for learning because they facilitate high cognitive processing and thought, and encourage wider participation from more reticent students. Yet, studies have shown that online discussion boards do not necessarily provide a collaborative virtual learning environment, due to their threaded structural design. As such, our team has re-designed the traditional threaded discussion board as a network graph, called Nebula Discussions (“Nebula”), where posts are nodes and edges are replies to posts. We are piloting Nebula in an undergraduate course this fall, in which we are also studying to ability of feedback messaging to improve the quality and quantity of discussion posts from students through a quasi-experiment, surveys and feedback sessions. Through this study, we are gaining preliminary insight on how

* Denotes presenter
students interact in Nebula, compared to traditional discussion boards, how group composition may impact motivation, learning and outcomes, and also how periodic feedback can improve the influence of online discussion boards on learning and development. In addition, we are gaining knowledge on how we can improve the student experience in Nebula through feedback sessions with students.

**Lunch and Faculty Panel: “Faculty Experiences with Assessment” (12:30 – 2:15)**

In this panel, faculty from a range of fields and disciplines will share their experiences with assessing student learning, discussing what they have learned from these experiences and the challenges they have encountered. The panelists will share strategies that have worked for them. This will be an interactive session with questions from the attendees and thoughts about assessment that are stimulated by the full room discussion.

**Location:** Louis Room

**Panelists:**
Nick Davis, Gender and Sexuality Studies and English
Liz Gerber, Mechanical Engineering, Communication Studies, and Segal Design Institute
Penny Hirsch, The Cook Family Writing Program and Segal Design Institute
Harvey Young, Theatre

**Moderator:** Candy Lee, Journalism, Media, Integrated Marketing Communications

**Closing Remarks (2:15 – 2:30)**

Jake Julia, Associate Vice President Change Management and Associate Provost for Academic Initiatives

**Location:** Louis Room

* Denotes presenter
Post-Forum Roundtables (2:45 – 3:45)

Making Assessment Work for You: A Roundtable Discussion, Marina Micari, Searle Center for Advancing Learning and Teaching

Location: Northwestern Room

Assessing learning in ways that are meaningful and appropriate to your particular course is not an easy task. Come together with colleagues in this informal roundtable discussion to share the particular challenges you have faced and hear others’ challenges, brainstorm potential solutions, and learn from your peers’ experiences and insights. Conversation will be facilitated by Marina Micari from the Searle Center for Advancing Learning and Teaching

What Can We Learn from Learning Analytics? A Roundtable Discussion, Bill Parod and Victoria Getis, NUIT

Location: Lake Room

Northwestern’s move to Canvas comes with a rich opportunity to leverage the data resulting from teaching and learning activities conducted within Canvas. At this roundtable you will hear examples of how Northwestern faculty are using these data to conduct teaching experiments, improve course design, and promote student engagement. Join the discussion to share your questions, thoughts and interests regarding use of learning analytics in your teaching.

Assessing Learning in a Foreign Language Context: A Roundtable Discussion, Chyi Chung (Spanish and Portuguese), Ihnhee L Kim (Asian Languages and Cultures), and Richard Lepine (Program of African Studies)

Location: Rock Room

In this roundtable, three faculty members will share their perspectives on assessing learning in a foreign language context. Chyi Chung from Spanish and Portuguese, Richard Lepine from African studies, and Ihnhee Kim from Asian Languages will share their experiences and challenges that they have faced in assessing student learning. Participants will be encouraged to reflect on their own challenges and share strategies that they have used.
**Poster Titles and Abstracts**

**Location:** Louis Room

**A. Northwestern University Student Learning Outcomes Assessment Framework,** University Assessment/Accreditation Council

**Abstract:** Northwestern’s Assessment/Accreditation Council developed the Assessment Framework to serve as a tool to guide schools and units in their assessment efforts. The Framework is intended to provide support for units that are at various stages of assessment and that utilize different approaches to assessment. For those with well-developed assessment programs, the framework helps to contextualize these programs within the larger assessment goals and structures of the institution, and for those just beginning to employ more systematic assessment mechanisms, the framework helps to develop and guide those initiatives. The framework should be seen as a resource providing a rough blueprint to be fleshed out according to the specific needs of the program. The groundwork already laid at Northwestern need not be re-created, thus enabling the assessment efforts to begin a few steps further along. How assessment within a unit or program or schools links to and furthers the larger goals of the institution will become clearer when it can be placed within this framework.

**B. Steps Toward a Possible “Social Inequalities and Diversities” Degree Requirement: Learning Objectives and Assessment of Pilot Courses,** Joan Linsenmeier* (Psychology)

**Abstract:** Weinberg College is exploring the possibility of adding a "Social Inequalities and Diversities" degree requirement. All courses fulfilling the requirement would share a set of learning objectives, and discussions across multiple constituencies have addressed what these learning objectives should be. Some priorities, concerns, and revisions are presented. At the same time, the College has piloted some new or revised courses that might fulfill the new requirement. Students in five pilot courses--two first-year seminars, two 200-level social science courses, and a 300-level course--completed a common survey asking (1) how well the courses had met four broad learning objectives and (2) how taking the courses had affected their thinking and behavior toward others. In addition, instructors carried out assessments designed for their individual courses. The poster presents some findings and implications of both types of assessments. Responses to the general survey suggest that all learning objectives were met in 4 of the 5 courses, and responses to open-ended questions provide insights on why evaluations of one course were lower. Both general survey responses and results of separate course assessments suggest ways to restructure class time and/or assignments to enhance the degree to which students meet the learning objectives.

* Denotes presenter
C. Assessing First-Year Students’ Research Skills through Novel Instruction Methods, Jeanette Moss* (University Library), Gina Petersen* (Library Assessment), and Kathleen Carmichael (The Cook Family Writing Program)

Abstract: This poster presents preliminary findings from a project assessing an alternate curricular approach in required first-year courses. Throughout Fall Quarter 2015, a series of research and writing exercises are being integrated into one section of a WCAS First-Year Seminar and one section of a McCormick Design Thinking and Communication course. These provide opportunities for students to develop skills needed to be active, critical users of scholarly library resources. These research and writing exercises could easily be reproduced in additional courses. All students in the aforementioned course sections were surveyed regarding their research skills and habits. Students in a second section of each course were also surveyed. Another survey will be distributed to the same students at the end of the quarter. We can then compare impressions and skills of students exposed to the added activities to those where were not. The poster principally focuses on a particular exercise within the WCAS First Year seminar. Students were presented with an estimate of the total “costs” of addiction made by a highly credible group that doesn’t disclose how it arrived at that figure. Student worked in teams to track down the method by which researchers arrived at the figure in question. The teamwork involved a research consultation with a librarian, obtaining relevant peer-reviewed literature, and examining sources. Teams presented findings in class one week later. The poster presents assignment details, elements of the research consultation, and self-reported student learning comments.

D. Using Professional Competencies to Assess Learning in a First Year Law School Course, Dana Hill* (Clinical, School of Law)

Abstract: This poster presentation will demonstrate how I use professional competencies in my communication and advocacy course to promote and assess the learning of my students. Law firms and other legal employers assess attorneys in annual performance reviews using competencies in areas such as writing and communication, legal knowledge, research, and business acumen. These competencies are reflected in my course goals, individual assignment learning goals, and assessment criteria in my course, for both writing assignments and participation/professionalism. In class, I specifically relate these competencies to the work in the course, so that students understand the purpose of the work and how they will use these skills in practice. Additionally, because these competencies are the same criteria by which students will be evaluated in their summer employment during law school, students should also be familiar with these criteria to assist them with their job searches and job performance. My poster will show the competencies and how I used them in formulating my course learning goals, assignment learning goals, the feedback I provide to students, assessment criteria, and an example of how I use them in a specific assignment.

* Denotes presenter
E. Assessment of Motivational Interviewing Skills of Third Year Medical Students, Linda Ehrlich-Jones*
(Rehabilitation Institute of Chicago and Physical Medicine and Rehabilitation, Feinberg)

Abstract: Motivational interviewing (MI) is a collaborative communication style where the primary goal is not to direct the patient to take action but rather to elicit patient goals and help guide the patient to achieve them. Medical students learn MI techniques in their first year but it is unknown whether they retain these skills into their third year, when diagnosis and treatment of medical illness is perceived as the main objective. Our aims are: 1) determine the feasibility of assessing MI skills in every 3rd year medical student and 2) evaluate the quality of MI among 3rd year medical students. Students were assessed during a 20 minute video recorded conversation about obesity with a standardized patient. Students were expected to demonstrate MI skills of open-ended questions, simple reflections, complex reflections, importance and confidence scales and MI adherent behaviors (asking permission to give advice, affirmations, emphasizing patient control and providing support). The Motivational Interviewing Fidelity Checks Instrument was created to assess these skills. Qualitative feedback on their MI skills was provided to the students. Preliminary results for the first four clerkships of the 2015-6 academic year show the mean score among 51 students was 9.4. An excellent score was 15.5. Scores ranged from below zero to above 20. We learned students have widely varying mastery of MI skills. This initiative is of interest to a broader audience as it shows an interprofessional team evaluating medical students and using the assessment to drive learning of good MI skills.

F. Do Large Differences in Students’ Perceptions of Group Learning Influence its Teaching Effectiveness, Timothy Reissman* (Feinberg School of Medicine)

Abstract: There are several factors that have been cited to influence the effectiveness of group learning, such as year in school, grade-point-average, gender, and level of teacher guidance. Here I investigated whether students’ perceptions on the general effectiveness of group learning was a driving factor in determining the success of this approach. Using a required graduate level Biomedical Engineering course, I implemented course objectives which often relied on students successfully learning from their group activities. Afterwards I asked the students (n=17) to complete a questionnaire, which examined their perceptions (using a 5-point Likert scale) on group learning in general, on their learning within individual and group activities, and on the level of learning with respect to course objectives. Using non-parametric statistical analyses of the questionnaire data along with associated summative assessments, I found the following: (1) a statistical difference existed (p<0.05) within the class, in which one half of the students perceived group learning as generally beneficial (‘positive group’) while the other half did not (‘negative group’); (2) the use of individual and/or group activities were seen as favorable to learning course objectives by both ‘attitude groups’, with no significant differences between the groups; (3) the perceived level of learning for course objectives was high by both attitude groups, with no significant differences between the groups; and (4) summative
assessments scores agreed with learning perceptions, with the ‘positive attitude’ group scoring higher (yet not significantly) than the ‘negative group’.

G. The Pedagogy Behind an Undergraduate Research Grant: Assessing Research, Documentaries and Exhibitions, Jocelyn Mitchell* (NU-Q Liberal Arts Program)

Abstract: Through an undergraduate research grant that focused on Qatari women’s engagement in society, five faculty mentors created three interrelated (but stand-alone) courses that combined grant outputs with authentic learning experiences for the students. The first course centered on research, theoretically framed by the literature on civil society and gender. The students were assessed on their theoretical understanding and practical application of ethnographic participant-observation, which included a midterm, ten ethnographic writing assignments, and a final paper that combined theory, evidence, and analysis. The final outputs included an original survey instrument, original photography, and a 122-page Word document of ethnographic observations, coded by keywords. The second course centered on production, theoretically framed by the literature on gender and media. The students were assessed on their understanding of class readings (through weekly blog posts and a final essay) and on their technical production abilities (through individual production assignments and final group-produced documentaries). The final outputs included three documentary films. The third course centered on exhibition, theoretically framed by the literature on visual, interactive multimedia communication. The students were tasked with planning, designing, producing, and installing a museum exhibition that presented our research findings to a general audience, and were assessed through assignments such as gallery visits, concept briefs, and exhibition components. The final outputs included three five-minute films, the printed exhibition brochure, original photography, and the installation itself. In sum, these three classes inspired authentic learning experiences for our students and representing applied learning at its best. We encourage faculty to consider undergraduate research grants as a pedagogical tool that can combine authentic assessments with grant objectives and outputs.

H. Refutation Texts as a Tool for Overcoming Student Misconceptions, Amalia Donovan* (Learning Sciences), David Rapp* (Psychology and Learning Sciences), and Jennifer Zhan* (Chemistry)

Abstract: Readers depend on prior knowledge to successfully comprehend text. However, their prior knowledge can include misconceptions, inaccurate, and incomplete beliefs, which can interfere with comprehension and learning. Refutation texts, which point out, refute, and explain misconceptions, constitute one means of addressing readers’ inaccurate prior knowledge. In two studies we investigated how confronting historical misconceptions with refutation materials might promote the acquisition of accurate understandings. Participants were assigned to read either a refutation or non-refutation text adapted from existing academic works on the Civil Rights Movement. The refutation text refuted misconceptions about Rosa Parks’ involvement in the Civil Rights Movement, detailing her active involvement in civil rights

* Denotes presenter
prior to and during the Montgomery Bus Boycott. In contrast, the non-refutation text presented the events traditionally associated with the Civil Rights Movement and Rosa Parks’ refusal to give up her bus seat in compliance with segregation codes. Analyses of pre- and post-experiment performance on a civil rights knowledge questionnaire revealed that reading a refutation text led to greater learning gains than did reading a non-refutation text, specifically for participants with misconceptions. Similarly, analyses of participants’ online processing of texts, as assessed with verbal protocols, revealed learning gains for those participants who read refutation texts. Participants’ recall task performance also provided evidence of better recall for refutation content as compared to the equivalent information from the non-refutation text, both immediately after reading and following a one-week delay. These results suggest that refutations may be usefully applied in history learning environments to promote enhanced understandings of historical events.

I. Two for the Price of One: Assessing Student Learning—and One’s Own Teaching—with a Journal Assignment, Karyn Hinkle* (University Library)

Abstract: My poster, “Two for the Price of One: Assessing Student Learning—And One’s Own Teaching—with a Journal Assignment,” presents a process designed to assess both my own teaching and my students’ learning in a graduate research methods class I taught earlier this year at Sarah Lawrence College for the women’s history department. As a cumulative and summative assignment, I gave the students a journal-writing prompt with specific instructions for what to include in each entry, planning to use their submitted entries to assess how well the students were meeting the department’s goals for the course as well as to gain feedback on which aspects of my teaching and course schedule were helpful. For the assessment phase, I read carefully through the students’ journal entries, selecting and sorting comments for two groups: one group of comments about student learning, and one group of comments about my own teaching. Then I coded the comments in each group to note which of four course goals each comment addressed. Once comments from student journal entries are sorted and coded in an assessment project like this one, it becomes easier to see and identify themes, such as common student struggles or successful teaching activities. There is a short literature review about using similar assessment techniques with student journal assignments, and a bibliography is included on the poster as well.

J. Assessment in Foreign Language Teaching: Strategies and Tools that Work, Elena Lanza* (Spanish and Portuguese)

Abstract: Assessment in foreign language learning and teaching has always been a challenging issue, and one that has been extensively explored and developed as well. Indeed, all evaluation tools I have created for the multi-section Spanish language course I coordinate and teach are the combined result of standards established mainly by the American Council on The Teaching of Foreign Languages, the Center for Advanced Research on Language Acquisition, and The

* Denotes presenter
Common European Framework of Reference for Languages. In this poster presentation, I will show and share evaluation tools that work, based on the progress observed in my students and their achievement of learning outcomes set for my course. These tools will include analytical and holistic rubrics and checklists to evaluate production skills (speaking and writing) that can also be easily adapted to other subjects and disciplines.

**K. Integrating Foreign Language Self-Study Materials into the Blended Course: Swahili, Canvas, Mango Languages**, Richard Lepine* (Program of African Studies)

**Abstract:** In response to a proposal by the Study Abroad Office, Northwestern is considering whether to purchase a site license to make Mango Languages available to anyone with a NU net ID. The company made a presentation to faculty in Spring of this year, and the service was offered for a one-month faculty review in early summer. This presentation examines how Mango Languages’ Swahili online language-learning self-study resource might be integrated into both the regular and the alternative language-instruction programs offered at NU. The poster offers an overview of the vetting process the instructor conducted in late summer on Mango-Swahili prior to providing a Global Engagement Studies Institute-Kenya student with brief predeparture language-study sessions based on her work with the resource. It provides a description of those sessions and some preliminary conclusions concerning the integration of Mango-Swahili into existing alternative Swahili study programs. The curriculum of the regular Fall-Winter-Spring beginner’s Swahili course sequence is a blend of traditional classroom and textbook instruction with a combination of Canvas LMS-based and external site-based interactive, directed-self-study learning resources. Integration of Mango Languages-Swahili into the latter is presented in contrast to projected uses for directed self-study, and in the context of comparing the proficiency-acquisition goals in the two types of instructional programs. The poster also describes other language self-study resources, some text-and-CD, some web-based (e.g. Rosetta Stone, Pimsleur, Routledge Colloquial Language), that have been used in the recent past with different types of NU Swahili learners. Mango Languages-Swahili may supplement or in some cases replace those currently-employed directed self-study options.

**L. Oral Language Assessment and National Standards in the Northwestern Foreign Language Classroom**, Deborah Rosenberg* (Spanish and Portuguese), Chyi Chung* (Spanish and Portuguese), Elisa Baena* (Spanish and Portuguese), Jili Sun (Asian Languages and Cultures), and Ihnhee Kim* (Asian Languages and Cultures)

**Abstract:** The initiative addresses both macro and micro levels of evaluating speaking assessment in foreign language teaching: the broad framework of the national standards set by the American Council for the Teaching of Foreign Languages as well as the curricular changes needed to bring about successful assessment. On the macro level, three faculty members in the Department of Spanish and Portuguese attended the Modified Oral Proficiency Interview Workshop in Provo, Utah, in June 2015, with a grant provided by the Council on Language

* Denotes presenter
Instruction (CLI) Summer Language Institute Funds program (funded through the CLI and Weinberg). The goal of this project, still in its initial stages, is to evaluate the applicability of the national standards of oral assessment to the oral proficiency goals and outcomes of first-through third-year language courses at Northwestern. On the micro level, two faculty members in the Department of Asian Languages and Cultures also used the grant to attend national workshops and courses over the summer on successful language immersion assessment programs. Based on their conclusions from these visits, they will incorporate formative and summative methods of performance-based speaking assessment through interpersonal and presentational activities in teaching Chinese and Korean courses in 2015-16. With this language assessment initiative, we seek to address the benefits and limitations posed by normative national assessment models while also considering the specific challenges posed by evaluation in specific languages.

M. LinkedIn Learning: Connecting Students with Each Other and with Workplace Through Social Media, Charlene Blockinger* (School of Professional Studies), Kelly Roark* (IT Academic and Research Technologies), and Aaron Bannasch* (School of Professional Studies)

Abstract: Today’s international and interconnected working environment demands a level of cross-cultural understanding that previous generations of organizational leaders never imagined. This initiative proposed to take advantage of social media to “crowd source” solutions to challenges that students experience and anticipate in the global workplace—everything from leadership and diversity to culture-specific communication, global team-building, and the nuances of business and social protocol in different countries and cultures. The goal is to leverage social media to solicit answers to students’ questions and create a virtual network connecting students to each other and to workplace professionals who can help students transition from theory to practice. “Leadership in a Cross-Cultural World: A Crowd-Sourced Blog” is published through LinkedIn and blogger.com. The blog offers a framework for leadership problem-solving that extends beyond primarily U.S. American culture patterns; develops a repository of “best practices” from professionals who have significant leadership and cross-cultural experience; and alerts workplace professionals to issues regarding leadership and cross-cultural communication that are surfacing in the higher education classroom. Still in the early stages of development and deployment, the initiative’s learning outcomes are not yet available that reflect a sufficient sampling of participants. As the initiative progresses, student learning will be assessed based on active, regular participation; learning from multiple sources, including required text material; offerings of personal experiences; and follow-up questions that advance the discussion. Blogs are already ingrained in students’ online life, so it only makes sense to leverage that platform to enhance their learning.
**N. In the Age of YouTube: Using Videos as Educational Tools**, Natalie Kramer* (Sports Medicine)

**Abstract:** The Center for Disease Control reports that there is an estimated 3.8 million reported and unreported sport- and recreation-related concussions occurring each year in the United States. [1]. Researchers have suggested that more than 50% of concussions are unreported. Reasons for not reporting vary depending on level of play as motivations and values differ at different levels, but include not thinking injury was serious enough to report, not wanting to leave game, not knowing the injury was a concussion, and not wanting to let teammates down. [2,3] In a 2010 survey of 20,000 student-athletes, 13.1% of women and 19.4% of men reported experiencing at least one concussion during their collegiate career. [4] Currently, the National Collegiate Athletic Association (NCAA) concussion management legislation mandates that member campuses have a concussion management plan for its student-athletes. The plan includes, but is not limited to, an annual process that ensures student-athletes be educated about the signs and symptoms of concussions. [5] Education about concussion symptoms and importance of proper management has been proposed to increase concussion awareness and reporting. Kroshus et al. [6] evaluated the effectiveness of the NCAA’s education mandate in male ice hockey players and found that concussion knowledge did not significantly improve and resulted in only a very small decrease in intention to continue playing while experiencing symptoms. Alternatively, Cusimano et al. [7] demonstrated that viewing an educational video resulted in an immediate increase in concussion knowledge among a cohort of adolescent male ice hockey players, however, this knowledge increase was transient. Currently, club and intramural sport programs are popular on college campuses, but do not fall under the oversight of the NCAA. This population of recreational student athletes is not well described in the current literature with regards to concussion incidence and knowledge. The objectives of this study are 1) to explore the efficacy of concussion education video in a large club sport athlete population; 2) whether the concussion education program influences concussion-reporting behaviors; and 3) to explore the efficacy of concussion education program for various groups of students, including men vs. women, students with various health histories. This project is a collaborative effort with the entire Sports Medicine staff: Dr. Ryan Cole, Jennifer Shenberger, and Marcus Washington. Student Affairs Assessment-Mary Desler and Kelly Iwanaga Becker-were instrumental in analyzing and evaluating the data.

**O. Fostering Dynamic Course Feedback by Utilizing Free Internet Technologies**, Daniel Carmody*
(School of Professional Studies)

**Abstract:** Would gathering dynamic feedback pertaining to students’ understanding of course material and course satisfaction positively effect learning and overall course satisfaction? These are the questions that Dan Carmody sought to answer while teaching a Certified Treasury Professional® course for the Northwestern University School of Continuing Studies. Dan hypothesized that three student feedback initiatives facilitated via Poll Everywhere.com would

* Denotes presenter
help prove or disprove the value of continual learning / teaching feedback. Below are three methods Dan used to evaluate his hypothesis:

Tabled Topics: The ability for students to list topics that should be revisited before the end of the class. Mid- & Post-Course Feedback: The ability for students to provide feedback as to how the course can be improved to more closely meet their learning needs. Mid- & Post-Course Evaluation: The gathering of metrics pertaining to the level to which the course meets the students' expectations. The results of Dan's study resulted in the following: The Tabled Topics functions was not used by the students most likely as a result of the small class size. The mid-course feedback provided very helpful information pertaining to how the class can change to more closely meet student expectations. The post-course evaluations indicated a 45.05% increase (over mid-course evaluations) in students who indicated either "Above Average" or "High" when asked if the course meet their expectations."