



ASSESSING

INDIVIDUAL & COLLABORATIVE DIMENSIONS OF LEARNING IN LEARNING COMMUNITIES

WASHINGTON STATE LC COORDINATORS' MEETING
NORTH SEATTLE COLLEGE OCTOBER 24, 2014
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Do you assess what students are learning
from one another in your LC classroom?



Introduce a protocol for
ASSESSING COLLABORATIVE LEARNING



Volume 2, #1

[Washington Center's Online Student Survey Validation Study: Surfacing Students' Individual and Collective Understanding of Their Learning Community Experiences](#)



WHAT WE WILL BE DOING

- Share “practices from the field”
- Introduce protocol’s origins
- Try out *Peer-to-Peer Reflection Protocol*
 - Reflective exercise related to integrative learning
 - Simulation of a four-step facilitated discussion
- Explore new tool’s possible uses

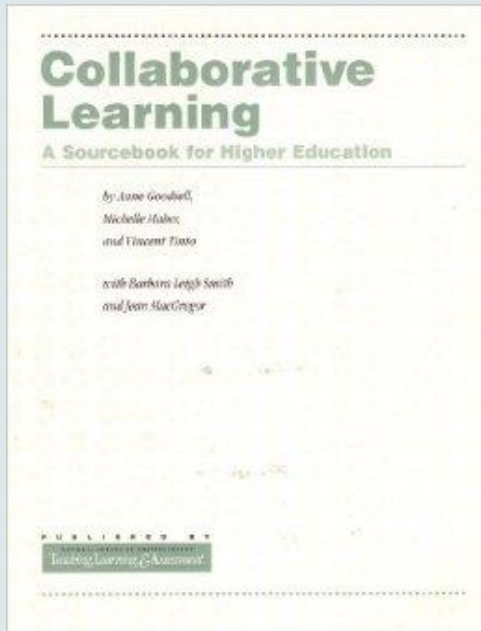


PRACTICES FROM THE FIELD

What student “learning” are you assessing in your learning community classes—and how?

Quiet writing

Conversation with neighbor



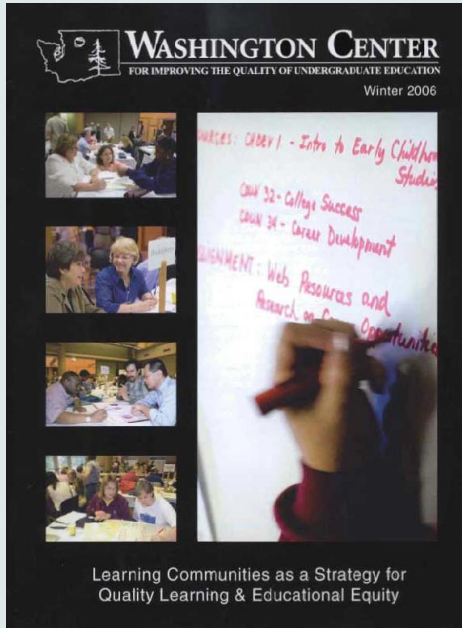
<http://files.eric.ed.gov/fulltext/ED357705.pdf>

“ . . . a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. In most collaborative learning situations, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product.

. . . Everyone in the class is participating, working as partners or in small groups. Questions, problems, or the challenge to create something drive the group activity.

Learning unfolds in the most public of ways.” (1992)





<http://www.evergreen.edu/washingtoncenter/docs/newsletters/winter2006.pdf>

Students' Experience in Coordinated Studies: What Data on Learning Communities Reveals

“The book seminar is one of the collaborative learning activities that re-enforces this idea that there are many sources leading to the discovery of authentic insights. Within the seminar, the relationship of faculty and students is changed from teacher/learner to one of co-learners, which encourages intellectual confidence.”

[Article based on research conducted by Jim Harnish in North Seattle Community College's Coordinated Studies program during his tenure as a Carnegie Scholar]





PROTOCOL'S ORIGINS

ASSESSMENT WORK IN LEARNING COMMUNITIES' FIELD

*Learning Community
Research and Assessment:
What We Know Now* (2003)

Go to Washington Center website,
<http://www.evergreen.edu/washingtoncenter/about/monographs/researchassessment.html>

“Learning community assessment and research can and should probe more deeply into the nature of learning community interventions and the nature of their impact on the **learning** of students, those who serve on teaching teams, and institutions.”



PROTOCOL'S ORIGINS

EXAMINATION OF LEARNING IN LEARNING COMMUNITIES

*Learning Community
Research and Assessment:
What We Know Now* (2003)

*Washington Center's National
Project on Assessing Learning in
Learning Communities* (2006-09)

INTEGRATIVE LEARNING

See Special Issue of *Journal of Learning
Communities Research*, Vol.3 #3

[http://www.evergreen.edu/washington
center/about/monographs/jlcr.html](http://www.evergreen.edu/washington-center/about/monographs/jlcr.html)



WHAT KIND OF LEARNING DO LCs MAKE POSSIBLE?

*Learning Community
Research and Assessment:
What We Know Now* (2003)

*Washington Center's National
Project on Assessing Learning in
Learning Communities* (2006-09)

*Online Survey of Students'
Experiences of Learning in
Learning Communities* (2009)

INTEGRATIVE LEARNING

**INTEGRATIVE ASSIGNMENT
HEURISTICS**

**COLLABORATIVE ASSESSMENT
PROTOCOL**

Sample survey questions:
"In my learning community, I..."

Find out more about the survey at
<http://www.evergreen.edu/washingtoncenter/survey/index.html>



ONLINE STUDENT SURVEY: SECTION 1

STUDENT ENGAGEMENT IN CLASSROOM ACTIVITIES

Choose a class

What might students say?

- ✓ Check boxes
- Conversation with neighbor



PROBING STUDENTS REPORTED EXPERIENCES OF LEARNING IN LCs

*Learning Community
Research and Assessment:
What We Know Now (2003)*

*Washington Center's National
Project on Assessing Learning in
Learning Communities (2006-09)*

*Online Survey of Students'
Experiences of Learning in
Learning Communities (2009)*



ONLINE STUDENT SURVEY VALIDATION STUDY (begun Fall 2012)

- Quantitative (correlations and factor analysis)
- Qualitative analysis

California State University-Sacramento (CA)

Holyoke Community College (MA)

Skagit Valley College (WA)

Sonoma State University (CA)



PEER-TO-PEER REFLECTION PROTOCOL **[What students taught us]**

PART I

Post-Survey Written Reflection Exercise

PART II

Facilitated Discussion



Post-Survey Written Reflection Exercise

What examples might your students provide in response to the following two prompts

In my learning community, I:

- a. Work on connecting or integrating ideas, strategies, or skills from classes (or disciplines)
- b. Reflect on how these connections lead to new insights or understanding



Facilitated Discussion

- **Listening round**
- **Making connections**
- **Wondering**
- **Uncovering complexity**

HOLYOKE SUMMARY FINDING

Classroom conversations (through student-led discussion and/or seminar) and collaborative learning activities promoted *the collective construction of knowledge*, thus deepening students' understanding of the subject matter, themselves, and the world around them.





NEW TOOL'S POSSIBLE USES

- How might you use the protocol?
- What lines of inquiry might be sparked from using the protocol?



AN ASSESSMENT PUZZLE TO CONSIDER

⇒ Learning is social but our means of assessing learning are almost exclusively “individual”

- performance and progress of individual students
- perceptions of students about their own behavior/learning
- assessment of individual work or individual’s contribution to group work



Peer-to-Peer Reflection Protocol invites students, **in the company of peers**, to further explore their experiences and perceptions of integrative learning as well as collaborative learning.