Applying Knowledge: From Concept to Reality

Social & Behavioral Science IGELO
Opening Day 2013
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References:


What’s the connection between these images?

"Far transfer is, arguably, the central goal of education: We want our students to be able to apply what they learn beyond the classroom.” (Ambrose, et al.)
James Zull recognizes the belief of teachers, "that if we teach someone the rules for a particular kind of reasoning, they will apply those rules in a general way to everything else."

However, Zull also points out that "this does not seem to be the way the brain works."

The cogs that turn and connect to transfer information and knowledge.
How does the brain work to learn?

- Experience or Knowledge
- Guided Reflection & Practice
- Abstract Hypothesis
- Testing
We need to find out if students can go from
What does it mean to be a “critical thinker”?

• As defined by Bloom’s Taxonomy
  • Apply information in appropriate contexts
  • Compare and contrast to prove
  • Evaluate or appraise
  • Draw on evidence to argue a position
  • Justify and support
  • Analyze details to reach a conclusion
What skills lead up to critical thinking?

- Recall, recognize, or define terms, concepts, or theories
- Organize the terms, concepts, or theories
- Choose the right terms, concepts, or theories
- Test to see how terms, concepts, or theories fit together

There are lots of places where students can go wrong!
Past Assessment Attempt

• Assign a reading (an additional assignment, something not covered in class)
• Ask students to Compose a 2-page prompt
• That...
  • Identifies behaviors of individuals or groups portrayed in that article
  • Evaluate the actions/behaviors of groups/individuals portrayed.
  • Examine benefits/detriments of the action/policy/behavior
  • Discuss how the issue/behavior can be applied to a similar current behavior/event/issue encountered within this discipline

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<tr>
<th>4 - Exceeds</th>
<th>The student:</th>
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<tr>
<td></td>
<td>• Identifies what the article is about or its point</td>
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<td>• Evaluates actions, behaviors, or policies by examining the pros or cons</td>
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<td>• Applies that evaluation to a current behavior/event/issue encountered within the discipline or contemporary society/historical context</td>
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<th>3 - Meets</th>
<th>The student:</th>
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<tr>
<td></td>
<td>• Identifies what the article is about or its point</td>
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<tr>
<td></td>
<td>• Evaluates actions, behaviors, or policies by examining the pros or cons</td>
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<th>2 - Approaches</th>
<th>The student:</th>
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<td></td>
<td>• Identifies what the article is about or its point, <strong>but is not able to</strong></td>
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<td>• Evaluate actions, behaviors, or policies by examining the pros or cons</td>
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<th>1 - Does Not Approach</th>
<th>The student <strong>cannot:</strong></th>
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<td></td>
<td>• Identify what the article is about or its point</td>
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222 students sampled

Results

- Cannot identify the point of the article: 20%
- Identifies, but cannot evaluate actions, behaviors, or policies: 17%
- Identifies & evaluates actions, behaviors or policies: 44%
- Identifies, evaluates & applies evaluation to current behavior/event/issue: 19%
How does this compare to our population?

Results

- Proficient: 63%
- Not Proficient: 37%

Success Rate

- A, B, or C: 66%
- D, F, or W: 34%

English Placement

- English 21 or lower: 47%
- English 26, 28, 101: 53%