

Assessment as academic step-child—a problem with credibility

- Discipline of the mind
- Scholarship
 - The methods, discipline, and attainments of a scholar or scholars (*American Heritage Dictionary of the English language*)
- Discipline
 - Tools, methods, procedures, exempla, concepts, and theories that account coherently for a set of objects or subjects. (Klein)



Good Assessment as *Good Scholarship*

Standards of Scholarly Work

From *Scholarship Assessed: Evaluation of the Professoriate*

Glassick, Huber & Maeroff (1997)

- Clear Goals
- Adequate Preparation
- Appropriate methods
- Significant Results
- Effective Presentation
- Reflective Critique



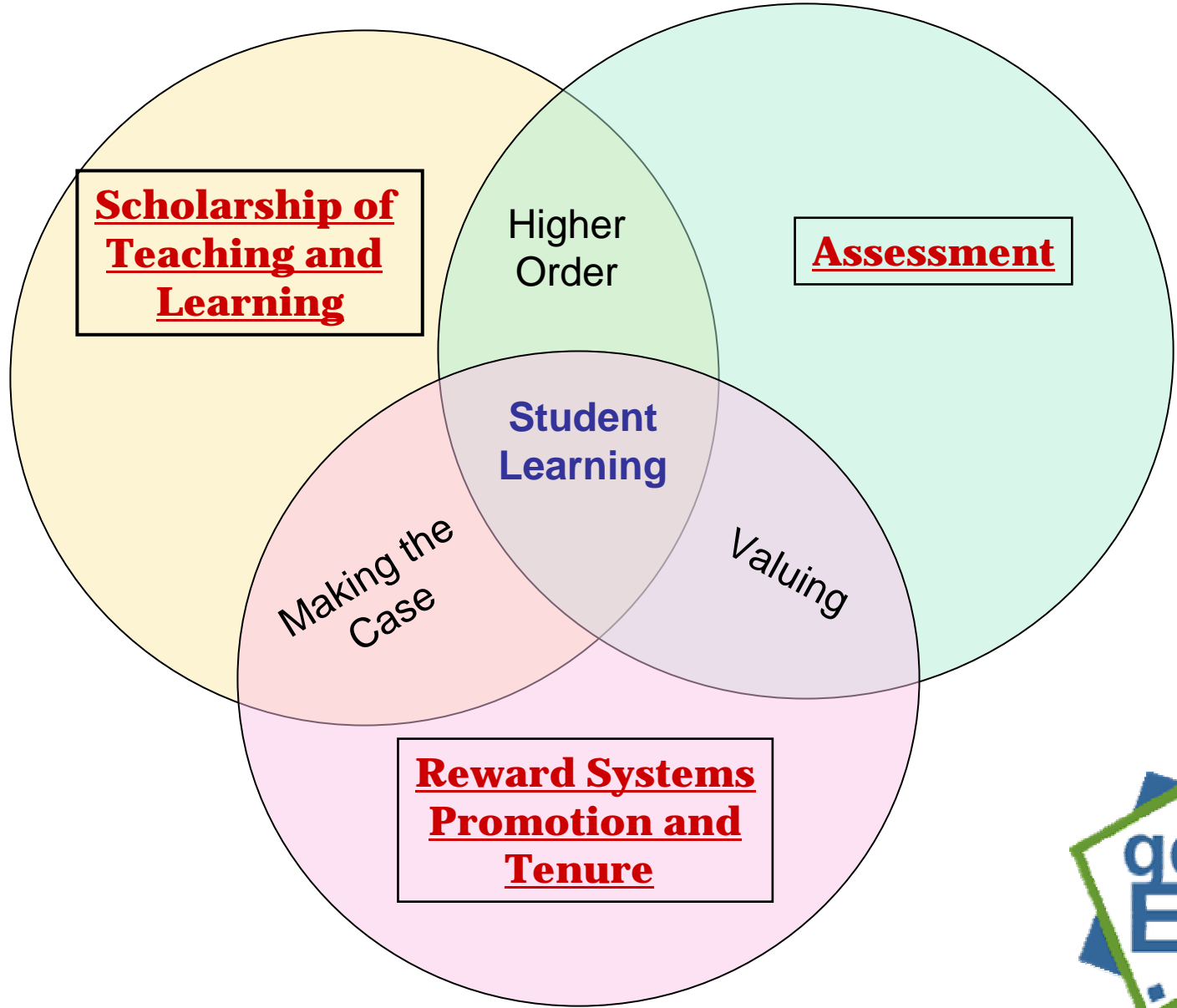
Assessment and SoTL are compatible activities

↪ Scholarship of teaching and learning ↪
Assessment of student learning

➤ They are “Fellow Travelers”



Creating community property? \Rightarrow Build with community activities



How do we develop a community of interest around questions of student learning?

- “Moreover, intellectual communities form around collections of text—or these days, probably hypertext. Communities are identified, that is, by their discourse; and it is in large part because faculty (and teachers at all levels) do not have a shared language, a “discourse community,” that our practice is often so disconnected, so isolating.” (Shulman 2004)



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⇒⇒ How might we create a discourse community around teaching and learning?

⇒⇒ What might the texts look like?

One Option → Course Portfolio

Course portfolio:

- a scholarly product for which the course is the unit of inquiry
- nature and form depend on the purpose
- Many different forms including the electronic portfolio



Hard Copy => Electronic

- Faculty development
 - Workshops
 - Working support groups
 - Examples in the library
- Individual study
- Peer review
- Curriculum development
 - Common model for multiple sections
 - Agreement on goals and objectives
- Builds community
- Public texts

