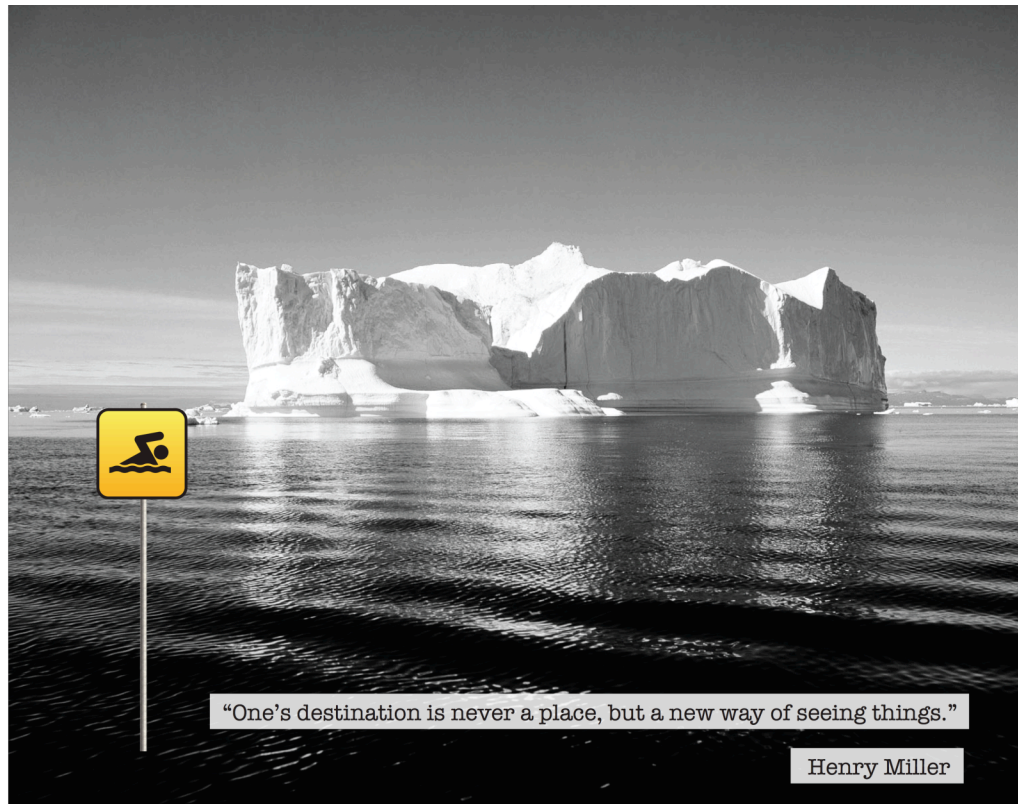




Travel Magic

Travel Magic: Tools for Reflective Practice in Our Teaching Journey





"One's destination is never a place, but a new way of seeing things."

Henry Miller

Just what is travel magic exactly?



The intriguing juxtaposition of elements.....

That lead to insight and change



So today we will explore

- Thinking as an anthropologist
- Reflective journaling and electronic course portfolios
- Assessing our Institutional Learning Outcomes (ILOs)
- So let's begin.....

The Anthropologist's Point of View





Ways of Looking at our work

[Elizabeth's Portfolio](#)

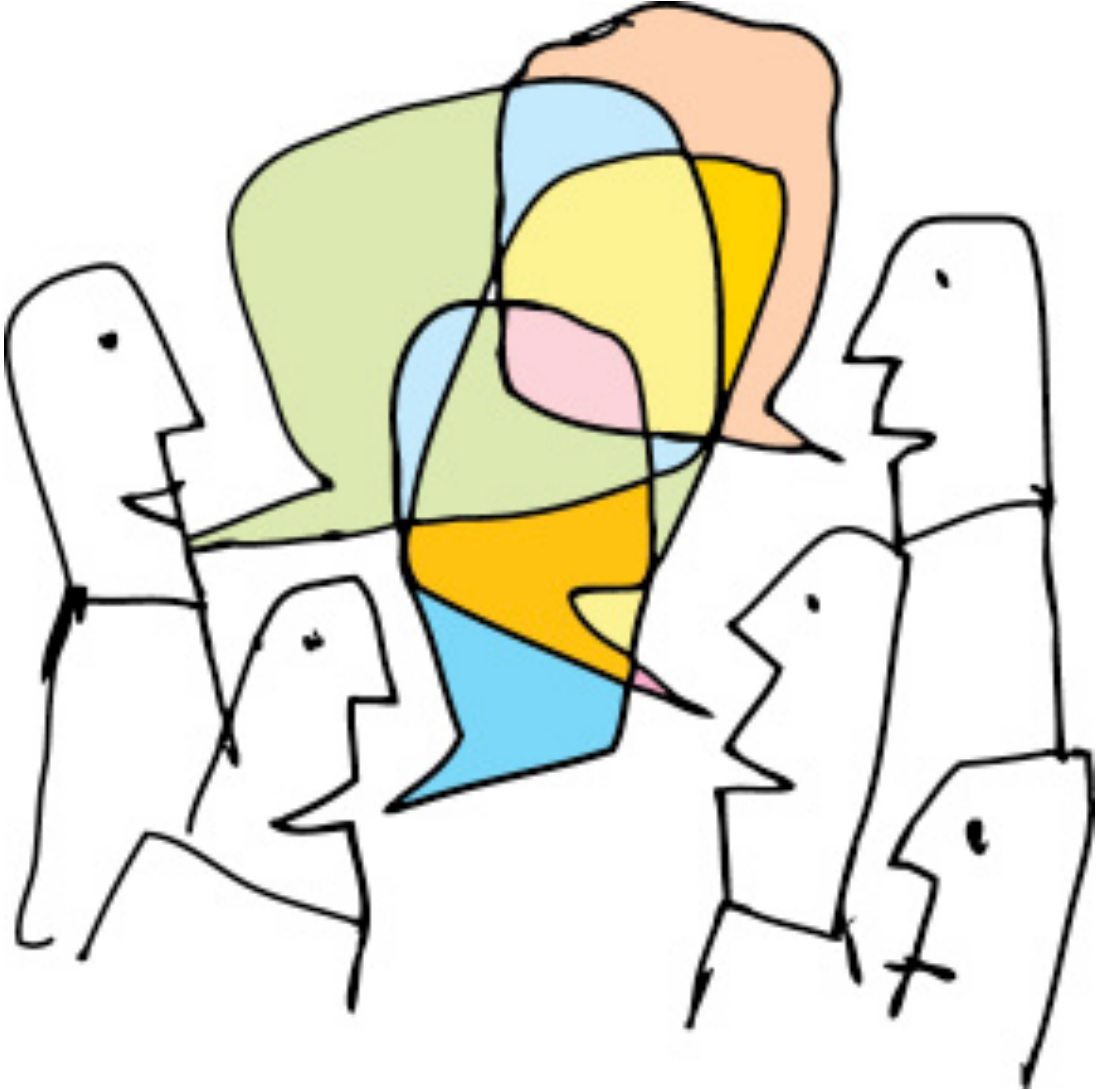
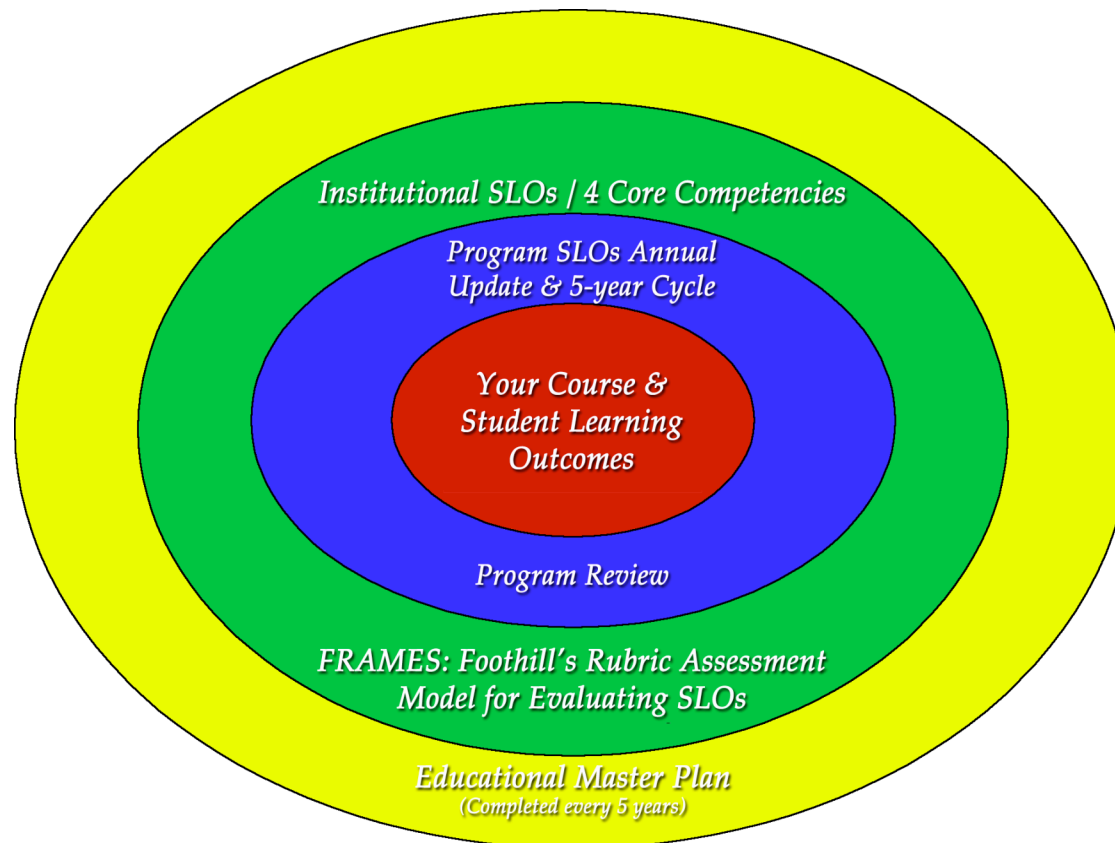


Table Talk

How could these “new ways of looking and reflecting” be applied to what you do here at Foothill?

Remember this.....





Re-introducing

Our Institutional Learning
Outcomes or

ILOs

- A way to talk about what we do here
- A way to reflect on our work here
- At the Institutional Level
- These are our 4Cs
- Computation
- Critical Thinking
- Communication
- Global Consciousness and Citizenship

- Provide evidence [we] use a systematic cycle of assessment, planning, resource allocation, implementation, and re-evaluation to improve educational effectiveness and **institutional quality**Standard 1 from ACCJC

And excerpted from the ACCJC Rubric for Standard 1

- Results of assessment are being used for improvement and further alignment of **institution-wide practices**.
- There is **widespread institutional dialogue about the results**.
- Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.
- **Comprehensive assessment reports exist and are completed on a regular basis.**
- • Students demonstrate awareness of goals and purposes of courses and programs

Accreditation asks that we....

So how will we assess them?

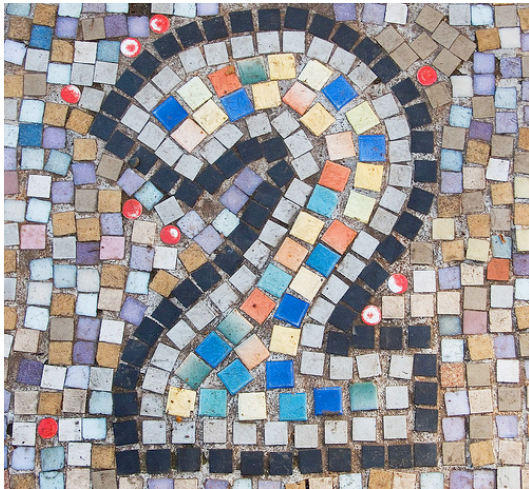
➤ Check boxes under each SLO in the CMS section

➤ Quarterly artifact analysis in multi-disciplinary groups using the **FRAMES** rubrics created by faculty.

- Created by multi-disciplinary teams for each of our Institutional Learning Outcomes or 4 Competencies
- Intended to describe the behaviors and habits of mind that demonstrate mastery of each ILO
- Piloted using anonymous student artifacts from a variety of disciplines
- The source of spirited and enlightening conversations among faculty volunteers about teaching and learning at Foothill



The FRAMES Rubrics were.....



FRAMES RUBRICS for Institutional Outcome Assessment

Critical Thinking Rubric

Assignments and assessments that develop critical thinking skills require problem solving of some kind. This means that the student is required to answer an open-ended question, make an argument or interpretation, take a position on an issue, make a reasoned evaluation or a recommendation, produce an original work that satisfies specific requirements, etc.

- 1. Knowledge** (Instructor chooses four criteria that best fit the assignment)
 - Demonstrates understanding of the terms, concepts, and principles of the subject matter.
 - Demonstrates understanding of the assigned material.
 - Documents texts and resources appropriately (avoiding plagiarism).
 - Communicates in language appropriate to college contexts; or, if appropriate, communicates effectively in the language (or equivalent means) of the discipline.
 - Exhibits insight and independent thinking/original ideas.
 - Applies theoretic concepts/schema to varied contexts.
- 2. Reasoning** (Instructor chooses four criteria that best fit the assignment)
 - Uses analytic and inquiry methods appropriate to the discipline.
 - Makes a coherent argument or adheres to a controlling idea/thesis.
 - Makes/identifies salient points and arguments, such as pro/con, reasons/claims, comparison/contrast, cause/effect, etc.
 - Organizes information/ideas into appropriate and coherent patterns.
 - Interprets evidence, statements, graphics, questions, etc., in fair/accurate ways.
 - Supports stance/position with relevant reasons and ample evidence.
- 3. Questioning** (Instructor chooses four criteria that best fit the assignment)
 - Asks/Answers important questions.
 - Raises/Identifies debatable issues.
 - Critiques key questionable assumptions.
 - Recognizes ambiguity and, where possible, provides clarity.
 - Acknowledges/Clarifies relevant contrary opinions, competing interpretations, or alternative points of view and, where appropriate, accepts multiplicity (rather than black and white thinking).
 - Evaluates validity and credibility of sources and material used for support or as evidence.
- 4. Consequence** (Instructor chooses four criteria that best fit the assignment)
 - Addresses an appropriate audience.
 - Generates warranted, judicious, non-fallacious conclusions or evaluations.
 - Hypothesizes important implications and consequences.
 - Synthesizes/Reconciles ideas, opinions, and information from various sources.
 - Assesses/Solves a problem within the discipline or posed by the assignment.
 - Applies knowledge and skills of the discipline to increased social awareness or self-perception.

Note: In their application of this rubric, faculty readers without discipline-specific expertise cannot ascertain the accuracy of the factual content and foundational material of each student artifact.

Status Breakdown of Descriptors Met:

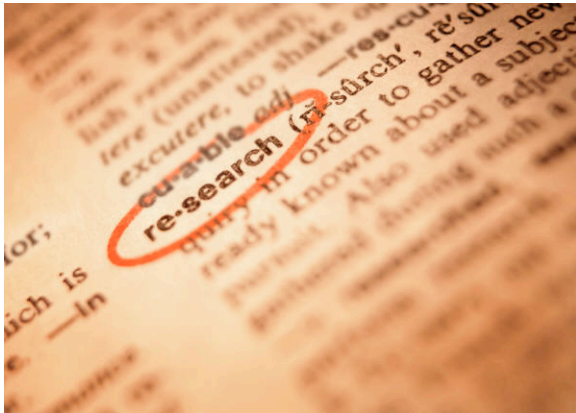
22 - 24 (Mastery) 19 - 21 (Competent) 17 - 18 (Emerging) 16 or less (In Progress)

Let's see how this works

You need three things

The Task:

- During this working lunch, please gather in your groups.
- Take a look at the materials.
- Make two choices: 1) a rubric and 2) an artifact
- Review both
- Evaluate the artifact in terms of the rubric
- Talk
- Complete the feedback form



Think like a researcher

Test drive the process

Refine the tools

- In what ways was the rubric an effective tool for assessing this ILO?
- How could you improve the rubric to make it a more effective assessment tool?
- What suggestions do you have for improving the process?
- How could you improve the documentation sheet?
- What added value did you gain from this collaborative process?

Next steps

- Schedule two ILO assessment sessions in the Spring
- Thereafter, plan one assessment session each quarter as we rotate through the FRAMES rubrics, thus assessing all four ILOs in a calendar year
- Invite faculty to earn PAA as participants in these multi-disciplinary workshops
- Develop professional development workshops using FRAMES descriptors to incorporate more strategies and activities in each area in our classrooms

- Plan to attend the Spring Convocation on Friday June 11
- Volunteer to participate in a FRAMES workshop
- Spread the word about the ILO Assessment process
- Earn 1 unit of PAA credit by signing the roster and turning in your completed FRAMES report
- Ask questions

A vertical bar on the right side of the slide, composed of several colored segments: a dark red top segment, an orange segment, a light green segment, and a dark grey bottom segment. The text "What you can do....." is written vertically in white on the dark grey background.

What you can do.....



Find a little travel magic of your own!

