

Balancing Process and Product: Reimagining Assessment of Student Learning at UCalgary

Keynote | Panel Conversation

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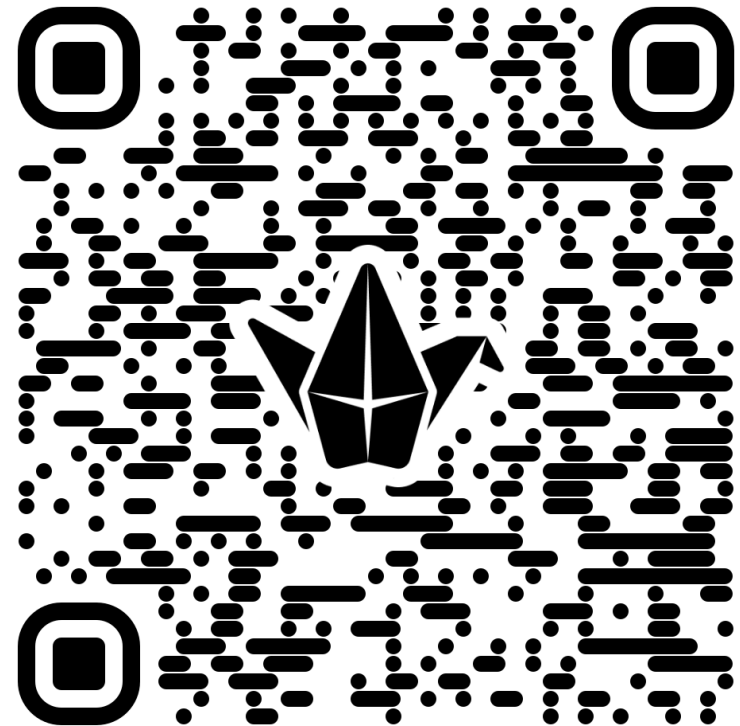
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Session Agenda

- Introduce the Assessment Principles Group (APG)
- Provide a brief overview of UCalgary's (ongoing) journey of developing principles for assessment of student learning
- Share learnings
- Engage you in conversation
- Provide opportunities for questions

Activity: Core beliefs about assessment

1. **Think:** *What are some of the core beliefs that you hold related to assessment of student learning?*
2. **Share** your thoughts/beliefs on **Padlet**.
3. **Discuss:** What key words or phrases resonate for you and why?



<https://tinyurl.com/extjwvh3>

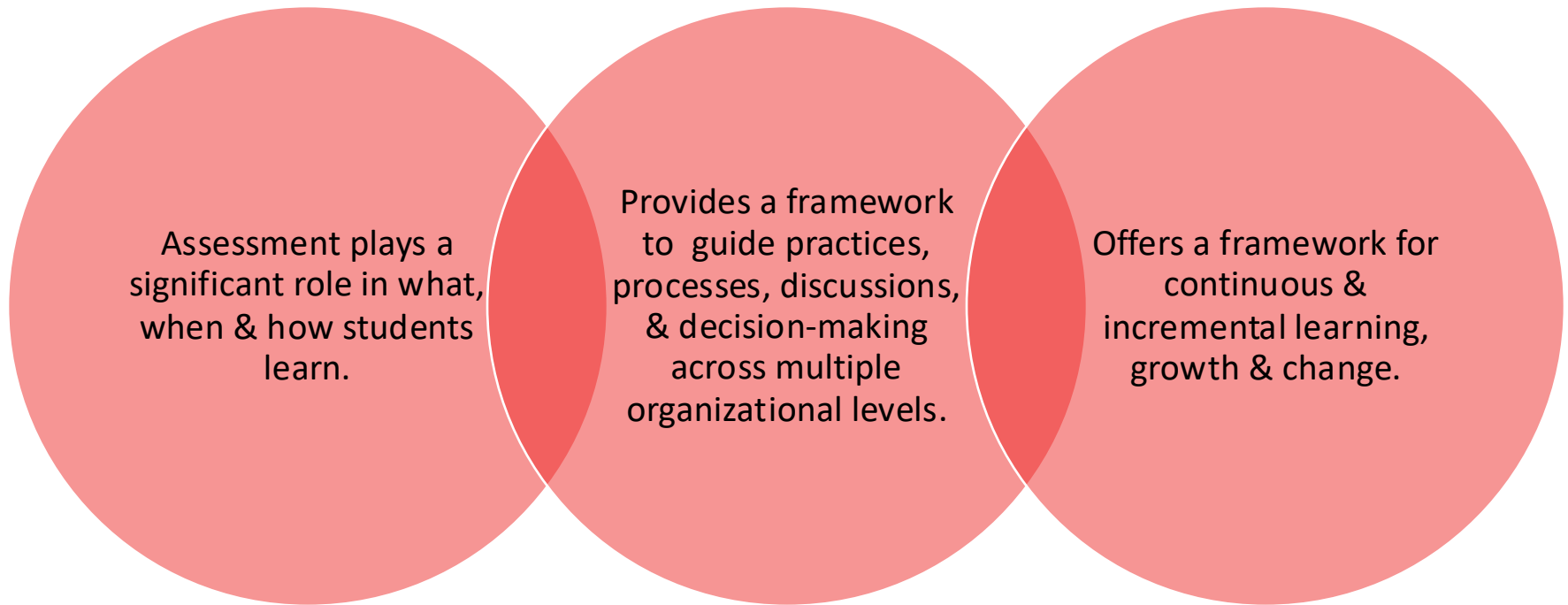
Introduction and Context

UCalgary
developing
Principles for
assessing
student learning

In July 2023, an
Assessment
Principles Group
(APG) created to
inform
consultation
process & draft
Principles

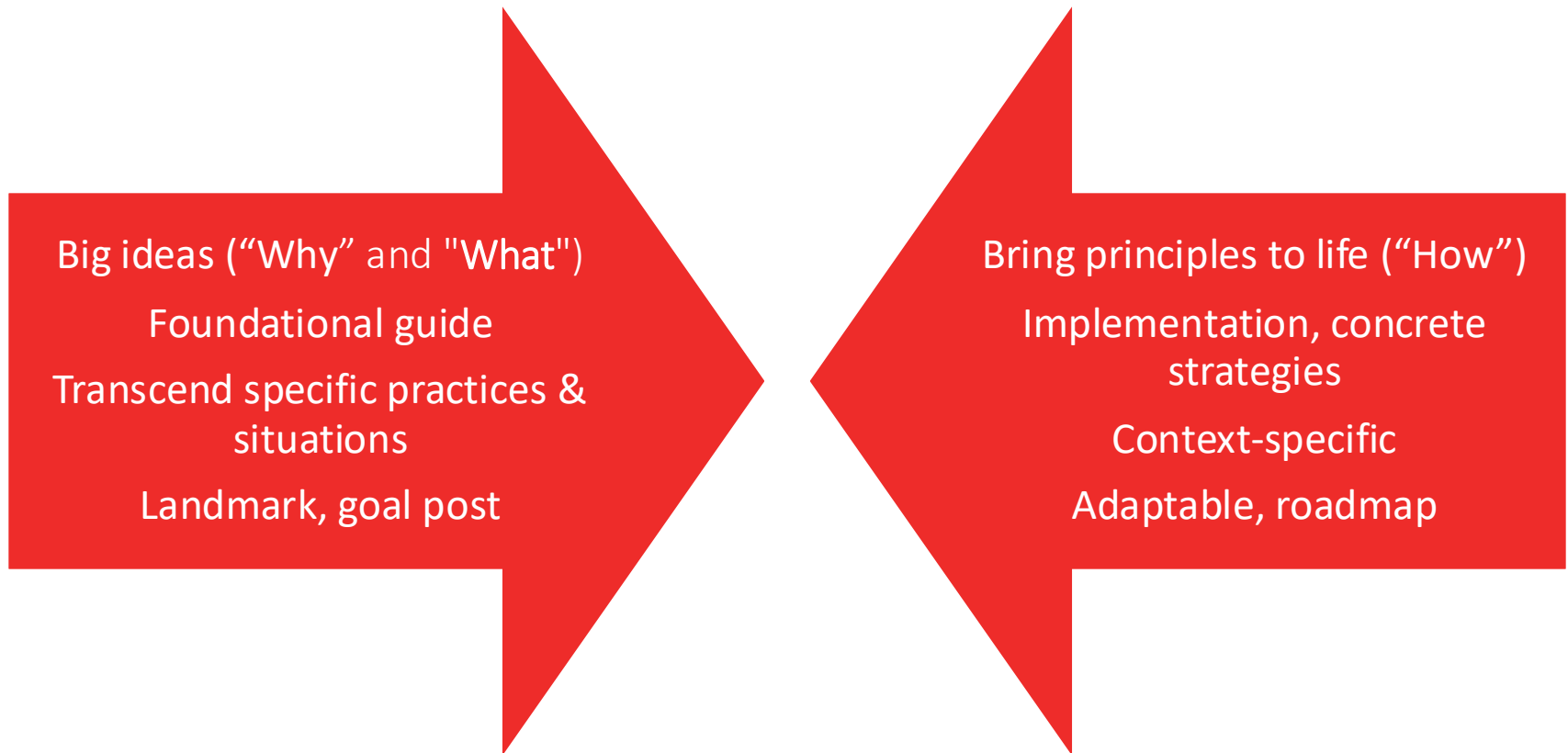
Long journey
From a “year” to
the “decade” of
assessment

Why principles for assessing student learning?



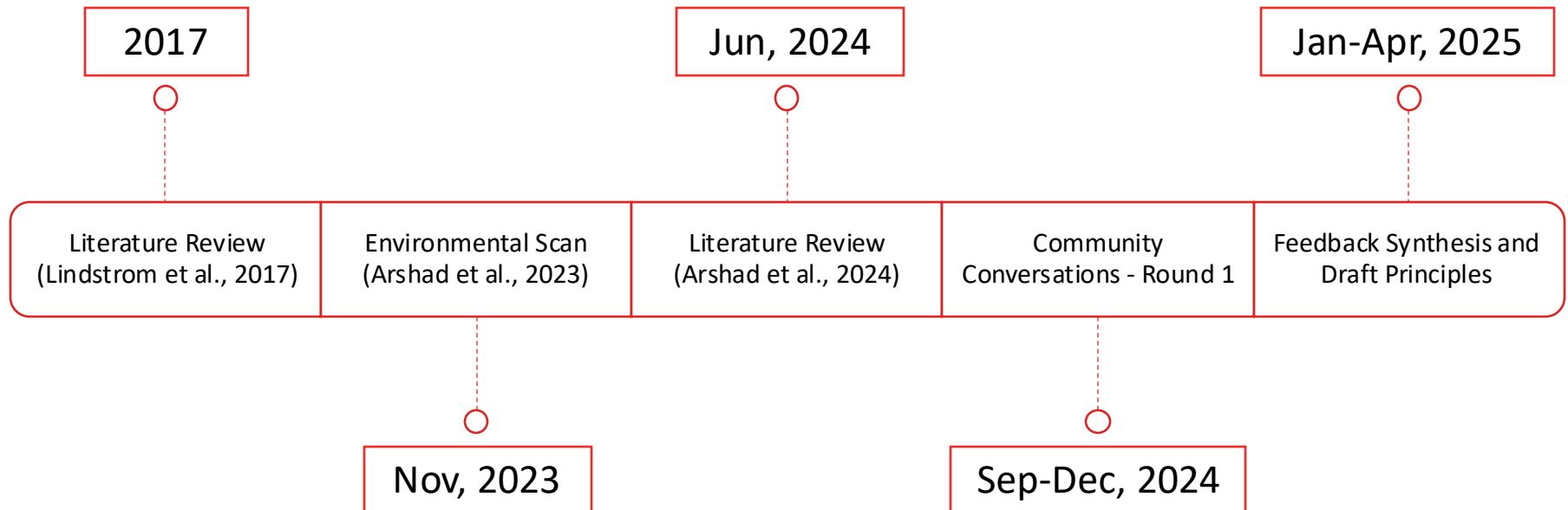
Gibbs & Simpson, 2005; Lindstrom et al., 2017

Principles and Strategies



Lindstrom et al., 2017

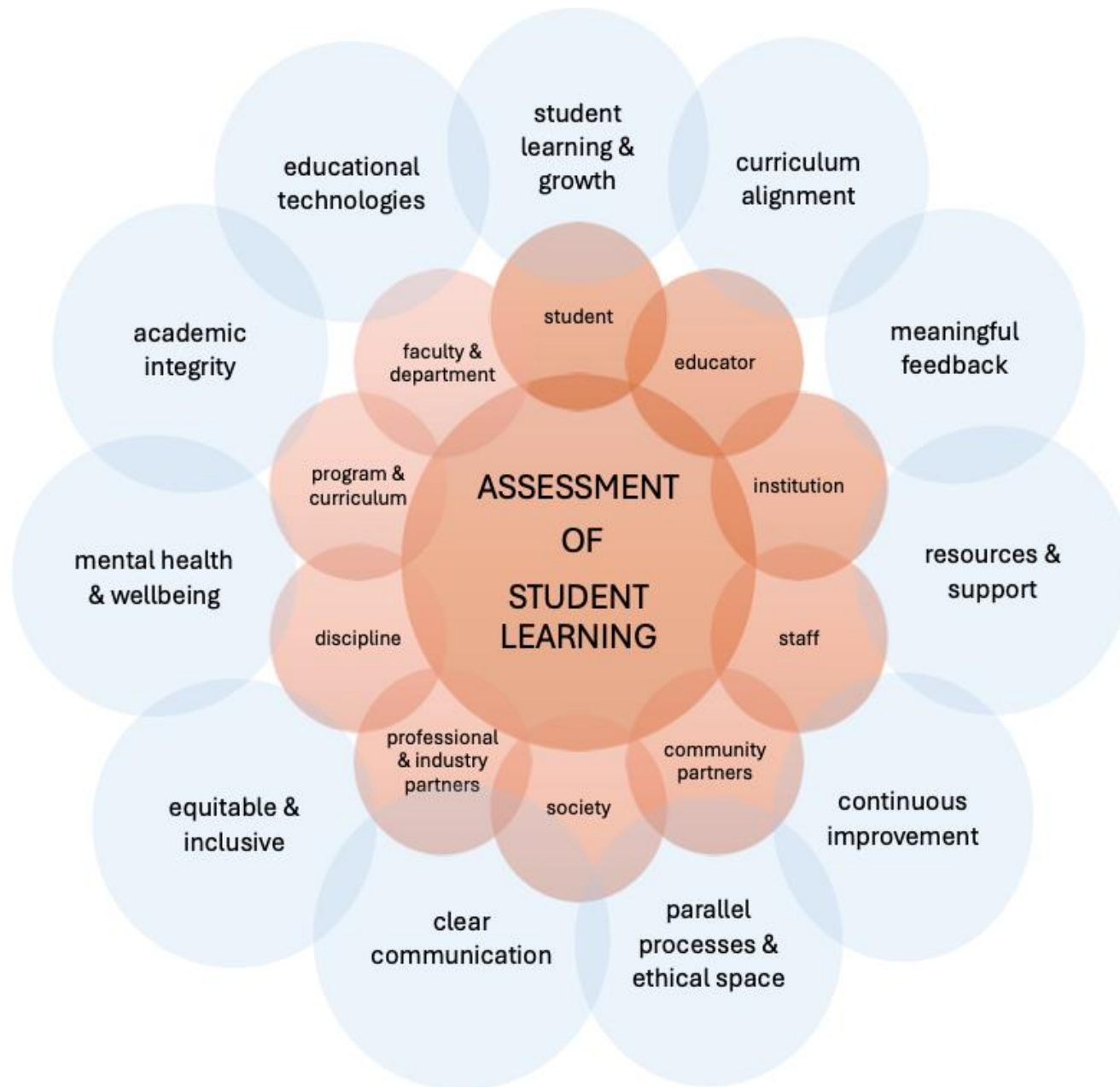
Our process and timeline

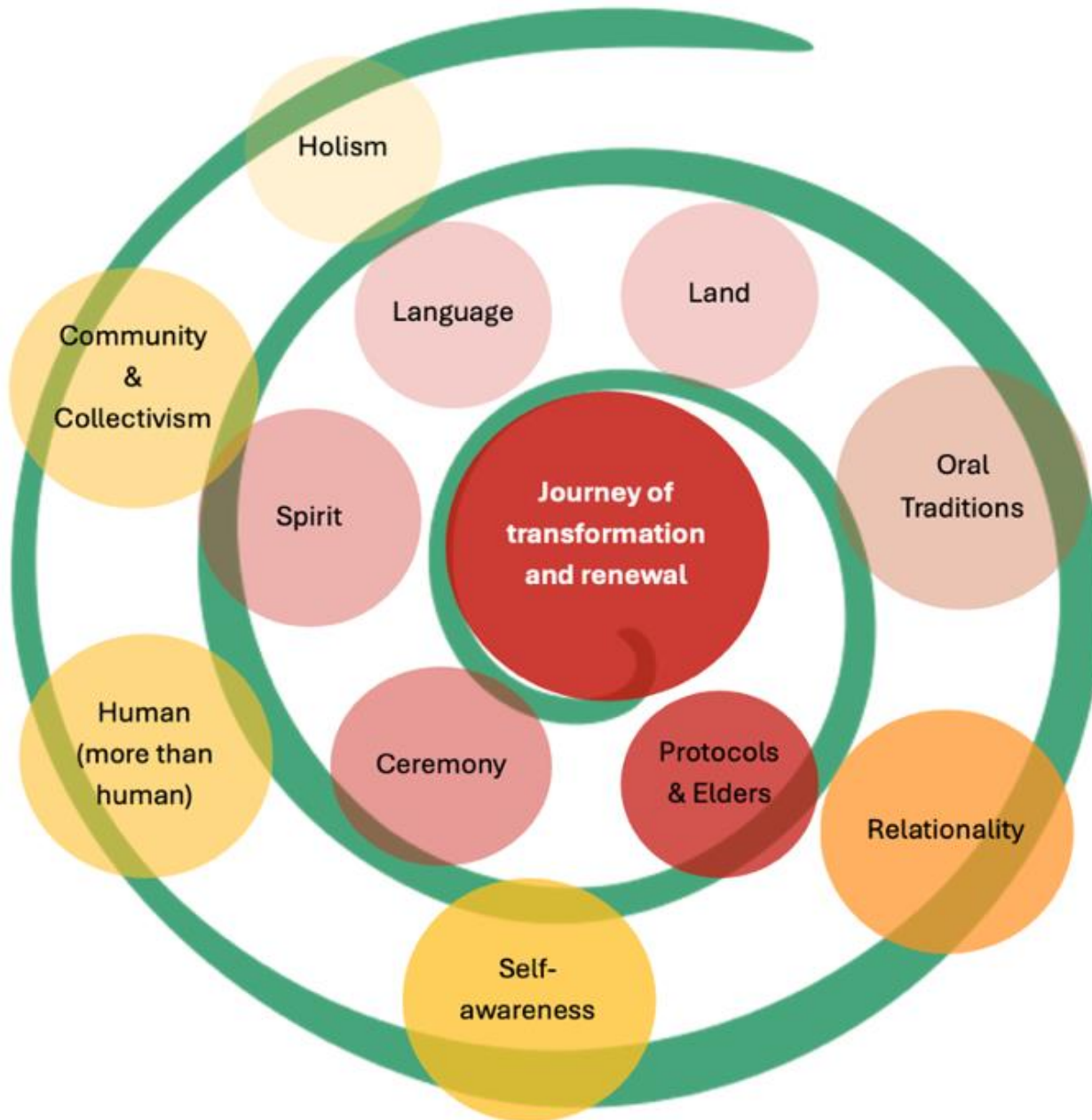


"Change happens one conversation at a time." Dr. Leslie Reid

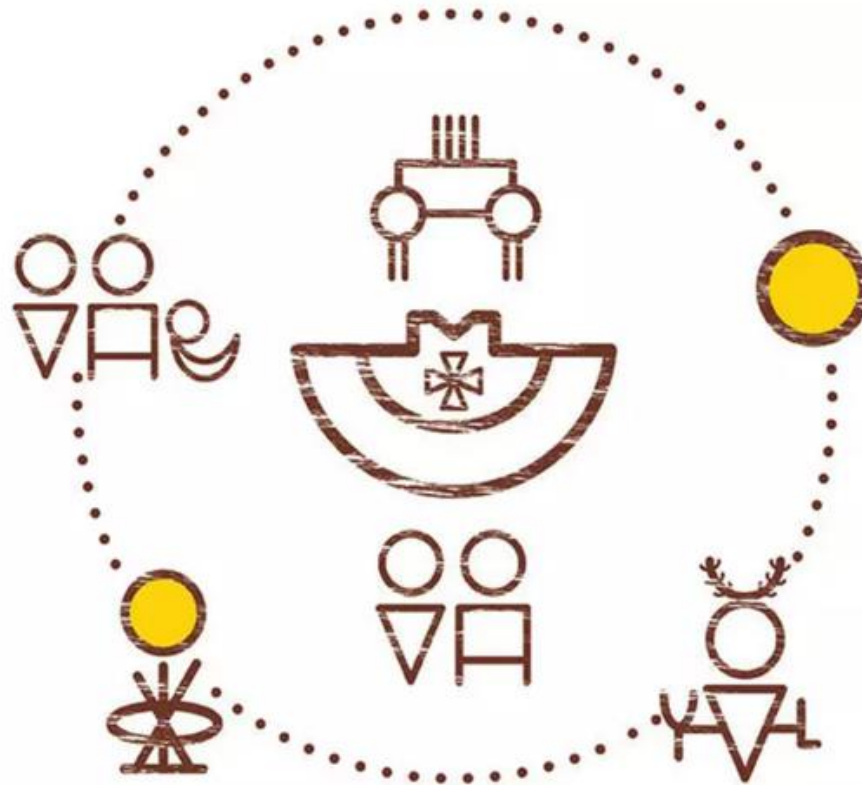


- Over **6-months** of consultations
- **13 conversations** with Indigenous Elders, Knowledge Keepers and academic staff
- **Planned sessions** with approximately 20 academic units, student and staff groups
- Over **450 people** engaged in campus conversations
- Nearly **900 comments** emerged from and were coded from these conversations
- Strengths, challenges, hopes for the future



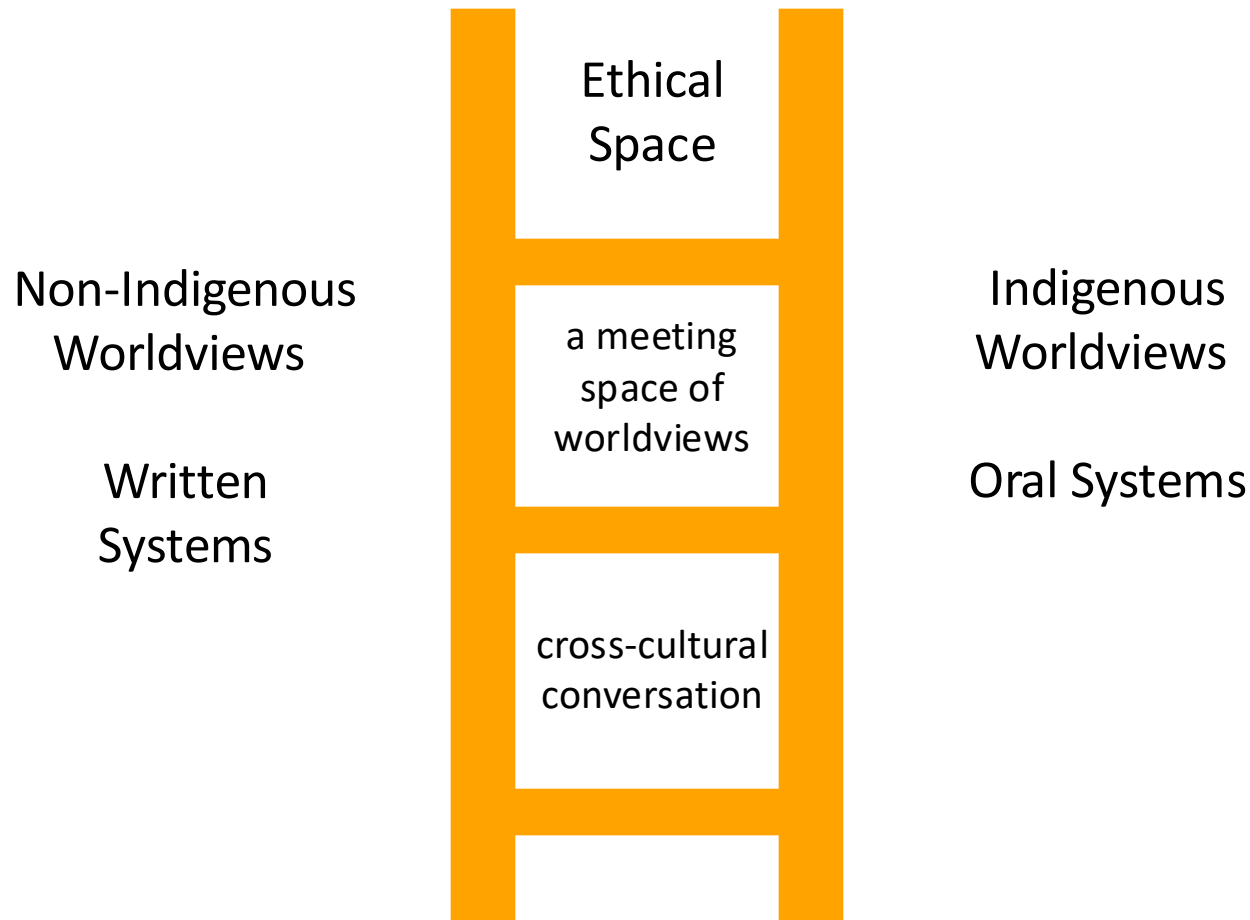


Our Commitment to Parallel Processes & Ethical Space



ii' taa'poh'to'p, University of Calgary's Indigenous Strategy (2017),
Cultural Model

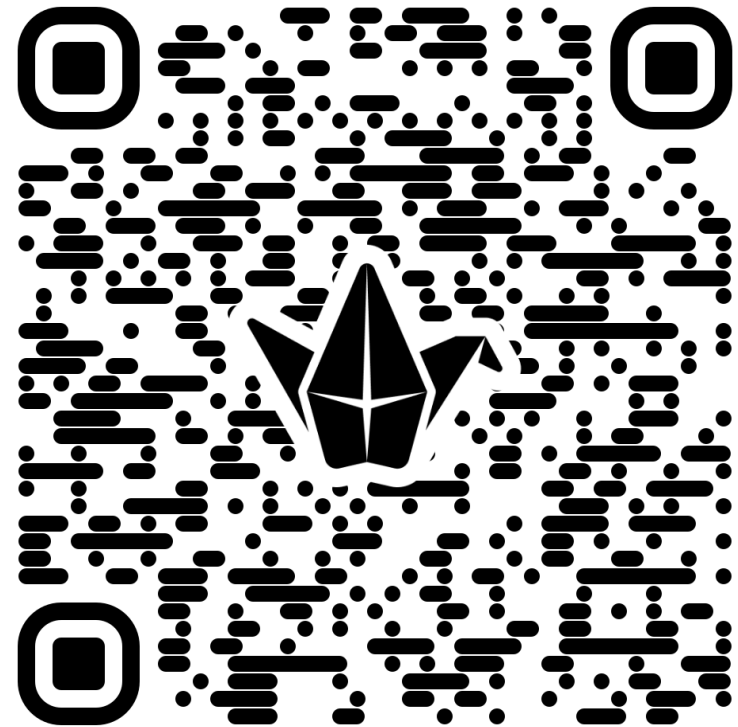
Bringing Parallel Processes to Life



Elder Dr. Reg Crowshoe, 2014; Dr. Michael Hart, pers. Comm; Elder Willie Ermine, 2007

Activity: Reflect, Discuss, and Share

- Please review the Handout for the draft principles for the assessment of student learning and share:
 - What resonates?
 - What's missing?
 - What questions or curiosities emerge for you?



<https://tinyurl.com/22pzj8c6>

Closure

- What is one thing you learned that you'd like to share with a colleague following this panel?

Questions/Feedback

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References

- Elder Dr. Reg Crowshoe (February 25, 26 and 27, 2014) Ethical Space as Ceremony. “Our Time Our Health: Embracing Indigenous Life - Our World View” Conference. Accessed at: <https://indigenousclimatemonitoring.ca/wp-content/uploads/2022/01/Ethical-Space-as-Ceremony-Dr.-Reg-Crowshoe.pdf>
- Ermine, W. (2007). Ethical space of engagement. *Indigenous Law Journal*, 6(1), 193–203.
- Gibbs, G., & Simpson, C. (2005). Conditions under Which Assessment Supports Students’ Learning. *Learning and Teaching in Higher Education*, No. 1, 3-31.
- Lindstrom, G., Taylor, L., & Weleschuk, A. (2017) *Guiding Principles for Assessment of Student Learning” Taylor Institute for Teaching and Learning Guide Series*. Calgary, AB: Taylor Institute for Teaching and Learning at the University of Calgary, June 2017. Accessed at: <http://www.ucalgary.ca/taylorinstitute/guides>
- University of Calgary. (2017). ii' taa'poh'to'p: Together in a good way: Indigenous strategy. <https://www.ucalgary.ca/indigenous/ii-taapohtop>