

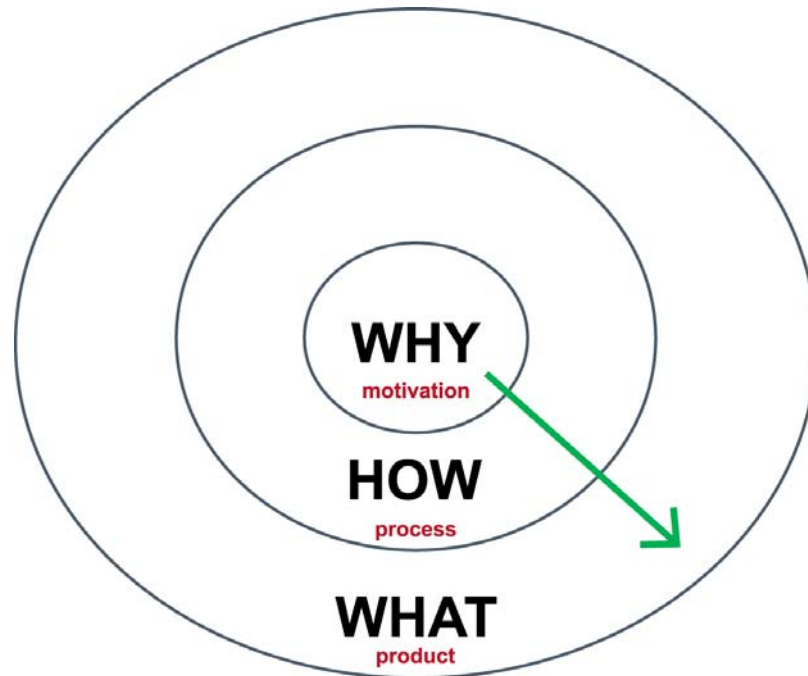
Principles and Processes in Assessing Global Learning

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Why assess?





What is *evidence* of success?

- From international educators' perspective?
- From *students'* perspective?
- From *others'* perspective?

EVIDENCE

Getting Started with Assessment

- 1) Start with solid goals, specific learning outcomes, and clearly defined terminology
- 2) Map what is already being done
- 3) Collect direct and indirect EVIDENCE *aligned* to learning outcomes



Assessment Measures/Evidence

- Direct Methods – collect evidence of actual student learning during the learning experience (assignments, reflections during the experience, observations, peer feedback, tests, portfolios)
- Indirect Methods – collect perceptions of student learning outside of the learning experience (pre/post tools, surveys, interviews, focus groups)

Some Principles of Outcomes Assessment

- 1) Be clear on the purpose of assessment.
- 2) Start with purpose, goals, and outcomes.
- 3) Collect evidence of progress toward achieving outcomes.
- 4) Remember that alignment is key!
- 5) **Use** collected evidence/information.... For learner feedback and improvement.

..... Remember:

Outcomes assessment is NOT the same as program evaluation!

A Changing Paradigm

From.....

Program/course centered

Traditional evidence

Passive

Self perspective

Standardized

Separate

Results



A Changing Paradigm

From.....

To....

Program/course centered

Learner-centered

Traditional evidence

Authentic evidence

Passive

Active

Self perspective

Multiple perspectives

Standardized

Tailored

Separate

Holistic

Results

Process





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Some Recent Resources:

Deardorff, D.K. (2015) *Demystifying Outcomes Assessment for International Educators: A Practical Approach* (Stylus)

Deardorff, D.K. & Arasaratnam-Smith, L. (2017). *Intercultural Competence in Higher Education: International Approaches, Assessment Application* (Routledge)