Biology FEST:
Faculty Explorations in Scientific Teaching

Biology FEST Luncheon Workshop #2
Tuesday, March 19th
12:30-2 pm
Exploring Classroom Assessment and Crafting Effective Questions

SEPAL
The Science Education Partnership & Assessment Laboratory
San Francisco State University

HHMI
Goals for today…

• Continue building a community in our biology department focused on exploring scientific teaching

• Explore the how the types of questions we ask can influence both student learning and what we as instructors know about student thinking
Introductions and Considering our Data on the First Day

Share at your table:

1. Your name...

2. What, if anything, surprises you about the registration data on how our community is thinking about assessment?
Scientific Teaching Framework

- Active Learning
- Assessment
- Equity and Diversity
- Collecting Classroom Evidence
The Montillation of Traxoline

It is very important that you learn about traxoline. Traxoline is a new form of zionter. It is montillated in Ceristanna. The Ceristannians gristerlate large amounts of fevon and then bracter it to quasel traxoline. Traxoline may well be one of our most lukized snezlaus in the future because of our zionter lescelidge.

1. What is traxoline?
2. Where is traxoline montillated?
3. How is traxoline quaselled?
4. Why is it important to know about traxoline?

from Stacey Lowery Bretz, Ph.D.
Professor of Chemistry
Youngstown State University
Youngstown, OH
August 2004
Assessment *Big Ideas*:

The type of questions you ask...

...will determine the type of learning you get from students.

...will influence how much you know about student misconceptions that can guide your teaching.
Activity: *Assessment a Go-Go*

a) With your group, you will spend ~7 minutes at each of several stations.

b) At each station, read the assessment prompt on your own. Answer the question as if you were a student, then (and only then!) examine the student assessment responses there.

c) Discuss with your colleagues *what you learned about student thinking* from the assessment prompt at each station.
Discussion: *Assessment a Go-Go*

a) What did you learn about student thinking from the different types of assessment at each station?

b) How do these assessment questions compare to the Montillation of Traxoline assessment questions?

c) When and how might you use these kinds of assessment questions? not use them?
Looking Forward & Next Steps

Biology FEST Luncheon Workshops
Tuesdays, 12:30-2 pm, Spring 2013

April 16th  Crash Course on How to Use Clickers in Your Classroom
May 7th  Strategies for Promoting Student Engagement

Applications for June 10th -14th
Summer Institute and Fall Programs

Coming soon!

...invitation and rsvp links will arrive in your email inbox...
Reflection and Assessment

What are the three most important things you learned during your time with the HHMI Biology FEST Community today?

This is anonymous!
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Strategies to address our goals…

2. Provide multiple ways to participate…

- **Spring Term**
  - Scientific Teaching: *Monthly Workshop Series* (drop-in, introductory)

- **Summer Term**
  - Scientific Teaching: *Weeklong Summer Institute* (intensive, advanced)
  - Teaching Squares
  - Classroom Partnerships

- **Fall Term**
  - Luncheon Workshops