

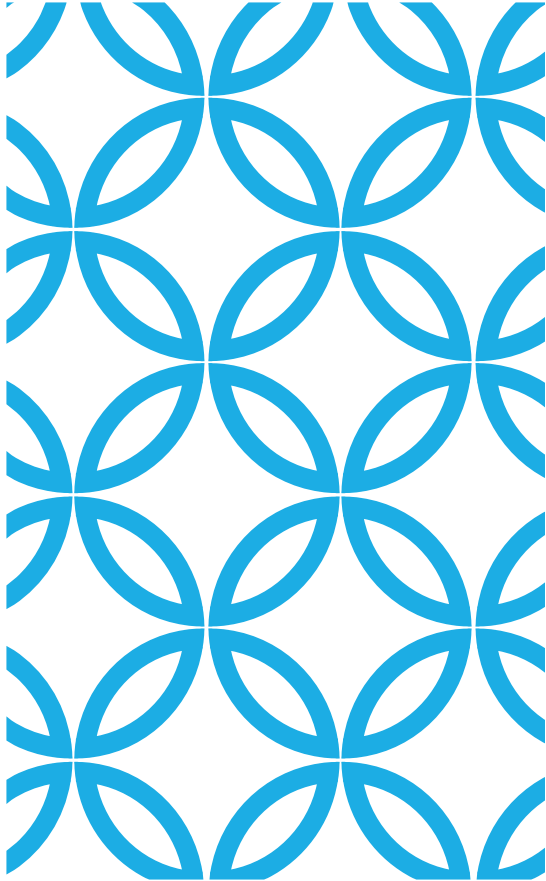


**Center for the Advancement
of Teaching**

From Evaluative to Educative Assessments: Exploring Meaningful Assessments That Improve Learning

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WELCOME

We are glad you are here!

SESSION GOALS

To identify the essential elements and explain the value of educative assessments.

To design or redesign assessments utilizing the educative model of assessments.



WHAT MAKES A 'GOOD' ASSESSMENT?

What are the essential elements of a good assessment?

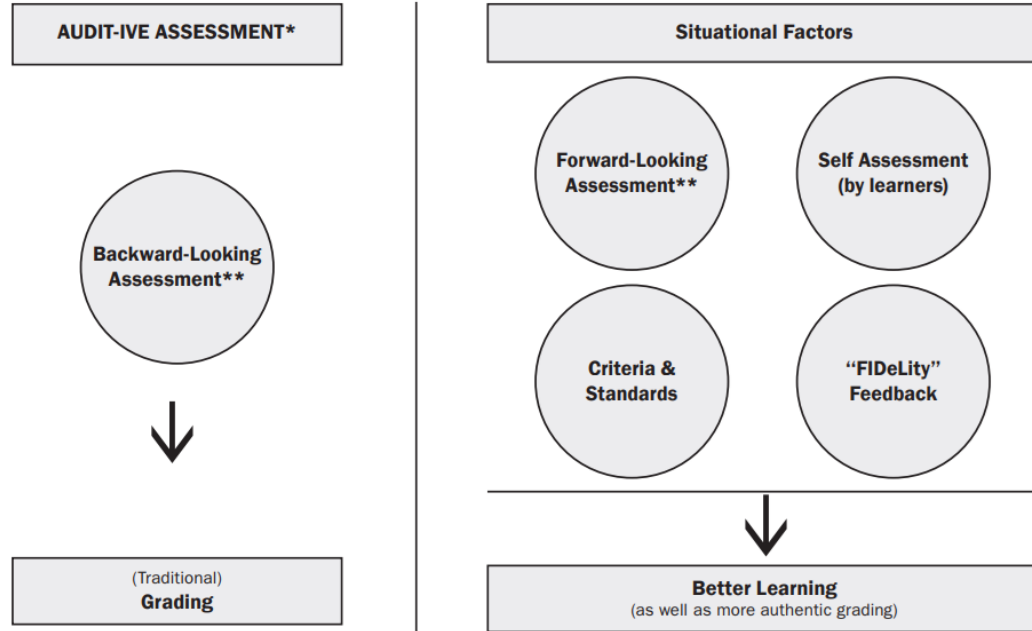


WHAT MAKES A 'GOOD' ASSESSMENT?

What should be avoided when designing assessments?



EVALUATIVE TO EDUCATIVE ASSESSMENTS



Fink, D.L. (2003). Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses

EVALUATIVE TO EDUCATIVE ASSESSMENTS

Audit-ive/Evaluative Assessment: Assessment, which only determines whether students learned correctly, rather than helping them learn, which educative assessment promotes.

Backward-Looking Assessment: Assessment is constructed to determine whether students “got” the material they studied.

Forward-Looking Assessment: Assessment is constructed to determine whether students are ready for some future activity, after the current period of learning is over.

Criteria and Standards: For one of your main learning goals, identify at least two criteria that distinguish exceptional achievement from poor performance. Then write two or three levels of standards for each criterion.

Self-Assessment: Create opportunities for students to engage in self-assessment of their performance.

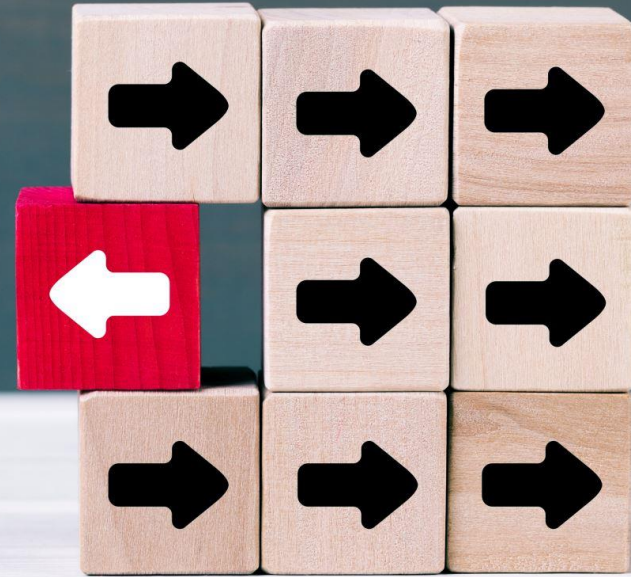
“FIDeLity” Feedback: Develop procedures that allow you to give feedback that is **frequent**, immediate, discriminating (based on clear criteria and standards), and lovingly (empathically) delivered.

Fink, D.L. (2003). Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses

BACKWARD-LOOKING QUESTION

The maintenance of a constant and optimal internal environment in an organism is termed:

- a. Positive feedback
- b. Effector control
- c. **Homeostasis**
- d. Negative feedback
- e. Integration



FORWARD- LOOKING QUESTION

A pregnant woman goes into labor. The contraction of the abdominal muscles exert pressure on the child which in turn, puts pressure on the woman's cervix. The cervix dilates which causes another stronger contraction. This process will be continually repeated until the child is expelled. Once the child is expelled and the dilation of the cervix returns to normal, the abdominal contractions also cease. This is an example of:

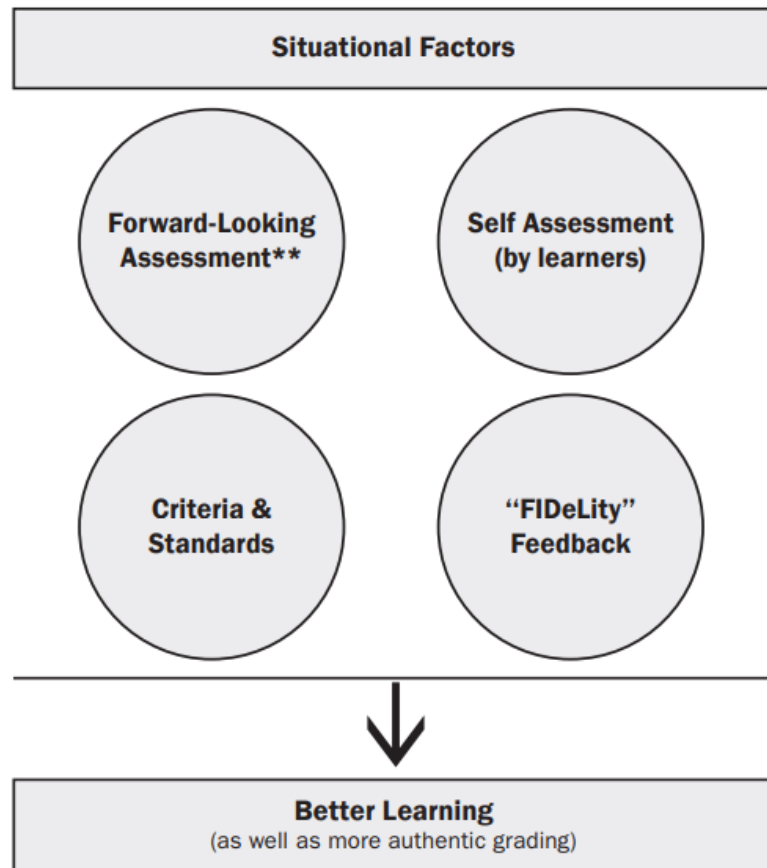
- a. Positive feedback
- b. Effector control
- c. **Homeostasis**
- d. Negative feedback
- e. Integration

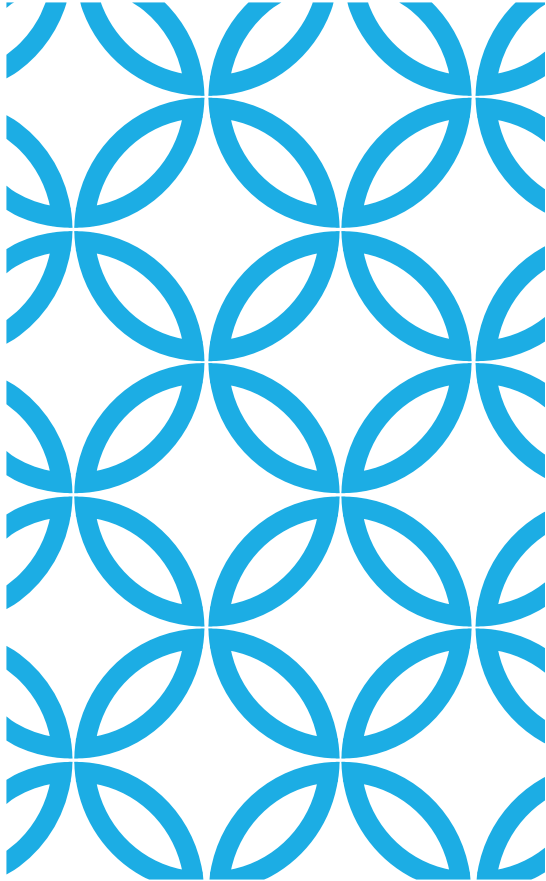
YOUR CLASS HAS SPENT
THE LAST TWO WEEKS
STUDYING THE
INTERACTIONS
BETWEEN HUMANS AND
PHYSICAL GEOGRAPHY
OF AFRICA. WHICH OF
THE FOLLOWING
QUESTIONS WOULD BE
THE BEST EXAMPLE OF
FORWARD-LOOKING
ASSESSMENT ON THIS
MATERIAL?

- a. Do you think the population of Africa 25 years from now will be greater, more or less the same, or less than now?
- b. Identify on the attached map the different climates of Africa.
- c. What will the status of endangered species be five years from now?
- d. If you wanted to stop deforestation of the rainforest in Africa, what would you try to do?

HOW DID WE DO WITH OUR LIST?

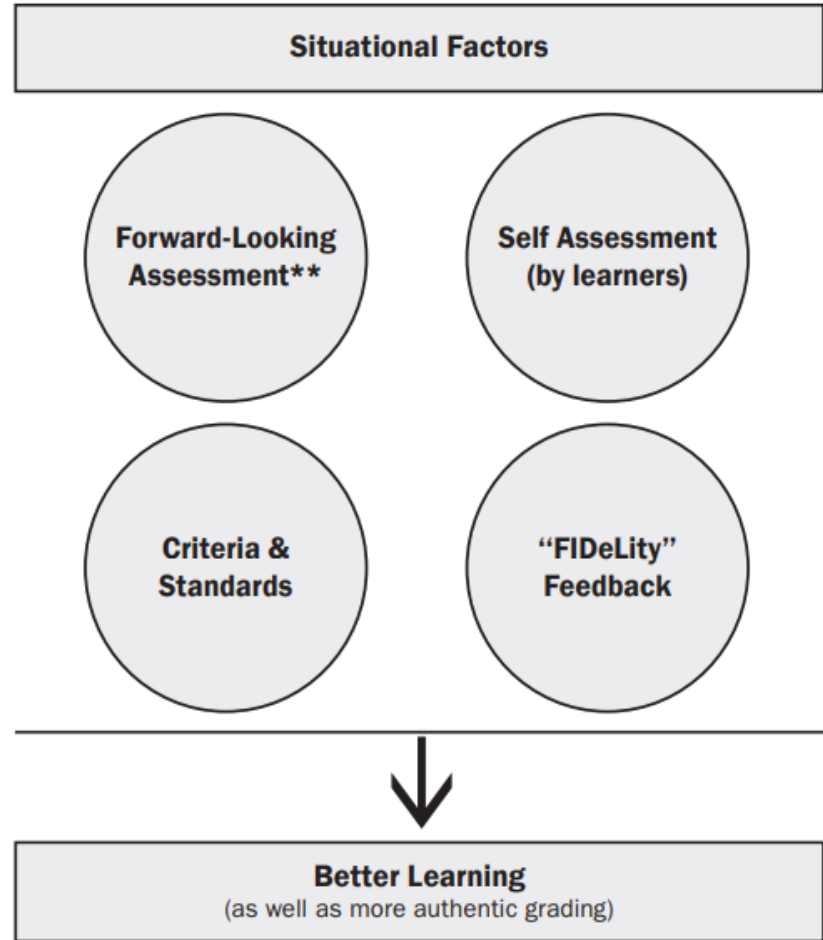
Where do the good
assessment elements we
identified fit here?





EXAMPLES

THOUGHTFUL QUESTIONS



HARM REDUCTION PROJECT

Context: Students spent the semester learning about substance use and the high risk of harm associated with chaotic use and tainted drug supply

Project option: Video or Zine that focuses on **harm reduction** for a drug the student chooses (e.g., cocaine, alcohol)

Learning goals: Assignment covers several learning goals from the syllabus

e.g., Describe the current national public health approach to substance use including prevention, **harm reduction**, treatment, recovery and criminalization.

Rubric: see handout

Example and Instructions: See next slides

The goal of your media is to reduce harm caused by any one of the above-mentioned substances (because all can be used in ways that do not cause harm). Your target audience is college aged/attending students. If you are making a video, it should be 30 to 90 seconds long. You will have audio and visual, you can use images, people and text in the video OR Zine. Follow the guidance of the digital education link I provided. And just like the weblink says, make sure your information is up to date and accurate (I will fact check you!). Include a contact number or web address for more information/help. Make sure to think about college students when you make the message and provide the contact... what is likely to engage a person like yourself?

Consider this outline:

1. Show and say your name
2. Provide an opening fact about the use of the chosen substance- eg # of college students who use [x] daily or # of college students who suffer [adverse outcome] consequences because of [x]. (you want some attention-grabbing statistic.) Include a full APA 7th edition citation in the slide with the fact/statistic.
3. Promote a harm reduction strategy (what do you want the viewer of your message to do/not do?)
4. Give the viewer a way to get more info
5. End with a final thought - something powerful that stays with the viewer eg 'don't let the party derail your train.' (ESP if you've used train imagery and talked about binge drinking at some party!)



I'm unable to directly create physical or digital documents, but I can certainly guide you on how to make a zine about cocaine based on the outline provided earlier.

Here's a step-by-step guide to creating a zine:

1. **Materials:** Gather your materials. For a physical zine, you'll need paper, scissors, glue, markers, and any other art supplies you prefer. For a digital zine, you can use software like Microsoft Publisher, Adobe InDesign, or Canva.
2. **Layout:** Divide your paper or digital canvas into sections to create the pages of your zine. For a traditional zine, fold sheets of paper in half and arrange the pages in order.
3. **Content:** Follow the outline provided earlier to create content for each page. Use engaging visuals, statistics, quotes, and information that align with your message about cocaine use, harm reduction, and seeking help.
4. **Design:** Use a mix of text, images, and colors to make each page visually appealing. Draw or print relevant pictures, illustrations, or icons that match the content.
5. **Assembly:** If creating a physical zine, arrange your pages in order and staple or bind them together. For a digital zine, arrange your content in the software you're using, ensuring each page flows logically.
6. **Proofreading:** Review your zine for accuracy, spelling errors, and formatting issues before finalizing it.
7. **Distribution:** Share your zine with your intended audience. For physical zines, you can distribute them physically or digitally via email, social media, or a website for digital versions.

Feel free to use creative fonts, bold colors, and impactful images to make your zine engaging and informative. If you have specific questions or need further guidance while creating your zine, feel free to ask!



[FINDTREATMENT.SAMHSA.GOV](https://www.findtreatment.samhsa.gov)

or consult the
Behavioral Health
Treatment Services
Locator at



1-800-662-HELP



NEED HELP?

Call the SAMHSA
National
Helpline:

AFTER USE

PROTECT SELF & OTHERS



Do not drive, bicycle, or
operate machinery until
at least 6 hours after
using cannabis. Reaction
times will be slower and
coordination will be
weakened.

STORE SAFELY
Keep cannabis secured
and out of reach for
children or those at risk of
unhealthy/harmful use.



By: Angela Cirelli

CANNABIS

HARM REDUCTION



REFERENCES

Eric County Department of Health. (2023, January). *Harm reduction and cannabis usage*.
https://www3.erie.gov/mentalhealth/sites/www3.erie.gov/mentalhealth/files/2023-06/evs0403_harm_reduction_cannabis_jan_2023_update.pdf

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<https://drugfree.org/article/reducing-the-risks-of-marijuana-use/>

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<https://www.samhsa.gov/data/sites/default/files/report/2023/2021NSDUHFRFRRev010223.pdf>

BEFORE USE
STRATEGIES TO
REDUCE HARM

KNOW YOUR SOURCE

Do not use cannabis that you suspect
may be contaminated, spoiled, or from
an unregulated market.

AVOID SYNTHETICS

Remember that synthetic cannabinoids like
"Spice" or "K2" can have more dangerous
and unpredictable health effects.

UNDERSTAND RATIOS

Choose low-potency products with
lower THC and/or higher CBD content.
Be aware of the dose before use.

DURING USE

EDIBLES



Taking edibles instead of smoking
can help avoid damaging your
lungs. However, start low and go
slow. Use a small amount and wait
1-3 hours for the effects since
they vary from person to person.

ONE SUBSTANCE AT A TIME

Do not mix cannabis with other
substances, including alcohol or
tobacco, because you will
experience more cognitive
impairment.

NEXT TIME

Try these strategies to...

ENJOY THE



LOW

AVOID THE
LOWS



4.8 MILLION

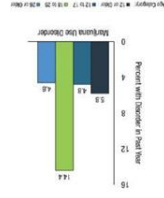
That is nearly

10%

higher than in
any other age
group.

In 2021 in the U.S., the
prevalence of cannabis use
disorder in young adults
ages 18-25 was

DID YOU KNOW...



STORE SAFELY

Keep cannabis secured and out of reach for children or those at risk of unbalhly/harmful use.



Do not mix cannabis with other substances, including alcohol or tobacco, because you will experience more cognitive impairment.

DURING USE

One substance at a time

Do not drive, bicycle, or operate machinery until at least 6 hours after using cannabis. Reaction times will be slower and coordination will be weakened.



AFTER USE

Protect self & others

Need help?

Call the SAMHSA National Helpline: 1-800-662-HELP

or consult the Behavioral Health Treatment Services Locator at www.findtreatment.samhsa.gov




EDIBLES

Taking edibles instead of smoking can help avoid damaging your lungs. However, start low and go slow. Use a small amount and wait 1-3 hours for the effects since they vary from person to person.

BEFORE USE

Strategies to reduce harm

Do not use cannabis that you suspect may be contaminated, spoiled, or from an unregulated market.

Avoid synthetics

Remember that synthetic cannabinoids like "spice" or "K2" can have more dangerous and unpredictable health effects.

Understand ratios

Choose low-potency products with lower THC and/or higher CBD content. Be aware of the dose before use.

NEXT TIME

Try these strategies to...

ENJOY THE "HIGH"



AVOID THE LOWS



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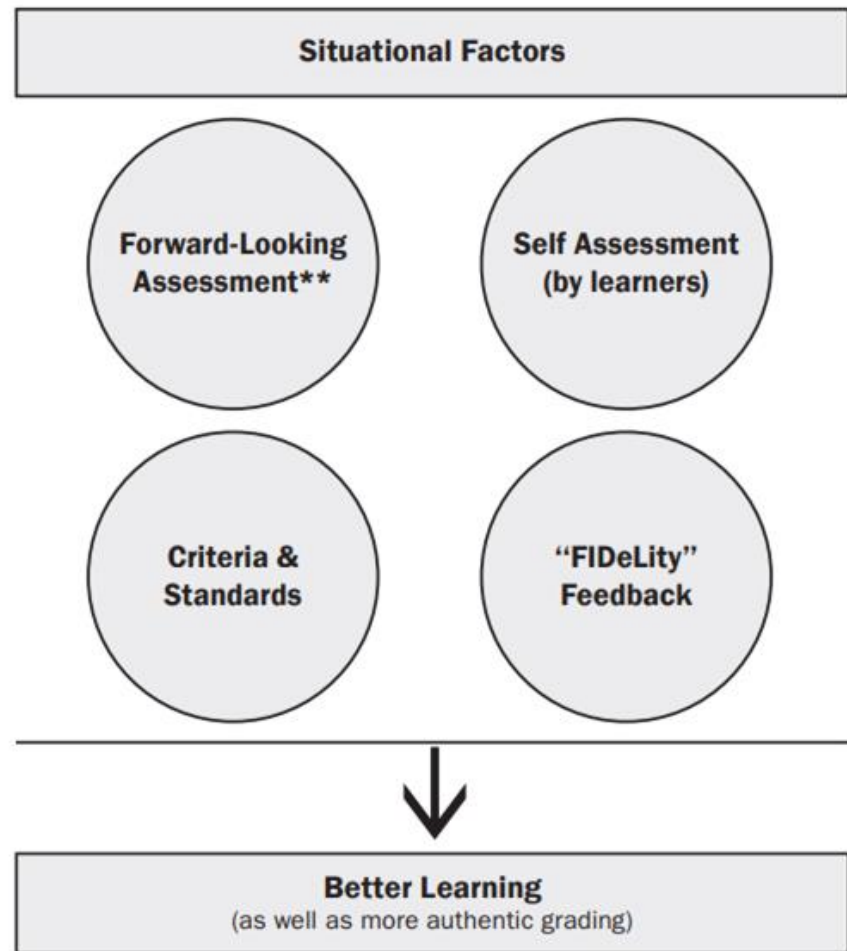
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CANNABIS HARM REDUCTION



By: Angela Cirelli



What is missing?



**YOUR TURN!
CREATE OR MODIFY
CURRENT
ASSESSMENT/ASSIGNMENT**

WRAP UP & EVALUATION

Thank you!

Contact Deirdre here: deirdre.dingman@temple.edu

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Keep Learning with CAT!

<https://teaching.temple.edu/>