

Assessment, Evaluation, and Teaching – an annotated bibliography

Assessment at the institutional level

Allen, M. J. (2006). *Assessing general education programs*. Bolton, MA: Anker
This book is a pragmatic guide for developing, aligning, and assessing general education programs in meaningful, manageable and sustainable ways. It presents a variety of approaches to help readers understand what other campuses are doing to develop a repertoire of methods so they can make informed decisions about their own programs. It critically reviews examples of direct and indirect assessments.

Luther, M., Cole, E., & Gamlin, P. (Eds.). (1996). *Dynamic assessment for instruction: From theory to application*. North York, ON, Canada: Captus University Publications
This book is about learning, teaching and assessment. Schools, as mirrors of society, represent heterogeneous communities of increasing cultural and economic diversity. The dispute over the role of assessment concerns the question of how to test learners and for what purpose. This book is a compendium of scholarly papers comprised of research, theory, policy and procedure reviews, conceptualization of educational system's needs and historical accounts and perspectives on future instructional goals and practices.

Messick, S. J. (Ed.). (1999). *Assessment in higher education: Issues of access, quality, student development and public policy*. Mahwah, NJ: Lawrence Erlbaum Associates
Higher education has been moving from an era dominated by selection of high levels of talent, with a consequent emphasis on admissions testing, to an era concerned with broadening the range of talent, with a consequent emphasis not just on selection but also on assessment for student growth and development. This change has brought with it a heightened attention to the diversity of the student population as a means of expanding the base of talent. This book emphasizes the intersection of equity and fairness with issues of access, quality, diversity and accountability in higher education.

National Research Council. (2001). *Knowing what students know: The science and design of educational assessment*. Washington, DC: National Academy Press
This book explains how expanding knowledge in the scientific fields of human learning and educational measurement can form the foundations of an improved approach to assessment. Principles for designing and using these new kinds of assessment are presented and examples are used to illustrate the principles.

Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco, CA: Jossey-Bass
This book evaluates the current practice of institutional assessment and provides suggestions for how to plan an assessment program, carry it out, and use its result to provide suggestions for academic improvement. Strategies for assessment include establishing learning goals and objectives, encouraging faculty and student involvement in assessment, selecting and designing instruments, and examples of different approaches to assessment.

Palomba, C. A., & Banta, T. W. (Eds.). (2001). *Assessing student competence in accredited disciplines*. Sterling, VA: Stylus Publishing.

The body of this volume describes how faculty in eight professionally oriented disciplines have developed and practiced assessment on their campuses and the lessons these faculty offer to colleagues in their own and other disciplines. The book also includes a chapter on the use of authentic assessment within several disciplines on a single university campus and another chapter about the British quality assurance movement. The final chapter reviews the current practice of assessment within the eight featured disciplines; the role accrediting bodies play in fostering assessment in these disciplines; and the lessons, issues, and challenges that are common across disciplines.

Schneider-Lidz, C. (Ed.). (1987). *Dynamic assessment: An interactional approach to evaluating learning potential*. New York, NY: Guilford Press

This book is a comprehensive exposition of the interactive means of evaluating learner modifiability and planning for appropriate educational goals. Balancing enthusiasm for this exciting new field with well-developed theory and empirical investigation, the book reviews the history, basic principles and philosophies of dynamic assessment, as well as research and the development of innovative procedures.

And a series of short booklets from the Association of American Colleges and Universities:

- AACU (2005). *Liberal education outcomes*. Washington, DC: Association of American Colleges and Universities
- Ewell, P. (2004) *General education and the assessment reform agenda*. Washington, DC: Association of American Colleges and Universities
- Leskes, A., & Wright, B. D. (2006). *The art and science of assessing general education outcomes*. Washington, DC: Association of American Colleges and Universities
- Wright, B. D. (2004). *Our students' best work: A framework for accountability worthy of our mission*. Washington, DC: Association of American Colleges and Universities

Assessment at the classroom level

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques* (2nd ed.). San Francisco, CA: Jossey-Bass

The book features fifty valuable Classroom Assessment Techniques, each presented in a format that provides an estimate of the ease of use, a concise description, step-by-step procedures for administering the technique, practical advice on how to analyze the data, pros and cons, caveats, and other useful information. The techniques are cross-indexed so that faculty can easily locate the appropriate techniques for assessing their particular teaching goals in their academic discipline.

Boud, D., & Falchikov, N. (2007). *Rethinking assessment in higher education*. New York, NY: Routledge

This book examines assessment from the point of view of what assessment does and can do, arguing that we need to think differently about assessment if it is to make a useful contribution to the educational purposes of higher education. Topics covered include: the link between assessment, teaching and learning; the place of self- and peer assessment; the role of assessment for certification; and the operation of feedback in the assessment process.

Bryan, C., & Clegg, K. (2006). *Innovative assessment in higher education*. New York, NY: Routledge

This book is an inquiry into how and why we innovate in assessment and what practices 'work' in different contexts and cultures. It offers case studies illustrating the problems encountered with traditional assessment methods, and shows how change can be realistically managed without compromising standards.

Irons, A. (2008). *Enhancing learning through formative assessment and feedback*. London: Routledge

This book applies relevant theories and principles through teaching scenarios and case studies to create a pragmatic framework and set of tools that will allow teachers to engage with students through formative activities. It will appeal to new and experienced teachers in higher and further education, as well as professional developers.

Pickford, R., & Brown, S. (2006). *Assessing skills and practice*. New York, NY: Routledge

This book explores how university staff can assess skills and practice fairly, effectively, efficiently, and imaginatively. International case studies and theoretical perspectives on topics such as inclusive assessment, assessing across the arts, humanities and sciences (from lab work to dance), the importance of involving all stakeholders in assessment, and how to formulate feedback to help students understand what is required of them.

General Teaching

Bok, D. (2006). *Our underachieving colleges: A candid look at how much students learn and why they should be learning more*. Princeton, NJ: Princeton University Press

Overall, despite their vastly increased resources, more powerful technology, and hundreds of new courses, colleges cannot be confident that students are learning more than they did fifty years ago. Looking further, Bok finds that many important college courses are left to the least experienced teachers and that most professors continue to teach in ways that have proven to be less effective than other available methods. In reviewing their educational programs, however, faculties typically ignore this evidence. Instead, they spend most of their time discussing *what* courses to require, although the lasting impact of college will almost certainly depend much more on *how* the courses are taught.

Davis, B. G. (1993). *Tools for teaching*. San Francisco, CA: Jossey-Bass.

This book is a rich compendium of classroom-tested strategies and suggestions designed

to improve the teaching practice of beginning, mid-career, and senior faculty members. Forty-nine teaching tools organized into twelve sections cover both traditional tasks – writing a course syllabus, delivering an effective lecture – and newer, broader concerns such as responding to diversity and using technology.

Gullette, M. M. (Ed.). (1984). *The art and craft of teaching*. Cambridge, MA: Harvard University Press

This concise and lively guide – developed from the faculty seminars of the Harvard-Danforth Center for Teaching and Learning – contains hundreds of insights into the fine and difficult art of leading students to demand more of themselves, find new ways of solving problems, and awaken unsuspected talents. Filled with useful suggestions for improving teaching skills, this book offers solutions to problems that every instructor faces and suggests strategies that will enrich the classroom for both beginning and experienced teachers and their students.

Halpern, D. F. & Hakel, M. D. (Eds.). (2002). *Applying the Science of Learning to University Teaching and Beyond, New Directions for Teaching and Learning, No. 89*. San Francisco, CA: Jossey-Bass

This issue of *New Directions for Teaching and Learning* seeks to build on empirically validated learning activities to enhance what and how much is learned and how well and how long it is remembered. Thus, the movement for a real science of learning – the application of scientific principles to the study of learning – has taken hold both under the controlled conditions of the laboratory and in the messy real-world settings where most of us go about the business of teaching and learning.

Henry, R. J. (Ed.). (2006). *Faculty development for student achievement: The QUE project*. Bolton, MA: Anker Publishing Company

This book describes a seven-year project – Quality in Undergraduate Education (QUE) – that produced important changes in departments and in the teaching of individual faculty in 21 two- and four-year institutions across four states. Rather than a blow-by-blow report of the project, it focuses on the problems that led to the development of QUE: concern about low levels of student learning in postsecondary institutions and demands by state legislatures that funds for postsecondary institutions be tied to assessment of student learning.

Katzenmeyer, M. & Moller, G. (2001). *Awakening the sleeping giant: Helping teachers develop as leaders* (2nd Ed.). Thousand Oaks, CA: Corwin Press

As the importance of teacher leaders continues to grow, the demand for new information and new inspiration on teacher leadership grows as well. Updated research, fresh examples, and the insights of over 5,000 teacher leaders have produced a revitalized edition of this definitive work on teacher leadership.

Mattuck, A. P. (2005). *The torch or the firehouse: A guide to section teaching*. Cambridge, MA: Derek Bok Center for Teaching and Learning

This booklet addresses some of the common problems in teaching, and offers a variety of

ideas to try. It is concerned primarily with the teaching of sections that accompany large lecture and is useful to new teachers and veterans alike. There is no single “right” way to teach, but examples and ideas presented in this booklet will help you to develop your own natural teaching style.

Ramsden, P. (2005). *Learning to teach in higher education* (2nd Ed.). New York, NY: RoutledgeFalmer

This classic text combines practical advice with sound theory to provide a uniquely stimulating introduction to the practice of university teaching. The book has a simple message: to become a good teacher, first you must understand your students’ experiences of learning. Out of this grows a set of principles for effective teaching in higher education.

Teaching in Small Class Settings

Wang, M. C. & Finn, J. D. (Eds.). (2000). *How small classes help teachers do their best*. Philadelphia, PA: Laboratory for Student Success and the United States Department of Education

A growing body of research confirms what teachers and parents have long known, that small classes in the early grades can help give students a solid foundation in the basic skills and enable them to learn more throughout their school years. This book explores such issues as effective instructional strategies in small classes, professional development needs and opportunities, strategies for supporting teachers in small class settings, and how class-size reduction can be used as part of a broader approach to education reform.

International Scholars Teaching in the United States

Sarkisian, E. (2006). *Teaching American students: A guide for international faculty and teaching assistants in colleges and universities*. Cambridge, MA: Harvard University Press

This book is a wonderful introduction to teaching in the United States. Any international scholar who attempts to help American students learn will appreciate the rich insights into the culture of the American classroom. Full of practical wisdom that teachers can apply immediately, this book offers approaches to teaching and learning that any teacher will find useful.

Teaching in Health Sciences

Sweet, J., Huttly, S., & Taylor, I. (Eds.). (2003) *Effective learning & teaching in medical, dental & veterinary education*. London: Kogan Page Limited

Written to meet the needs of teachers, lecturers and tutors working at different levels and in many situations, this is *the* guide to surveying and understanding the key issues, best practices and new developments in medical, dental and veterinary education.

Teaching to Diverse Groups

Davis, B. M. (2006). *How to teach students who don't look like you*. Thousand Oaks, CA: Corwin Press

If you are like many teachers, you continue to look for ways to improve your classroom instruction. This book is a result of that search for new strategies, understandings, and lessons to support the changing population of students who enter the classroom. The book walks you through several stages, including: a general recognition of culture and how it shapes the lens through which you view the world; an examination of research on diverse learners; a discussion of the achievement gap; personal narratives and racial histories of two educators; and much more.

Teaching Diversity in Psychology Courses

Bronstein, P. & Quina, K. (Eds.). (2003). *Teaching gender and multicultural awareness*. Washington, D.C.: American Psychological Association

This book provides information about how to integrate topics of diversity into a variety of psychology courses and programs of study. Because psychology now contains a rich body of knowledge that reaches across gender, social, and cultural lines, a single class about gender or cross-cultural studies is no longer sufficient to teach students about multiculturalism. Instead, such issues need to be incorporated into each part of the psychology curriculum.