

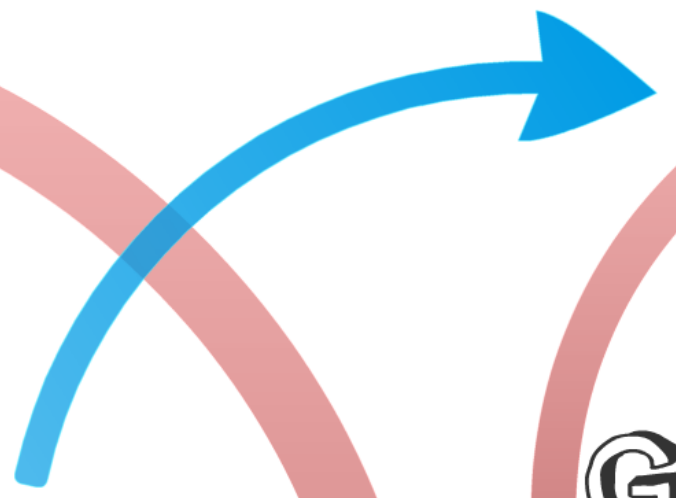
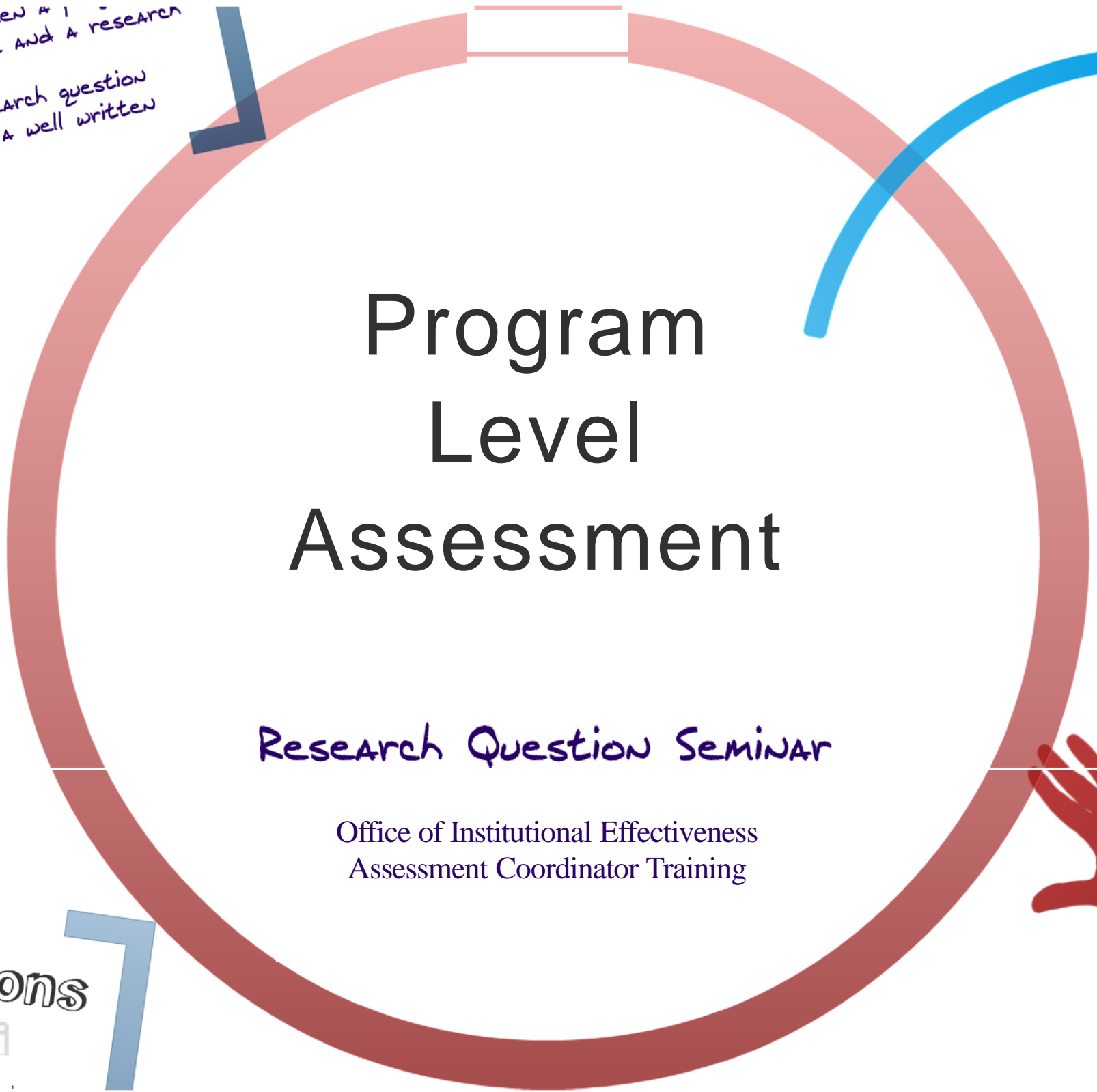
difference between #1
learning outcome and a research
question to write a research question
for developing a well written
research question

?

Definitions



Jdl...11dhahf< c



What We Will Learn

- *What is a program level research question*
- *The difference between a program level learning outcome and a research question*
- *How to write a research question*
- *Tips for developing a well written research question*

But First...

What is Assessment?

*Assessment is the
ongoing process of ...*

Establishing **clear**, measurable expected outcomes of student learning.

Ensuring that students have sufficient
opportunities to achieve those outcomes.

Systematically gathering, analyzing, and interpreting **evidence** to determine how well student learning matches our expectations.

Using the resulting information to understand and **improve** student learning.

Good Assessments...

- Give us **useful** and **timely** information
- Give us **accurate** and **truthful** information
- Are **fair** to all students
- Are **ethical** and protect the privacy and dignity of those involved
- Are **systematized**
- Are **cost effective**, yielding value that justifies the time and expense we put into them



What's Next?

Basic Definitions

LEARNING OUTCOME:

- The knowledge, skills, attitudes, and habits of mind that students gain from a learning experience.
- It is a statement of the intended outcome of instruction NOT the process of instruction itself.



Things to Consider

Is there a verb that describes an observable action?

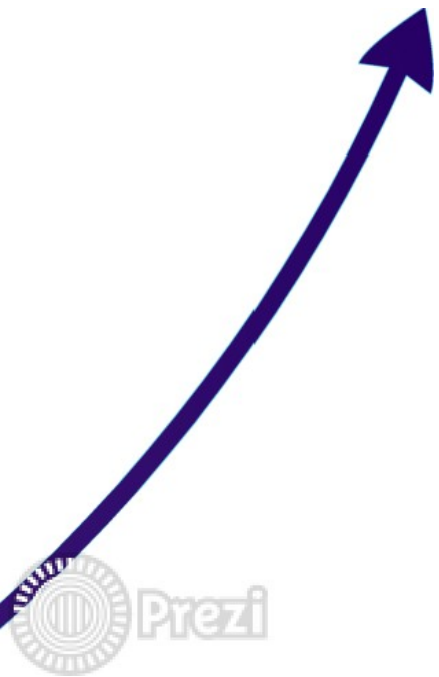


The student will be able to communicate

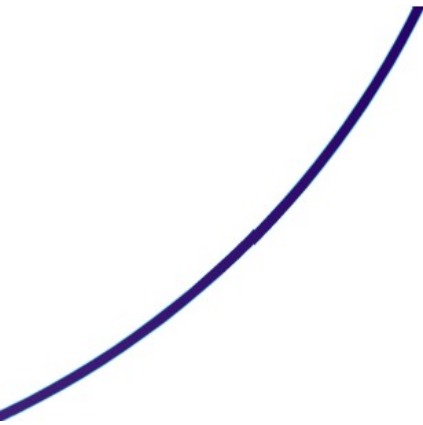
What is the level of acceptable performance and to what degree should the student be able to do it?



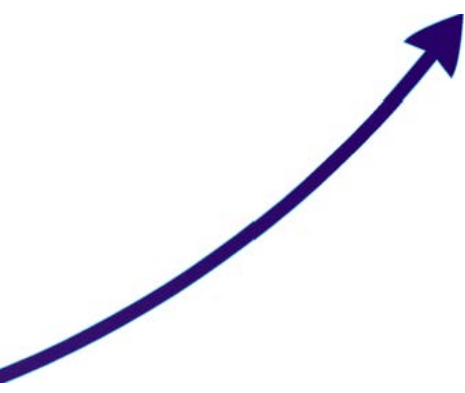
as an educator of a child education program.

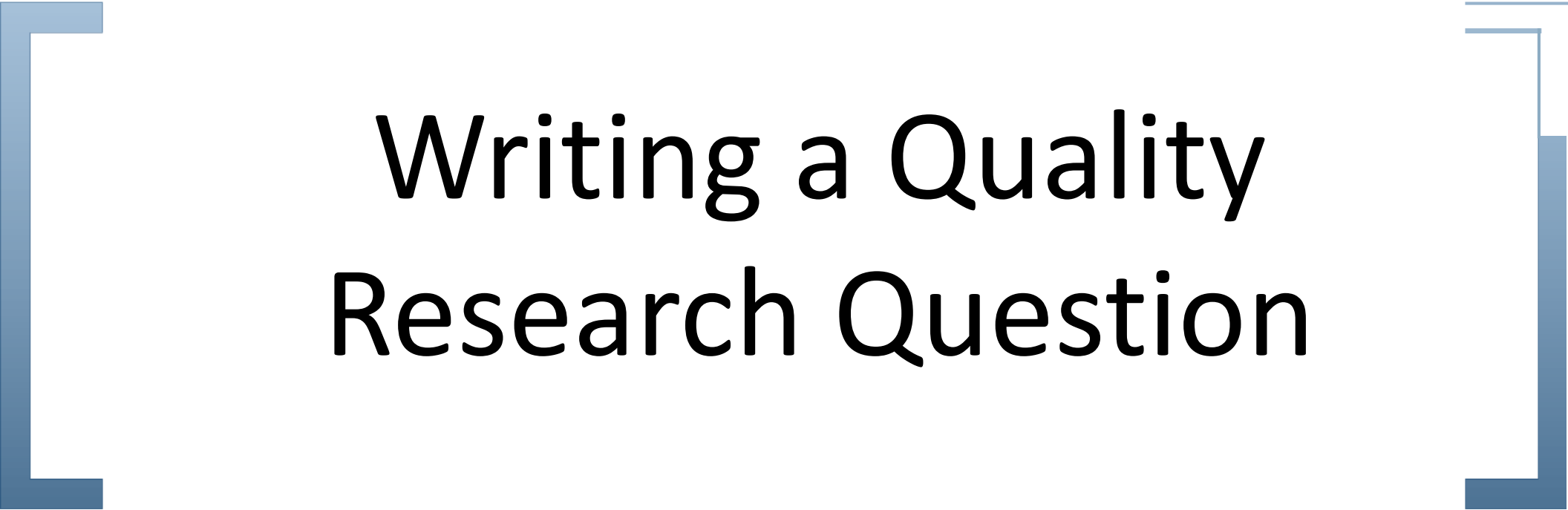


Is there a description of the conditions under which the student is expected to act



The student will be able to communicate as an educator
of a child education program.





Writing a Quality Research Question

What is a Research Question?

A research question reveals what aspect of the program level learning outcome will be assessed.

PLO = The student will be able to communicate as an educator of a child development program.

Aspects of communicating

RQ = Is the student able to **develop and present** a topic to the staff of a child education program a topic within a daycare workshop?

A research question focuses on the individual student.

PLO = The student will be able to communicate as an educator of a child development program.

Individual student



RQ = **Is the student** able to develop and present a topic to the staff of a child education program a topic within a daycare workshop?

A research question asks what you want to find out about student learning **SPECIFICALLY.**

PLO = The student will be able to communicate as an educator of a child development program.

RQ = Is the student able to develop and present a topic to the staff of a child education program within a daycare workshop?

Very specific



A research question will determine the development of the instrument and the rubric.



CRITERIA :								
1. Organization of material being presented	1	There is no logical sequence of information.	2	Presenter does not follow logical sequence. Presentation is not organized.	3	Presenter follows logical sequence, but fails to elaborate. A few minor points may be confusing that are not completely understood.	4	Presentation is clear, logical and organized.
2. Delivery of presentation	1	Information is only read to the audience.	2	Presenter seems uncomfortable throughout entire presentation. Much of the information is read.	3	Pacing is sometime too fast or slow. The presenter seemed hesitant at the beginning of the presentation, but became more comfortable as it went on.	4	Speaker is confident in front of the group.
3. Interaction with audience		Speaker did not provide opportunities for the staff to ask questions.		Speaker hesitated in responding to questions and feedback from the audience. Speaker was not confident in handling questions and did not have the answers to the questions.		Speaker responded and interacted with the material being presented and replied to questions without hesitation.		Speaker did an excellent job of providing opportunities for the staff to respond and interact with the material being presented. Speaker responded to questions with ease and confidence.
4. Use of PowerPoint	1	No PowerPoint presentation is included.	2	Font is too small to be easily seen. Too much information is included.	3	PowerPoint contributes to the quality of the presentation. Font size is appropriate for reading. Appropriate information is included. Some material is not supported by visual aids.	4	PowerPoint enhances the presentation. It was prepared in a professional manner - font on PowerPoint is large enough to be seen by everyone, information is organized so that the main points stand out to maximize the audience's understanding.

PLO vs. Research Question

A program learning outcome (PLO) focuses on a specific Skill that can be applied to the general content of the discipline.

VS.

A research question focuses on displaying a specific sub-skill on a specific portion of the content of the discipline.



The student will be able to communicate as an educator
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PLO vs. Research Question

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A research question focuses on displaying a specific sub-skill on a specific portion of the content of the discipline.

Tips

- The sub-skill in the research question should correspond with the Skill in the program learning outcome .
- The research question should detail the sub-skill that you expect the students to demonstrate in order to exhibit that they have the Skill in the PLO.
- The sub-skill in the research question should be referenced in the measure/rubric being used.
- A research question should begin with: "Is the student able to"

Quiz Time

PLO: The student will be able to communicate as an educator of a child education program.

Poor RQ #1 = Is the student able to evaluate oral presentations of their peers?

Poor RQ #2 = Is the student able to communicate as an educator of a child education program?

Poor RQ #3 = Can a group of students present a sales pitch for an educational text?

Recap

A research question focuses on the individual student.

A research question asks what you want to find out about student learning SPECIFICALLY.

A research question will determine the development of the instrument and the rubric.

Displays a specific sub-skill on a specific portion of the content of the discipline.

The sub-skill in the research question should coorespond with the Skill in the program learning outcome.