

Session 2:

Methods for Assessing Program Outcomes

- **Moderator:** Gillian Pierce, Director of Learning Assessment

Assessing Professional Skill Competency Using Role Plays

- Robert G. Burdick, Director, Civil Litigation Program; Clinical Associate Professor of Law

Assessment in Action: Measuring Librarian Impact in Achieving Information Literacy Learning Outcomes

- Kenneth Liss, Head of Liaison & Instruction Services, Mugar Memorial Library

Computer Science Program Assessment Using Course-Embedded Measures

- Vijay Kanabar, Associate Professor of Computer Science and Administrative Sciences; Director of Project Management Programs, MET
- Anatoly Temkin, Assistant Professor and Chair of Computer Science, MET



**WHAT IF EVERY STUDENT WHO GRADUATED
FROM BU WAS SKILLED AT WORKING WITH
OTHERS
TO SOLVE REAL PROBLEMS BETTER?**

**How do you teach “group problem solving”
skills?**

**How do you assess “group problem solving”
competence?**

“ENHANCED ROLE PLAY”

- **Multiple role, real world simulations**
- **The 1ST Enhancement: Competition**
- **The 2ND Enhancement: Team Learning: Creating “Professional Learning Communities”**
- **The 3RD Enhancement: “A Commitment to Continuous Improvement”**
- **The 4TH Enhancement: Flipped Classrooms**

THE FLIPPED CLASSROOM

- **Before Role Play Assignments**
- **During Role Play Assignments**
- **After Role Play Assignments**

BEFORE ROLE PLAY ASSIGNMENTS

- **Online videos**
- **Confidential Instructions**
- **Reading Assignments**
- **Standards, Models and Rubrics**
- **Pretests**
- **Customized Written Plans**

IN-CLASS ROLE PLAYS

- **Real Interdisciplinary Problems**
- **Multiple Party Roles**
- **Intellectually Challenging Issues**
- **Videotaped Performances**
- **Ethical Dilemmas**
- **Cultural Competence**
- **Group Self-critique**

AFTER CLASS ASSIGNMENTS

- **Written Self-critiques**
- **Written and oral observer critiques**
- **“Take Away” Quizzes online**
- **The Leader Board**
- **Ideal Written Solutions**
- **Videotaped Demonstrations**

THE SEMINAR

- **Focus on the content of the role play**
- **Ethical Dilemma**
- **Cultural Competencies**
- **Models and Rubrics**
- **Strategic Choices**
- **Best solutions**

PLEASE CONTACT ME

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Assessment in Action: Measuring Librarian Impact in Achieving Information Literacy Learning Outcomes

Kenneth Liss

Head of Liaison & Instruction Services

Mugar Memorial Library





The AiA program has three broad goals:

GOAL 1: Develop the professional competencies of librarians to document and communicate **the value of academic libraries** primarily **in relation to their institution's goals for student learning and success.**


GOAL 2: Build and strengthen **collaborative relationships** with higher education stakeholders around the issue of library value.

GOAL 3: Contribute to **higher education assessment work** by creating **approaches, strategies, and practices** that document the contribution of academic libraries to the overall goals and missions of their institutions.



 Libraries

 Arts & Sciences Writing Program

 Office of the Provost

Ken Liss (Team Leader)

Head of Liaison & Instruction Services

Mugar Memorial Library

Tom Casserly

Associate University Librarian for Undergraduate & Distance Learning

Mugar Memorial Library

Gwen Kordonowy

Lecturer & Curriculum Coordinator

CAS Writing Program

Sarah Madsen Hardy

Senior Lecturer & Coordinator of WRX Initiative

CAS Writing Program

Gillian Pierce

Director of Learning Assessment

Office of the Provost

WR150: Representing Illness

[Guide Index](#) 

Exhibits

- [ARTstor](#) Searchable database of digital images from the fields of architecture, painting, sculpture, photography, decorative arts, design, anthropology, ethnographic and women studies, as well as many other forms of visual culture.
- [AP Images](#) Collection of more than 4 million Associated Press photographs, graphics, and sound files from 1828 to the present.
- [Vanderbilt Television News Archive](#) Video streaming of news reports and commercials from NBC and CNN.
- [Krasker Film/Video Catalog](#) Catalog of more than 18,000 film and video titles available for viewing in the previewing room in the basement of Mugar Library.
 - Look up films by title or do a keyword search (e.g. [medicine](#), [mental illness](#), [AIDS](#), [depression](#), etc.)
 - [More info on the Krasker collection](#)
- [Kanopy](#) Collection of streaming documentaries, training films and theatrical releases on a wide range of topics.
- [American Film Scripts Online](#) Searchable database of more than 1,000 scripts includes detailed indexing on scenes, characters, and people.
- [New York Times: ProQuest Historical Newspapers](#) Newspaper articles and advertisements from the New York Times, from 1851-2012.
 - or [search several historical newspapers at once](#), including the Times, Boston Globe (1872-1984); Washington Post (1877-1999); Chicago Tribune (1849-1992); and Los Angeles Times (1881-1992)



WR150: The American Road

[Guide Index](#) 

Background

- [Automobile](#) (St. James Encyclopedia of Popular Culture)
- [Highway System](#) (St. James Encyclopedia of Popular Culture)
- [The Cambridge Companion to American Travel Writing](#)
- [Travel Narrative and the Ends of Modernity](#)
- [Driving Visions: Exploring the Road Movie](#)



Exhibits

- [ARTstor](#) Searchable database of digital images from the fields of architecture, painting, sculpture, photography, decorative arts, design, anthropology, ethnographic and women studies, as well as many other forms of visual culture.
- [AP Images](#) Collection of more than 4 million Associated Press photographs, graphics, and sound files from 1828 to the present.
- [Krasker Film/Video Catalog](#) Catalog of more than 18,000 film and video titles available for viewing in the previewing room in the basement of Mugar Library.
 - Many of the movies in [Wikipedia's Road Movies list](#) are available. (Search the Krasker catalog by title)
 - [\(More info on the Krasker collection\)](#)
- [Kanopy](#) Collection of streaming documentaries, training films and theatrical releases on a wide range of topics.



This August 2005 photo shows the view from the car window of Interstate 40 heading east from Southern California to Arizona. From

Searching as Strategic Exploration

Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.

Research as Inquiry

Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

Schedule a Research Appointment

Videos



1. **Introduction to the Libraries**
2. **Searching as strategic exploration**
3. **BU Libraries Search: Tips & techniques**
4. **Library Databases: Subject searching**

What is the most important lesson you learned about *research* in this unit? What kinds of strategies will you employ in the future, and what will you avoid?

I learned that keeping an open mind is VITAL to research. I have to be willing to change directions based on evidence that I may not have expected. I will avoid narrowing my options in the beginning of research.

How did your research question change and develop over the course of the project? What is the most important lesson you learned about *research questions* as you devised and wrote up this project? How will that lesson inform your future decisions?

My research question changed dramatically over time, and there was but a shadow of my original idea in my final paper. I learned that it was alright to allow a question to morph as I discover new information. That lesson will make my future research more broad, initially, and then able to narrow in.

TOPIC: I am working on the topic of . . . the representation of mental
[territory; area of interest] illness in relation with mass shootings.

QUESTION: I want to find out . . .

[something still unknown, overlooked, or misunderstood within this this
area of interest] Does the media create a blame towards the
mentally ill in order to protect ourselves?

Altogether, I will use the representation intertwined within media sources such as CNS and New York Times, along with the important arguments and background discussed in scholarly articles in order to portray the media's influence on the public's perception of mental illness. I will focus on how media helps put blame on the mentally ill. By doing so, I hope to effectively show the negative connotation forced upon the mentally ill community through media, and highlight the need to improve the diagnosis process for the mentally ill.

By looking at the patterns in news stories over time, the media starts to create a "standard story" about the perpetrators of mass shootings. *A standard story is a story that creates a genre by telling a story the same way time and time again.* While scholars have demonstrated an understanding of blame that is put on both mental illness and gun laws for mass shootings, they have lacked to raise questions about these patterns and effects of the negative connotations of the mentally ill being misrepresented. By examining the images displayed by the media of the perpetrators in mass shootings, it becomes evident that a genre has been created which demonizes those with mental illness and projects a negative stigma on the general community of mentally ill. Furthermore, by addressing these patterns, we can reevaluate how to prevent mass shootings and create more of a focus on earlier diagnosis for mental health.

Exercise 5: Exploring the Scholarly Territory Using Library Resources

Basic Search (page 2 of 6)

Menu



Activity 1: Using BU Libraries Search – the big search box to the right on the library's home page — try out several searches for *peer-reviewed scholarly sources* about your topic using any strategies you want.

After doing your searches:

a) Describe one kind of source that you hoped or expected you'd find but didn't find in this preliminary try at searching. **(required)**

b) Identify one source (genre, author, and title) you didn't expect to find but that looks potentially useful

Boston University Libraries

Library Locations ▾

Ask a Librarian (Help & FAQs)

Search

Advanced Search | Search Help

Enter keywords...

Search In ▾



Photo: The Pardee Management Library provides comprehensive resources and services for management and related fields.

Research ▾

Guides & Tools

Make the most of your research time with resources

Services ▾

Borrowing

Check out, recall, and renew — or request items from

About ▾

Hours

Find out when to visit, or check for special holiday

Computer Science Program Assessment Using Course-Embedded Measures

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