

Teaching Conference
National Association for Sport and Physical Education (NASPE)
Monday, July 19, 2010
Northern Michigan University, Marquette, MI

Notes from Round Table Discussion – Meaningful Assessment – Miriam Satern, Moderator

First Rotation – Notes provided by Luke Garceau, Marquette University, Milwaukee, WI USA

I. Components of Final Grade in Biomechanics Class

NOTE: all participants at the table taught at universities/colleges with UG classes only

- Number of credits in UG class
 - 3 credits (2 hrs lecture, 2 hrs lab)
 - 4 credits (3 hrs lecture, 2 hrs lab)
- Exams (3-4), Labs (10-12) – contribution to final grade from 20-25% for each exam
- Quizzes in some of the classes
- Capstone project – contribution to final grade from 10-66%
- Writing projects

II. Role of Problem Solving

- Homework problems assigned with solutions provided online (e.g., BlackBoard)
- Completed in lecture with solutions provided after
- Test with unannounced quizzes (helps with attendance and holding students accountable)
- Agreement among participants about:
 - not allowing students to use their cell phones as a calculator
 - allowing students to use their calculators for quizzes and tests
 - providing formulas on quizzes and tests
 - some allow students to make a cheat sheet because it is a form of “studying” when they put their “cheat sheet” together
 - some provide a summary sheet for their students with formulas
 - some give students “open book” tests so they have access to all their notes and the textbook when they take quizzes/exams

III. Assessment Instruments

- No opportunity to discuss

IV. Academic Dishonesty

- Require students to complete labs in class to reduce risk of cheating

Second Rotation – Notes provided by Laura-Anne Furlong, University of Limerick, Ireland

I. Components of Final Grade in Biomechanics Class

NOTE: some participants at the table taught both UG and Grad biomechanics classes

- Different types of assessments for final grade – exam, project, lab, each worth at least 25% of final grade
- Teaching Assistants provide feedback for labs

- To control # of grading – students write up all the labs, but only one lab is graded – students don't know which lab will be collected/graded so they know they must write up all their labs
- Components of overall grading – abstracts, labs, quizzes, papers.

II. Role of Problem Solving

- No opportunity to discuss

III. Assessment Instruments

- Some use a rubric – students are provided with the rubric before the activity is assigned and feedback is provided using the rubric.
- Suggestion – if a student disagrees with evaluation using the rubric, s/he is provided an opportunity to “explain” (written opportunity) how his/her answer meets a different step on the rubric (e.g., their answer is “thorough” or “complete” or “specific”)
- Discussion concerning “assessment vs. learning”
 - Are we testing “performance” with the exams or are we assessing whether or not “learning” is taking place.
- Application of information covered in class can be applied to labs in place of applied in a capstone project.
 - Use demonstrations in the labs.
 - Ask students at beginning of the semester to identify their “movement” interests (e.g., a specific sport, exercise) – require students to make application of concepts covered in each lab to their specific interest area at the end of each lab experience. Teacher provides feedback on the student's application to his/her interest area.

IV. Academic Dishonesty

- No opportunity to discuss

NOTE: Outline used to facilitate the discussion is included on the following page.

ISBS Pre-Symposium Round Table Discussions
Northern Michigan University
Marquette, MI USA
Monday, July 19, 2010
2:00 – 3:30

Meaningful Assessment

1. Components of Final Grade and relative contribution of each component to the final grade
 - Labs
 - components?
 - how involved is the write-up?
 - data collection (individual or one per group)?
 - individual grade or group grade?
 - complete in class or take home and type up a lab report
 - Exams
 - types of questions? multiple choice? matching? true-false? short answer? essay? problems?
 - provide formula? which ones should students know? allow a cheat sheet?
 - allow calculators?
 - Projects
 - Homework problems
 - study sessions
 - post problem solutions
 - Research papers
 - Difference between undergraduate and graduate classes?
2. Problem solving
 - Homework
 - Study problems
 - Tests
 - Check for cheating?
3. Assessment instruments
 - Rubrics – projects, problems, labs
 - Problem solving
4. Academic Dishonesty
 - Shared homework problem solving – websites?
 - Programmable calculators
 - Research papers
 - Cell phones – texting, pictures