

ASSESSING LEARNING

STANDARDS,
PRINCIPLES, &
PROCEDURES

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Council for Adult and Experiential Learning

Assessing Learning Standards Principles And Procedures

Dana S. Dunn



Assessing Learning Standards Principles And Procedures:

Assessing Learning Urban George Whitaker, 1989 *Assessing Learning* Council for Adult & Experienced Learning, 2006

A review of learning assessment includes work based learning and non credit based learning along with an updated set of standards for the assessment of learning and the awarding of credit for learning gained from experience *Assessing Communication Education* William G. Christ, 2013-11-05 Designed as a handbook this text provides media speech public speaking interpersonal small group and organizational communication and theatre educators with both the theoretical and practical ammunition to fight the assessment battles on their campuses The philosophical implications of accountability are balanced with concrete specific and usable assessment strategies Stressing student faculty course program department and institutional assessment this book's aim is to provide in one place information that will help diverse and complex communication programs face the growing challenges in assessment The book is divided into three sections background and foundational information for assessment broad assessment strategies that apply to a variety of media speech and theatre courses and programs and context specific assessment strategies While covering a host of topics it provides an overview of assessment and suggests how it might impact communication education discusses the elements of program assessment and how linkage of mission statements with outcomes can lead to strong innovative programs compares and contrasts regional association requirements and presents a specific how to strategy for writing outcome statements discusses teaching evaluation and argues that we need to identify the what of teaching before we try to measure the how looks at creative ways for formative and summative course evaluation that starts with the creation of an explicit syllabus discusses the use of capstone courses as a way of evaluating not only their major but also how students have integrated their total educational experience suggests the variety of ways that interpersonal communication can be assessed and calls for future research that stresses the knowledge component of learning reports on a strategy for developing small group communication assessment measures and provides media speech and theatre faculty and administrators with the background understanding and tools to build stronger programs and develop better courses and educational experiences for their students *Resources in Education*, 1991 **Principles, Practices, and Creative Tensions in Progressive Higher Education** Katherine Jelly, Alan Mandell, 2017-03-23 In this multi faceted case study of one progressive institution of adult higher education the editors and contributors to the volume lay out significant challenges confronting not just non traditional post secondary colleges and universities but all institutions of higher education in today's rapidly changing context Contending that nontraditional institutions are especially challenged in these turbulent times they argue that these organizations distinctive academic programs are among the most threatened in the landscape of higher education today The 19 essays that make up this volume highlight and examine key creative tensions rich interplays of emphases and values in higher education in order to illuminate and address more intentionally the questions that we must address Can we make constructive use of these

tensions Can we recognize what is at stake And can we chart a course that will both respond innovatively to rapid change and sustain a vision and the purposes and principles on which that vision rests Taken as a whole this volume sheds light on the questions and creative tensions that can with thoughtful attention help to keep an alternative progressive vision of adult higher education alive

Good Practice Accreditation of Prior Learning Lovemore Nyatanga,1997-03-01 Starting with a discussion of the origins of Accreditation of Prior Learning APL this text proceeds to look at the variety of models through which candidates are able to offer testimony of their prior learning It explores the theoretical principles first then illustrates with case studies

The Oxford Handbook of Undergraduate Psychology Education Dana S. Dunn,2015-08-07 The Oxford Handbook of Undergraduate Psychology Education is dedicated to providing comprehensive coverage of teaching pedagogy and professional issues in psychology The Handbook is designed to help psychology educators at each stage of their careers from teaching their first courses and developing their careers to serving as department or program administrators The goal of the Handbook is to provide teachers educators researchers scholars and administrators in psychology with current practical advice on course creation best practices in psychology pedagogy course content recommendations teaching methods and classroom management strategies advice on student advising and administrative and professional issues such as managing one's career chairing the department organizing the curriculum and conducting assessment among other topics The primary audience for this Handbook is college and university level psychology teachers at both two and four year institutions at the assistant associate and full professor levels as well as department chairs and other psychology program administrators who want to improve teaching and learning within their departments Faculty members in other social science disciplines e g sociology education political science will find material in the Handbook to be applicable or adaptable to their own programs and courses

Sociology of Education James Ainsworth,2013-04-11 The sociology of education is a rich interdisciplinary field that studies schools as their own social world as well as their place within the larger society The field draws contributions from education sociology human development family studies economics politics and public policy

Sociology of Education An A to Z Guide introduces students to the social constructions of our educational systems and their many players including students and their peers teachers parents the broader community politicians and policy makers The roles of schools the social processes governing schooling and impacts on society are all critically explored Despite an abundance of textbooks and specialized monographs there are few up to date reference works in this area

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A Chronology provides students with historical perspective on the sociology of education

The

Qualified Student Harold S. Wechsler, 2017-09-29 In *The Qualified Student* Harold S. Wechsler focuses on methods of student selection used by institutions of higher education in the United States. More specifically, he discusses the way that college and university reformers employed those methods to introduce higher education into a broader cross section of America by extending access to an increased number of students from nontraditional backgrounds. Implicit in much of this book is an underlying social and ethical question: How legitimate was and is higher education's regulation of social mobility? Public concern over colleges and universities' practices became inevitable once they became regulators between social classes. The challenging of colleges' admissions policies in the courts augments similar concerns that have been present in legislatures for decades. The volume is divided into three main sections: Prerequisites, Columbia and the Selective Function, and Implications. It focuses mainly on four universities: The University of Michigan, Columbia University, the University of Chicago, and the City University of New York. Wechsler maintains that unlike other universities, these institutions were pacesetters; they did not adopt a new policy simply because some other college had already adopted it. A new introduction brings the book, originally published in 1977, up to date and demonstrates its continuing importance in today's academic world of selective admissions.

Developing and Delivering Adult Degree Programs James P. Pappas, Jerry Jerman, 2014-02-25 This issue explores the growing field of adult degree programs and considers the theoretical underpinnings of such programs and hands on issues as curriculum, faculty, marketing, technology, financing, and accreditation, all with a goal of informing and equipping both scholars and practitioners. More and more adults who have been out of school for many years have turned to colleges and universities to complete undergraduate and graduate degrees that will make them competitive in the workforce, fulfill a professional requirement, or enrich them intellectually. Higher education institutions and many private organizations have responded to this demand by creating innovative degree programs aimed specifically at mature learners: students who want to self-design their educational programs and do not hesitate to change institutions if they believe their needs are not being met. This explosive growth in adult degree programs is largely the result of distance education technologies and the Internet. Other significant factors include the potential such programs have for providing additional revenue streams for institutions, the fierce competition from the private sector, and other higher education institutions, and the rising interest in interdisciplinary programs. This is the 103rd volume of the Jossey-Bass quarterly report series *New Directions for Adult and Continuing Education*.

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