

Scientific Teaching: “Assessment complete! Now what?”
Teaching Mentoring Program Sponsored by the CVM Teaching Academy

Readings and Resources:

Gathering evidence in scientific teaching:

Burton, S. J., Sudweeks, R. R., Merrill, P. F., & Wood, B. (1991). How to prepare better multiple-choice test items: Guidelines for University Faculty. <https://testing.byu.edu/handbooks/betteritems.pdf>

Clearly written and very thorough provides examples and explanations. Includes a 16 item checklist to use when reviewing multiple choice questions.

Lemons, P. P. & Lemons, J. D. (2013). Questions for assessing higher-order cognitive skills: It's not just Bloom's in Life Science Education <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3587855/>

Provides an example of supporting biologists learn to write objectives at specific levels of Bloom's taxonomy.

About teaching:

Weiman C. & Gilbert S. (2015). Taking a scientific approach to science education, Part I – Research in <http://www.asmscience.org/content/journal/microbe/10.1128/microbe.10.152.1>

The first of a two-part series which looks at the nature of learning and scientific expertise. Helps us take a step back from learning gains to gauge how those gains help students become discipline or content experts.