ACCOMPLISHMENTS

- 800 graduate students, faculty and postdocs
- 30-40 "Assessment Leaders" trained
- TA program redesigned
- Redesigned courses in Chemistry, Biology & Engineering
- Expand assessment of student learning focus to mentoring (in addition to teaching)
- Funding for MSU Curriculum & Assessment Community* (see back of page for details)

PFF-ASL AT MICHIGAN STATE ... BY THE NUMBERS

<table>
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<tr>
<th>HUMANITIES</th>
<th>SOCIAL SCIENCE</th>
<th>STEM</th>
<th>ECONOMICS</th>
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PROJECT PARTNERS

**STRATEGY**

Synergies
Disciplinary Partners
Communities of Practice

**PARTNERSHIPS**

**SYNERGIES**

**COMMUNITIES OF PRACTICE**

**ACTIVITIES**

- Deans funded 22 faculty to attend AACU assessment meeting (2/13)
- Faculty organized & participated in How People Learn series, a symposium of cognitive scientists.
- Faculty-led discipline-based teaching courses (focus on evidence-based teaching)
- Faculty & Postdocs & Grads redesigned courses in Biology, Chemistry and Engineering
- Teaching Assistant Program redesigned (emphasizes assessment & backwards design)
- CIRTL (FAST fellows & research mentoring program)
- Certification in College Teaching
- Humanities & Public Policy teaching fellowships enhanced focus on assessment.
- PFF-ASL Spring Institute (2013)
- PFF-ASL Assessment Colloquium (2013)
- PFF-ASL Assessment Leaders Program (2014)
- PFF-ASL Inside Teaching Lounges
- PFF-ASL MSU Community Curriculum & Assessment Center (2014)

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With new funding from “MSU Global” (MSU’s Innovation & Strategy Unit of the Office of the Provost), our goal is to provide a responsive web-based knowledge network to support emerging Networks of Practice (NoP) on the topic of **evidence-based learning** across STEM disciplines. Developed to extend the efforts of the generous grant from CGS, Sloan Foundation, and Teagle Foundation, this project will promote cultures of “evidence, production (of assessments & curriculum), and community”. Although useful for individuals at different stages of a postsecondary teaching career, the site will be initially targeted to graduate students and postdocs who are learning to engage in evidence-based teaching practice. Specifically, users of the site will be able to: (1) share best practices and **resources** on evidence-based learning; (2) participate in peer review, **engaging with others** about the uses and applications of these resources; and (3) build **skills** to enhance their ability to engage in evidence-based learning practice. The literature on networks of practice, practice-based learning, and trans-situated learning form the conceptual building blocks for this project. Visual assessments will be the focus.

Melissa McDaniels (Assistant Dean, The Graduate School), Stephen Thomas (Assistant Professor of Zoology), and Julie Libarkin (Associate Professor of Geology) [Principal Investigators]

A website ([http://biologytransformed.org/](http://biologytransformed.org/), under development) that will document the goals and objectives of a “transformed” introductory biology course focused on students working with knowledge using scientific practices, instead of merely being receptacles and organizers of facts. We describe what students and instructors actually do in a transformed course. We show how to plan for collecting information about what students are learning – and how to use information to build and adapt the next activity. We show how to incorporate scientific practices in every course activity – and how to be smart about time-intensive activities like exam planning and scoring and class meeting design. Finally, we show how to avoid common pitfalls of a student-centered course design by paying attention to scaffolding, pacing, and student feedback. All course activities include examples of our own artifacts, and all are grounded in evidence from discipline-based education research.

Diane Ebert-May (Professor of Plant Biology) and Anne-Marie Hoskinson (Postdoctoral Fellow) [Principal Investigators]