CAT's

Techniques for Assessing Learner Attitudes, Values, and Self-Awareness

Assessing Students’ Awareness of their Attitudes and Values

1. CLASSROOM OPINION POLLS - instructor reviews lesson plan and gathers up questions or interesting points that the students would express opinion about on that certain subject. Formulate a Poll of a few questions and then tally up the results to discuss how the students react.

2. DOUBLE-ENTRY JOURNALS - students read an assigned text and record in their first journal entry the main ideas, arguments and/or most controversial points. In their second entry the students express the values of the passage and explain the personal significance (i.e. interests, concerns, and values).

3. PROFILES OF ADMIRABLE INDIVIDUALS - have students write a brief, focused profile of an individual in a field related to course material whom they greatly admire their values, skills, or actions.

4. EVERYDAY ETHICAL DILEMMAS - instructor decides on a controversial issue and creates a dilemma that includes two or three questions that students must take position on. Students write up anonymous/individual responses (at home or in class) and finally discuss the issue (with the entire class or in small groups).

5. COURSE-RELATED SELF-CONFIDENCE SURVEYS - instructor coordinates a few simple questions into a survey to help get a measure of the students' self-confidence in a specific skill or ability that is new, unfamiliar, or familiar but failed to learn previously.

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Assessing Students' Self-awareness as Learners

1. **FOCUSED AUTOBIOGRAPHICAL SKETCHES** - instructor gears students to write a one to two page self portrait on a single successful learning experience, in which a student can write a well-focused analysis on that point in their life. This activity is the most effective at the beginning of the semester.

2. **INTEREST/KNOWLEDGE/SKILLS CHECKLISTS** - brief teacher-made list that includes all the topics that will be taught in that course on one half and the level of skills or interests on the other, which is given to the students to share their insight. This gives the instructor (who has a flexible syllabi) a way of approaching the topics and the approximate amount of time need for each.

3. **GOAL RANKING AND MATCHING** - use on the 1st or 2nd day of class, have students list a few learning goals that they hope to achieve through the course, and rank them in order of importance. Instructor should collect to get an idea of how they compare to the instructor's own goals.

4. **SELF-ASSESSMENT OF WAYS OF LEARNING** - instructor focuses on learning style(s) in which he/she would like to stress upon the students. Instructor creates a profile for the different types of learners followed by a couple questions. This way students and the instructor can get an idea of how they learn, along with the techniques the instructor should use to help address those learners.

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Techniques for Assessing Learner Attitudes, Values, and Self-Awareness

Assessing Course-Related Learning & Study Skills, Strategies, and Behaviors

1. **PRODUCTIVE STUDY-TIME LOGS** - instructor makes up a simple log in sheet for the students to record the amount of time spent studying, when they study, and how productive they were while studying. Then the students turn the Study-Time Logs in at a specific date and time that the instructor chooses.

2. **PUNCTUATED LECTURES** - this technique requires instructors and students to follow a simple five step procedure: listen (to the lecture), stop (the lecture), reflect (your behavior and understanding of content), write (insights to course material), and give feedback (on how it was taught and if there were any distractions).

3. **PROCESS ANALYSIS** - students record the steps they take to carry out a representative assignment and comment on the conclusion of their approaches. Beneficial for physical procedures such as music, dance, physical education, etc.

4. **DIAGNOSTIC LOGS** - students write up focused versions of the academic journals. It includes an analysis/summarization of what the student learned in that course. The student then reviews what was written and evaluates their strengths and weaknesses and the different possibilities for solving them.

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