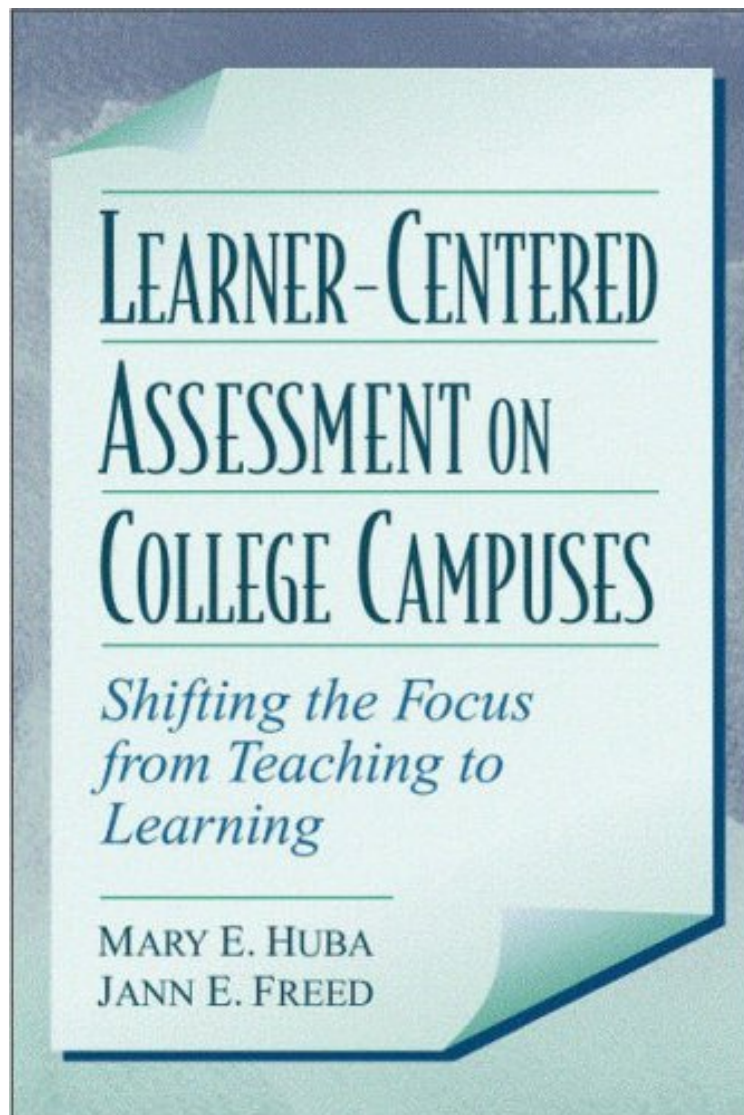


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Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning

Mary E. Huba, Jann E. Freed
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Mary E. Huba, Jann E. Freed : Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning before purchasing it in order to gage whether or not it would be worth my time, and all praised Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning:

55 of 60 people found the following review helpful. A great surpriseBy Jim FormosaAs a faculty developer and

instructional designer I am constantly on the lookout for good resources. Every once in a while, a jewel turns up. I must say that this is a pure jewel. I have had my copy for about six weeks and have read it once and am in the process of rereading it a second time. For faculty who really want a good understanding of student-centered instruction as well as assessment, I highly recommend this book. It is replete with examples and the section on developing and using rubrics is exceptional. I consider this book a must have for faculty member's professional library. Jim 0 of 0 people found the following review helpful. *Learner Centered Assessment* By Dr Ken Very useful for dealing with changing requirements for college level teachers. The book helps conceptualize the differences between assessing knowledge and assessing learning. A good tool for everyone's toolbox. 16 of 17 people found the following review helpful. Grant Wiggins, *Warmed-Over* By Constant Reader I got this book after reading the reviews posted here, and found it rather disappointing. First, the authors have taken from Grant Wiggins the idea that 'authentic assessment' should include assignments that test 'real-world' skills and interpreted it *very* literally; as a result you will find many examples here from soil science, forestry and engineering, but almost nothing at all from the humanities (I teach history and found no applicable examples). Combined with this is an implicit argument that the point of education is preprofessional training; the authors embrace the idea that the student is a consumer purchasing a skill set from teacher-salesmen. On top of that, it's very clumsily written. I found this a narrow and discouraging view of student-centered learning, which at its best not only applies well to the humanities, but offers a wider perspective on the 'preprofessional' as well: missing here are the ideas of generating essential questions, any discussion of how to incorporate those into syllabus design, or a coherent bigger picture in which engaging assignments that duplicate 'real-world' work are fitted into a learning trajectory. There is, however, a fair amount of discussion of the practice of assessment techniques such as the portfolio etc., but this can also be found in books that apply to a wider range of educational topics. Readers, esp. those from the humanities, interested in learner-centered assessment *and teaching* would be better served by going straight to Wiggins instead of reading the excerpted and narrower version of his arguments presented here.

Learner-Centered Assessment on College Campuses integrates current thinking and research regarding the learning of undergraduate students with principles of best practice in assessment and teaching. The book will help readers see the connection among three powerful trends in higher education today: the focus on learning and learners, the emphasis on the assessment of learning, and the need to continually improve what those in higher education do. Grounded in principles of constructivist learning theory and continuous improvement, the book provides opportunities for readers to make connections with what they already know about assessment, integrate new information with their current knowledge, and try new approaches to enhance the learning of their students. Readers will consider what it means to shift from a teacher-centered paradigm of instruction to a learner-centered paradigm. The book offers practical approaches to help formulate intended learning outcomes, gather feedback from students to guide instruction, and develop scoring criteria for guiding and evaluating student work. Readers will learn how to assess students' ability to think critically, address enduring and emerging issues and problems in their disciplines, and use portfolios to promote and evaluate student learning. Numerous questions to guide implementation, as well as examples from a variety of disciplines and institutions are provided. For higher education administrators or those in faculty development.

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