The raw assessment data for the unit on sampling methods I conducted in my PSY 330: Research of Psychology course at York College

ASSESSMENT RESULTS AND LEARNING GOALS

I had three learning goals for this exercise:

1)   Knowledge and conceptual understanding: *Demonstrate understanding of sampling methods*

2)   Thinking and other skills: *Determine appropriate sampling methods and their strengths and weaknesses*

3)   Attitudes, values and dispositions: *Have confidence in using quantitative reasoning to explain sampling methods*

Assessment results indicate that most students demonstrated understanding of different sampling methods. However, some students could identify the most appropriate sampling method for a task better than other students, and some students were more proficient in using quantitative reasoning to solve sampling problems and to identify sampling methods strengths and weaknesses than other students. Thus, results show that conceptual understanding and thinking skills concerning sampling methods was unevenly distributed among students. At the same time, all students expressed that they were "somewhat confident" about their ability to explain sampling methods, suggesting that all students gained confidence in their knowledge and abilities concerning sampling methods regardless of their level of application of these concepts and skills.

EFFECTIVENESS OF ASSESSMENT INSTRUMENT
I believe the instrument was effective in measuring students' knowledge and abilities regarding sampling methods because the instrument paralleled the types of knowledge and skills presented in class. The assessment instrument required students to use real data in real-world scenarios, which was similar to the exercises students completed in class. Given the range of participant scores on the assessment instrument, I recognize that my instructional activities need improvement. I think students need more time to complete the sampling methods exercise and to process what they learned (and didn't learn) as a result of doing the exercise, and I need to provide this time for them to do so. When I repeat the exercise the next time I teach the class, I will allow more time and discussion and once again I will administer the assessment instrument to see if learning outcomes are improved by this change in pedagogy

REFLECTIONS ON USE OF INSTRUCTIONAL AND ASSESSMENT MATERIALS
The value of the instructional instrument I created regarding sampling methods was that it provided space for students to construct their own understanding of sampling methods and their strengths and weaknesses. On the other hand, this exercise took a lot of class time to run, and hence I had to give up class time devoted to other content and skills. (Of course I recognize that

learning takes time and application; simply 'covering' a topic doesn't ensure learning.) For me, use of the instructional and assessment materials reaffirmed the importance of 1) providing the space for students to construct understanding and 2) conducting assessment of what students learn (or don't). Thus, I will use the NICHE materials again and continue to use them to modify my teaching of sampling methods.