IMPLEMENTING CORE ABILITIES INTO COURSEWORK

WORKSHOP
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WHAT ARE THEY?

Core Abilities are global or general skills that are addressed throughout the academic experiences in a degree program, whether that program is the general education A.A. Degree or any of the Career and Technical Programs Degrees. Core Abilities transfer across context: from one course to the next, from one program to another, from a transfer institution, and/or from the work world.
CORE ABILITIES

These broad abilities or skills are central to an individual’s career success and growth as a lifelong learner. Students may be successful in completing their individual course work, but they will only succeed in their personal and career goals if they grow Core Abilities as well.
CORE ABILITIES

Core Abilities and their associated learning indicators are linked closely to the institution vision, mission, and philosophy. As broad learning outcomes, they are also infused throughout the stated performance competencies in any given program, discipline, or course.
CORE ABILITIES

In Silva's 2008 "Measuring Skills for the 21st Century" report, she says "decades of research reveal that there is, in fact, no reason to separate the acquisition of learning core content and basic skills from more advanced analytical and thinking skills." These higher order thinking skills are called "core abilities."

WCCCD INSTITUTIONAL OUTCOMES

- Read, write and speak effectively
- The role of culture and the arts
- Apply the methods of science
- Mathematical and technological skills sufficient for personal and career needs
- Know the basic, social, political, and economic issues of the contemporary work
WCCCD INSTITUTIONAL OUTCOMES

- Humanity and the diversity of cultures
- Think critically about the issues that arise in daily life
- To work ethically and effectively with others
- Lifelong learner
HOW ARE INSTITUTIONAL OUTCOMES EVALUATED?

- **course**
  - Writing Assignments
  - Tests
  - Quizzes

- **Program**
  - Capstone
  - Portfolios
  - Licensure/Certification

- **Institutional**
  - Degrees
  - Alumni Surveys
  - CCSSE
PEDAGOGY

Traditional lecture styles facilitate rote memorization and result in students forgetting information following an examination. Student attention and retention have been shown to be affected during a traditional 60-minute lecture. Student attention span is approximately 15 minutes with lecture-based pedagogy.
Substantial decline in student retention of information presented after the first 10 minutes of lecture has also been documented. This decline continues throughout the 60-minute period with the lowest percentage of information retained being presented during the last 10 minutes.
Active learning requires students’ participation in the classroom and helps them to become more responsible for their own learning. Evidence supports the use of active learning to stimulate higher-order thinking and improve student motivation to learn.
What is an institutional rationale for implementing WAC; how do students benefit from WAC programs?

Frequent informal writing opportunities along with formal writing assignments play a crucial role in developing critical thinking skills, learning discipline-specific content, and building competence in the modes of inquiry and communication specific to each discipline and profession (Core ability #1.)
The purpose of the writing across the curriculum Summer pilot was to develop an assessment technique to evaluate the read, write, and speak effectively to determine how students are writing in all disciplines. There were 6 Criteria evaluated:

- Assignment Objectives & Purpose
- Organization
- Level of Content
- Development
- Language Usage & Style
- Grammar & Mechanics
Writing is the responsibility of the entire academic community. It promotes learning and should be continuous throughout the academic years. Only by practicing the conventions of an academic discipline will students begin to communicate effectively within that discipline.
WAC

Increases comfort with writing and supports skills development. Assignments are short and informal and can be performed either in or out of class.

Examples include:

- writing and reading journals
- summaries
- response papers
- learning logs
- problem analysis
- Other examples???
WRITING TO LEARN

Pedagogical approach:
values writing as a method of learning that aids comprehension/retention of information and helps students work through concepts and apply what they learn.
DISCIPLINE-SPECIFIC WRITING

Recognizes the unique language conventions, format, and structure of writing in each discipline and that the style, organization, and format acceptable in one discipline may not appropriate in another.
Students should use these conventions to participate successfully in the academic discourse of their community. Common assignments—reports, literature reviews, project proposals, and lab reports—can be combined with WTL activities to help students think through key concepts and ideas, in their disciplines.
WORKSHOP

Let me hear from you! Workshop format explained.