Slides are available at: <https://assessment.ucdavis.edu/CA2020AAHLE>.

**Please download this document so you have your own copy.**

# Participant Learning Outcomes

*By the end of this session, through active engagement, participants should be able to:*

1. Explain how transparency-focused research can lead to more equitable assessment practices;
2. Describe how student-led research is more inclusive;
3. Articulate potential uses of this research model in your own contexts; and
4. Articulate how you might use our results to inform decision-making in your own contexts.

# Abstract

The Curious Aggies project engages students in efforts to promote transparency and inclusivity in campus discussions about how to improve student learning. Co-designed and conducted by student assessment researchers, the purpose of the project is to identify the extent to which learning outcomes are transparent to students at a large, public, research-intensive university. In this session, participants will engage in small-, and large-group examinations of student-generated data and discuss potential applicability of findings to participants’ contexts.

Equity through transparency

Inclusivity through students’ voices

# Breakout session 1 - Potential Uses of the Research Model

PLO 3: Articulate potential uses of this research model in your own contexts

*Before you start your discussion, please introduce yourself.* (Name, institution, what brought you to this session)

Two characteristics of our research model are:

* Mixed methods
  + Quantitative approach: Survey
  + Qualitative approach: Follow-up small-group student-led interviews
* Students as research partners

1. What are some potential uses of this research model in your own context?
2. In your context, would you use a different approach to answer questions about clarity and transparency of SLOs?

# Breakout session 2 - Application of Results

PLO 4: Articulate how you might use our results to inform decision-making in your own contexts.

Review the summary of our results below and then answer the questions.

*Summary of our results:*

* + Instructor/TA, syllabus, homework, and exams/tests were the most popular sources where students initially found out SLOs.
  + Induction was the most frequently named strategy students used to find out what they were expected to learn. The next most frequent strategy was deduction.
  + The least frequently mentioned strategy was: Do Nothing.
  + When SLOs are unclear, students refer to syllabi and lectures.
  + When SLOs are unclear, students prefer asking peers and TAs rather than professors.
  + Students articulated negative implications resulting from unclear SLOs and positive implications when SLOs are clear.

1. To what extent do you think you would find similar results in your context? Why? Why not?
2. If you were to find similar results, what actions would you take to ensure that students know what they are expected to learn? Specifically: How might you address the negative implications for students who are not clear on what they are expected to learn?

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# Want to know more?

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