

## Inventory: Questions

- What educational philosophy, principles, theories, models of teaching, research on learning, or shared assumptions underlie curricular design, instructional design, pedagogy, or use of educational tools to promote institution- or department-level learning outcomes for student learning?
- What pedagogies or educational experiences develop the knowledge, understanding, habits of mind, ways of knowing and problem solving that the institution values or a department values?
- How do students become acculturated to the ways of thinking, knowing, and problem solving that the institution or a department values?
- How do faculty and staff intentionally build upon each other's courses and educational experiences to achieve institution- as well as department-level learning outcomes?
- Which teaching strategies, educational processes, or educational experiences promote institution- and department-level learning outcomes? How do you vary these strategies, processes or experiences for different ways of learning?

**Inventory: Analysis of Assessment Method Used in a Course or Educational Experience to Assess Students' Achievement of an Institution- or Program-Level Expectation**  
**Course or Educational Experience:** \_\_\_\_\_

<b>Design</b>	<b>Pedagogy and Use of Educational Tools</b>	<b>Assessment Method: Context</b>	<b>Assessment Method: Content</b>
Describe how you design a course or educational experience to contribute to students' demonstration or representation of an institution-or a program-level expectation:	Identify ways in which students actually learn what you intend, for example in collaboratively-designed projects, simulations, memorization, use of equipment, self-reflection in response to a task:	Describe your assessment method and the context within which students respond to it, for example at the end of an internship, in a multiple choice test, in a laboratory assignment:	Describe the content that you expect students to know in order to respond to this assessment method, for example, material learned in this particular course or experience or content you assume they learned in previous courses or experiences:

**Expectation for Learning:** \_\_\_\_\_

**Course or Educational Experience:** \_\_\_\_\_

<b>Program- or Institution- Level Learning Expectation:</b>	<b>Course or educational experience explicitly states this expectation.</b>	<b>Students demonstrate or represent their learning of this expectation.</b>	<b>Students receive formal feedback about their demonstration or representation of learning.</b>
	<b>Yes/No. If yes, explain</b>	<b>Yes/No. If yes, explain</b>	<b>Yes/No. If yes, explain</b>
<b>1.</b>			
<b>2.</b>			
<b>3.</b>			
<b>4.</b>			