

Summative Notes from the QR Workshop (3 March 2017)

Wrap-up – findings and where we go from here

- QR content is already included in many/most Area R & Area S courses already. Our three presenters did an excellent job at showing how QR can be applied in a wide variety of settings and courses. – It was a big help to recognize that the words “trends,” “rates,” “inequalities,” etc are inherently quantitative.... however, there may not be intentional assessment of that content yet.
- When assessing the existing or new QR content, be sure to look for assignments that ask students to respond-communicate at the higher levels of Bloom’s taxonomy. (And reconsider existing GELOs for Areas R & S changing action verbs (e.g. Replace “Describe” with “Analyze” or similar).
- It might make more sense to modify existing GELOs than to add an additional GELO.
- CSU-MB had some wonderful practices that we should consider very seriously:
 - Assignment Guides
 - Faculty resources and faculty development
- Images of each breakout table’s white board work were transcribed for the benefit of the Task Force. The agenda and pdf versions of all presentations and working documents will be posted to a QR website (hosted by the Office of Graduate and Undergraduate Programs (GUP))