UTSA Educational Research Training Program: P-20 Pipeline Issues

Educational Testing Service (ETS) Workshop Agenda
Monday, March 11, 2019 - Friday, March 15, 2019
9:00a.m – 3:00p.m.
UTSA CAPRI Conference Room MNTB 2.260

Sunday, March 10, 2019

NOTE: All fellows will meet Sophia Ortiz at 3:00pm at the front desk. Please be on time.

Hotel check-in: 3:00pm

Hotel Information:
Doubletree by Hilton San Antonio Downtown
502 West Cesar E. Chavez Blvd
San Antonio, Texas, 78207
210-224-7155
Hotel Contact: Jennifer Perez

UTSA Contact Information:

Sophia Ortiz: 210-458-2692 Office/210-571-5828 Cell (Emergency Only)

Dinner check-in: 5:00pm
Dinner Arrangements: Pico De Gallo Restaurant
                         111 S. Leona St.
                         San Antonio, Texas 78207

All Mellon and IES Fellows will be meeting at 5:00pm at Pico De Gallo. The restaurant is within walking distance from the hotel (by the Buena Vista Bldg.)

Diner with Dr. Romo, Dr. Carmona, Dr. Gonzalez, Sophia Ortiz, Luvin Deleon, Alyssa Kulka and Emma Phearse

Transportation Information: You also have the option to park at the **UTSA parking lot (Monterey Bldg.)** <u>with or without</u> a UTSA parking permit in the **Commuter Parking Spaces ONLY** (see map below). We **cannot** pay hotel-parking fees.

Downtown Campus Parking Map

501 West César E. Chávez Blvd.
San Antonio, Texas 78207

Monterrey Building

Legend:
- COMMUTER C PARKING
- RESIDENT H PARKING
- RESIDENT U PARKING
- DISABLED PARKING
- RESERVED PARKING
- EMPLOYEE A PARKING
- EMPLOYEE B PARKING
- SHORT-TERM HOURLY PARKING
- GARAGES (Garage Permit, Short-Term, & Disabled Parking Only)
- ★ MOTORCYCLE PARKING
- Ⓟ HOURLY PARKING PAY STATION
- ☆ WELCOME CENTER
- ⓘ INFORMATION BOOTH
- Ⓒ GARAGE CASHIER STATION
- CAMPUS SERVICES
- VIA BUS STOP

During Spring Break week, all vehicles may park in <u>**Unmarked Commuter Parking Spaces**</u> (orange spaces).

UTSA Educational Research Training Program: P-20 Pipeline Issues

CAPRI

Monday, March 11, 2019

Title of the Presentation: Financial Literacy
Presenter: Cheryl Lange, UTSA Fiscal Specialist

Title of the Presentation: Personal Statements and Time Management
Presenter: Dr. Gonzalez-Lopez, UTSA Tomas Rivera Center

Facilitator: Dr. Romo, Dr. Carmona, Dr. Gonzalez

Time	Topics
8:30am - 9:00am	Breakfast at CAPRI
9:00am - 10:00am	Introductions (by UTSA Faculty, Staff and IES & Mellon fellows) • Discuss career paths, why academic or non-academic jobs were selected, and how to address faculty or professionals in non-academic settings
10:00am – 10:15am	Break at CAPRI
10:15am – 11:15am	Session Part 1: Financial Literacy Presentation
11:15am – 11:30am	Fellows Question & Answer (wrap-up) on Presentation
11:30am - 12:30pm	Lunch in CAPRI Conference Room
12:30pm – 1:00pm	Brief overview with Dr. Romo, Dr. Carmona and Dr. Gonzalez
1:00pm – 2:00pm	Session Part 2: Personal Statement and Time Management
2:00pm – 2:15pm	Break
2:15pm – 3:00pm	Wrap-up and Q & A about financial literacy, personal statements, or time management. EVALUATION Hand-Out Day 1
4:00pm	Dinner with ETS at Mi Tierra Restaurant

UTSA Educational Research Training Program: P-20 Pipeline Issues

Title of the Presentation: Research
Presenter(s): ETS presenter
Facilitator: Dr. Romo and Dr. Carmona

Time	Topics
8:30am - 9:00am	Breakfast
9:00am - 9:15am	**1. Introductions.** Start off by describing *you*. These students are interested in why you chose educational research as a career, how you got to where you are now and why you care enough to be there. Focus on the path you took, not just on the work you do. Then ask the students to introduce themselves.
9:15am – 9:25am	**2. Best and Worst Classes.** Divide the chalkboard/whiteboard into 2 sections. On one side, write "the best class I have ever had" and on the other side write "the worst class I have ever had." Under each of these headings, write "what the teacher did" and "what the students did." Start off by writing your own answer and then have the students share what they liked and disliked about past courses, being careful not to mention any course, department, or instructor by name. At the end, point out to students what you would like to achieve as an instructor but emphasize that you can't do it alone. ***The purpose here is to get an understanding of students' expectations and to encourage participation.***
9:25am – 9:30am	**3. Learning Objectives & Agenda.** Give a brief overview of the goal of the program and how the next two days are broken down. Encourage discussion and let the group know that there will be exercises throughout.
9:30am – 9:40am	**4. Discussion: What is Educational Assessment?** a. Split the students into smaller groups and ask them to discuss the questions on the slide. Give the groups five minutes to discuss and to choose a spokesperson who will then report out (five minutes). ***The purpose here is not to explain what assessment is or to correct any flawed assumptions, it is to let the students think through their concept of assessment.***
9:40am - 9:55am	**4. Discussion: What is Educational Assessment?** a. Split the students into smaller groups and ask them to discuss the questions on the slide. Give the groups five minutes to discuss and to choose a spokesperson who will then report out (five minutes). ***The purpose here is not to explain what assessment is or to correct any flawed assumptions, it is to let the students think through their concept of assessment.*** b. Play the following video: https://www.youtube.com/watch?v=JHZsz_j_z7A

	c. Ask the group: "Have you ever thought of assessment in these ways?" *Again,* **the purpose here is not to explain what an assessment is or to correct any flawed assumptions, it is to let the students think through their concept of assessment.**
9:55am-10:25am	**5. Presentation: Types of Assessment** Give a high-level overview and **an example** of each of the types of assessment listed on the slide. *Note: the definitions were taken from:* https://www.exeter.ac.uk/staff/development/academic/resources/assessment/principles/types/ Formative assessment is an integral part of teaching and learning. It does not contribute to the final mark given for the module; instead it contributes to learning through providing feedback. It should indicate what is good about a piece of work and why this is good; it should also indicate what is not so good and how the work could be improved. Effective formative feedback will affect what the student and the teacher does next. Summative assessment demonstrates the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or program, and which contributes to the final mark given for the module. It is normally, though not always, used at the end of a unit of teaching. Summative assessment is used to quantify achievement, to reward achievement, to provide data for selection (to the next stage in education or to employment). For all these reasons the validity and reliability of summative assessment are of the greatest importance. Summative assessment can provide information that has formative/diagnostic value. Work-integrated assessment is an assessment where the tasks and conditions are more closely aligned to what you would experience within employment. This form of assessment is designed to develop skills and competencies. Diagnostic assessment, like formative assessment, is intended to improve the learner's experience and their level of achievement. However, diagnostic assessment looks backwards rather than forwards. It assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. It is often used before teaching or when a problem arises. Dynamic assessment measures what the student achieves when given some teaching in an unfamiliar topic or field. An example might be assessment of how much Swedish is learnt in a short block of teaching to students who have no prior knowledge of the language. It can be useful to assess potential for specific learning in the absence of relevant prior attainment, or to assess

	general learning potential for students who have a particularly disadvantaged background. It is often used in advance of the main body of teaching. Synoptic assessment encourages students to combine elements of their learning from different parts of a program and to show their accumulated knowledge and understanding of a topic or subject area. A synoptic assessment normally enables students to show their ability to integrate and apply their skills, knowledge and understanding with breadth and depth in the subject. It can help to test a student's capability of applying the knowledge and understanding gained in one part of a program to increase their understanding in other parts of the program, or across the program as a whole. Synoptic assessment can be part of other forms of assessment. Criterion referenced assessment judges achievement against specific criteria. In principle no account is taken of how other students have performed. In practice, normative thinking can affect judgements of whether or not a specific criterion has been met. Reliability and validity should be assured through processes such as moderation, trial marking, and the collation of exemplars. Ipsative assessment is an assessment against the student's own previous standards. It can measure how well a particular task has been undertaken against the student's average attainment, against their best work, or against their most recent piece of work. Ipsative assessment tends to correlate with effort, to promote effort-based attributions of success, and to enhance motivation to learn.
10:25am-10:35am	Break
10:35am-11:25am	**7. Exercise:** Separate the students into groups (4-5 per group). Ask each group to decide on a topic for which they will create an assessment for. Do not give them any further instructions (you can, however, let them know that you are intentionally not giving them specific instructions). ***The purpose here is for them to realize just how hard it is to begin and build an assessment.*** Facilitate the exercise as follows: 1. Instruct the students that they have five minutes to get into their groups and agree on a topic but that they are not allowed to ask any questions. 2. Instruct the students that they have ten minutes to agree on what type of assessment they will create and to write down any questions they have. 3. Open the "floor" up to a five minute Q&A. ***The purpose here is to save time and to allow all the groups to hear answers to all the questions.*** 4. Instruct the students that they have 15 minutes to design the assessment and write their assessment questions.

	5. Give each group three minutes (15 minutes) to present their topic, type of assessment and their approach to the design. •
11:25am -11:40am	**8. Discussion:** Ask, *"So what did you think about the last exercise? What did you find difficult? Was anything frustrating?"* ***The purpose here is to lead them into the next topic: the importance of research in testing.*** Write their responses on the white board and then look for themes that relate back to research. For example, before you can create an assessment you need to know: • What you are assessing (what your research question is) • What you are measuring • Who you are measuring • What the purpose of the assessment is • If your assessment is relevant and timely • What the stakes are for the test takers • Etc, etc.
11:40am- 12:10pm	**9. Presentation: The Research Behind Assessment** Start by saying something akin to: *"Think back to the exercise we just did. If I had asked you to create an assessment on the energy flow through photosynthesis, would you have been able to do it? So the first step in creating an assessment is having someone who has an in-depth knowledge of the content."* Walk the students through each slice of the pie on the slide: a. In educational measurement, the content experts are typically people who have a background in cognitive or non-cognitive science. Cognitive scientists focus on the mind and its processes. They focus on how people learn and they can specialize in many different areas. Non-cognitive scientists focus on behavior and they too can specialize. Take a look at the handout. b. Once a scientist has a research question that he or she would like to explore utilizing an assessment, he or she then seeks the advice of a psychometrician. Psychometricians are experts in *how* to measure knowledge, abilities, attitudes, and personality traits. c. The next step is to figure out what questions will be on assessment and how the assessment will be delivered. This is where assessment developers and technologists come in.

	Assessment developers are experts in a particular subject who write the questions – what we call items – and then arrange them into a test. Technologists are the experts who bring the assessment to life. d. Finally, once an assessment is packaged, we conduct pilot tests and our statistical experts review the data to ensure the scores are reliable, accurate and that the assessment is in fact a useful tool given the original intent. And then, the process begins again.
12:10pm-12:25pm	**10. Real-life Application:** Now that the students have been introduced to the concepts, share your experience. Think of a study you worked on and chart the steps in a slide. Try to use a study that had obstacles so the students can get a sense of how you worked with a psychometrician, assessment developer and/or validity expert to resolve the issue. Walk the students through your experience.
12:25pm-12:30pm	**11. Summary:** Close-out the first half of the day by playing the following video: https://www.ets.org/s/toefl/flash/29809_TOEFL-research.html
12:30pm-1:30pm	Lunch in CAPRI Conference Room
1:30pm-1:50pm	**13. Presentation: Quantitative versus Qualitative** Discuss differences between quantitative and qualitative. Be sure to mention mixed-methods. For more in-depth info, visit: https://atlasti.com/quantitative-vs-qualitative-research/ https://www.snapsurveys.com/blog/qualitative-vs-quantitative-research/ a. Ask the class to choose which method they think would be best suited for each of the following research projects:
1:50pm-3:30pm	**14. Project: Research Study on Current Trends in Research** a. Break the class into groups. Give each group a topic that is considered to be burgeoning in educational research; i.e., personalized learning, socio-emotional learning, the use of artificial intelligence in assessment, active learning, formative assessment, virtual learning, the use of virtual reality in assessment, game-based assessment and learning, etc. b. Give the group 60 minutes to research the topic and to develop a five minute presentation that they will deliver to their classmates. (Tell them they can leave the room and work outside or in a common area). Also let them know they can take a 10 minute **BREAK**.

	c. Groups deliver their presentations.
3:30pm-4:30pm	**15. Video Panel: Research professionals in Princeton and California** Moderate a video-conferencing panel with 3 or 4 research professionals who are passionate about their work, have overcome obstacles and are willing to provide advice. The panel can be made up of professionals who are at different levels in their career and/or perform various roles (i.e., research associate, research project manager, scientist, and statistician) but they need to be engaging and willing to share their story. a. Ask the panelists to briefly introduce themselves and describe what they do. b. Ask the panelists to share why they chose to do the work they do. c. Ask the panelists to share one bit of advice that can help the students be successful in a career in educational measurement. d. Open the floor to the students and allow them to ask questions. ***EVALUATION Hand Out Day 2**
4:30pm	**Dinner On Your Own**

UTSA Educational Research Training Program: P-20 Pipeline Issues

Wednesday, March 13, 2019

Title of the Presentation: Fairness & Innovative Assessments
Presenter(s): Jhan Berry, Jessica Andrews
Facilitators: Dr. Carmona, Cheryl Lange, Jose Hinojosa, Arlette Perez

Time	Topics
8:30am - 9:00am	Breakfast CAPRI
9:00am - 9:15am	**1. Check-In:** Ask the students to share one thing that they learned from the day before.
9:15am-9:20am	**2. Review the remaining agenda:** • **Fairness in assessment** • **Innovative assessment** • **Meet the assessment pros** • **Formulating your research interest**
9:20am-9:40am	**3. The Life of An Item** Acknowledge that there is controversy within assessment in regards to fairness but that responsible assessment companies have stringent guidelines and procedures to ensure their tests are fair. Play the video: https://etsorg1.sharepoint.com/portals/hub/_layouts/15/PointPublishing.aspx?app=video&p=p&chid=cabef697-d9f2-4ab5-85d0-423f5523608a&vid=569be11b-7de9-4993-a0b9-c27c1625feb7
9:40am-10:40am	**4. Presentation: Fairness Training** (to be delivered by a certified fairness reviewer) ETS Guidelines for Fairness Review.101
10:40am-11:00am	**5. Exercise: Examples of ETS Fairness Violations** Break the class into groups and have them review the items to see if they can find the violations.
11:00am-11:10am	Break CAPRI

11:10am-12:00pm	**6. Presentation: Innovative Assessments** Discuss the use of digital tasks (e.g., games and simulations) for assessment
12:00pm–1:00pm	Lunch (in CAPRI Conference Room)
1:00pm-1:30pm	**7. Roundtable: Formulating Your Research Question and Research Interests**
1:30pm-2:00pm	**8. Presentation: Collaborative problem solving assessment** Discuss work on collaborative problem solving assessment
2:00pm-3:30pm	**9. Activity: Collaborative problem solving tasks** Students form groups and complete online collaborative problem solving tasks used for assessment. Discuss experiences with the task and the kinds of skills that can be explored with the tasks
3:30pm-3:40pm	**BREAK CAPRI**
3:40pm-4:20pm	**10. Exercise: Online Scavenger Hunt – Programs and Jobs in Educational Research** a. Tell the students that their final exercise is to find graduate programs and career opportunities in educational research. b. Ask the students if anyone has a particular interest that they would like to explore. c. Group the students according to their interests as best you can or assign each group a specific major. d. Instruct the groups to find at least three graduate programs and at least three jobs that they are interested in. e. Have a spokesperson from each group report out on what they found (5 minutes).
4:20pm-4:30pm	**11. Discuss logistics for SAO office visit. EVALUATION Hand Out Day 3**
4:40pm	**Dinner On Your Own – Travel Advance Card**

Thursday, March 14, 2019

Title of the Presentation: ETS Site Visit
Presenters: ETS Staff
Facilitators: Dr. Carmona, Jose Hinojosa, Arlette Perez

NOTE: All fellows will meet Sophia Ortiz at the checkout desk at 7:30am. Please be on time, as we will need to take luggage to UTSA CAPRI until we return from ETS Headquarters.

Time	Topics
7:30am	**Hotel Check-out**: After checkout we will walk to UTSA CAPRI to leave luggage
8:30am	**Transportation:** We will UBER to ETS Office to arrive by 9:00am Educational Testing Service, 10999 Interstate 10 W., Suite 400, San Antonio, TX 78230, (on the Southeast corner of Huebner and IH-10 W).
9:00am-9:30am	1. **SAO Office Tour/Meet and Greet – Breakfast provided by ETS**
9:30am – 10:00am	**2. Review of Day 2:** Discuss things learned from Day 2 and solicit questions about any Day 2 activities (innovative assessments, fairness, research questions, research interests, graduate programs, jobs)
10:00am -11:30am	**3. SAO Panel (Working Lunch) - Lunch Provided by ETS** Four or five staff members from SAO form panel to discuss their educational backgrounds, trajectories, and work they do at ETS Students are welcome to ask questions throughout. Q&A time will be set aside at the end as well.
11:30am – 12:00pm	**4. Wrap-up and Evaluations** Close the program out on a positive note. Share what you have learned from them and thank them for their time!
12:00pm	Depart from ETS office to UTSA DT Campus. EVALUATION Hand Out Day 4