Creative & Effective Ways of Evaluating Learning
Below is the list of creative and effective ways of evaluating learning developed in class by the Spring 2009 students in Principles of College Teaching.

**Individual Assignments**
Make/create an acronym
Short summary of class period topics
Open-ended statements – fill-in-the-blank at the end of each class period
Create patterns
Individual application/hands-on learning
Have students write questions related to the material
Student-created test questions
Have students “explain in-your-own-words”

**Presentation**
Have students teach a section/give a presentation/demonstration
Give a speech

**Projects**
Design projects/semester projects
Research Project
Portfolio
Interview
Critiques
Case study analysis

**Papers**
Response papers
Research papers
Reflection paper
Journaling

**Group work**
Answer questions at the end of a unit
Student committees for feedback
Group paper
Presentations – group responsible for an article and present it to the class
Small group application/activity
Turn to your partner – note cards – write down 10 points of interest from a viewed presentation
Group discussion

**Application**
Live experience/apprenticeship/internship
Find real world examples
Hands-on labs
Games/fun activity

**Social Experience**
Home visit
Social situations
**Individual Feedback**
Survey of “concepts” but “applications”
Survey response- KSOL

**Student Evaluation**
Peer evaluations/feedback
Love letter – 1 side of handout – answer questions about what they see,
  2nd side write a love letter with feedback to whom they are watching
Self evaluation
Peer evaluation – to share with each other, or to simply hand in
Intermediate evaluation of student progress: student to student where feedback
  from someone else is incorporated into their own final grade

**Testing**
Exam – Essay, MC, application
Quiz – Pop, Graded, Ungraded
Pretest- Have a pre-quiz to assess prior knowledge and then test
  that on the final exam
Intermediate evaluation for a final project
Ask same question on the exam every year, and then assess scores to see
  if your teaching is getting better