

RESOURCES ON EVALUATING AFFECTIVE OUTCOMES

Writing Test Items To Evaluate Higher Order Thinking.

Haladyna, Thomas M.

This guide is designed to help teachers create test items that measure a variety of higher level thinking abilities. Part One, "Foundations for Item Writing," provides a context for item writing. Chapter 1 provides an overview of the book and defines basic concepts, principles, and terminology. Chapter 2 integrates research literature to develop a typology of student behavior that is used throughout the book. Chapter 3 presents item formats and arguments for the use of various types. Part Two, "Writing Test Items," is the core of the book. Chapter 4 focuses on multiple-choice formats, and chapter 5 deals with student outcomes that require expert judgments in using a rating scale. This topic is subdivided into chapter 5A, which deals with issues in performance testing, and chapter 5B, which addresses issues of scoring student performance. Chapter 6 discusses "low-inference" student behavior and scoring methods. Chapter 7 discusses portfolio assessment, and chapter 8 examines the writing of items to assess affective outcomes. Part Three, "Evaluating Test Items," provides guidance on examining and improving items. Chapter 9 includes a series of item reviews that are painstaking but necessary to polish items, and chapter 10 deals with student responses. The focus is on statistical methods, but qualitative methods are also included. Each chapter contains references.

(Contains 5 figures and 60 tables.) (SLD)

Descriptors: [Affective Behavior](#), [Behavior Patterns](#), [Classification](#), [Evaluation Methods](#), [Multiple Choice Tests](#), [Performance Based Assessment](#), [Portfolio Assessment](#), [Rating Scales](#), [Responses](#), [Scoring](#), [Test Construction](#), [Test Items](#), [Thinking Skills](#)

Allyn & Bacon, 160 Gould Street, Needham Heights, MA 02194-2310 (\$26.95).

A Study on Classroom Environment and on Cognitive and Affective Outcomes of the PLON-Curriculum.

Wierstra, Ronny

Studies in Educational Evaluation, v10 n3 p273-82 1984

An evaluation study of PLON, a new Dutch physics curriculum emphasizing context learning and inquiry learning, is summarized. Data from nine PLON classes (n=154) and six control classes (n=144) were used to investigate cognitive achievement, affective and attitudinal outcomes, and the classroom learning environment. (BS)

Descriptors: [Academic Achievement](#), [Classroom Environment](#), [Curriculum Evaluation](#), [Discovery Learning](#), [Evaluation Methods](#), [Foreign Countries](#), [High Schools](#), [Physics](#), [Sex Differences](#), [Student Attitudes](#)

Publication Type: Journal Articles; Reports - Evaluative

Education Level: N/A

Audience: N/A

Language: English

Sponsor: N/A

Authoring Institution: N/A

Identifiers: Netherlands

Note: Theme issue with title "Educational Evaluation in

Higher education for sustainability: seeking affective learning

outcomes

Author(s):

[Kerry Shephard](#) (Higher Education Development Centre, University of Otago, Dunedin, New Zealand)

Citation:

[Kerry Shephard](#), (2008) "Higher education for sustainability: seeking affective learning outcomes", *International Journal of Sustainability in Higher Education*, Vol. 9 Iss: 1, pp.87 - 98

Downloads:

The fulltext of this document has been downloaded 3188 times since 2008

Abstract:

Purpose

– The purpose of this paper is to interpret aspects of education for sustainability in relation to educational theories of the affective domain (values, attitudes and behaviours) and suggest how the use of these theories, and relevant experience, in other educational areas could benefit education for sustainability.

Design/methodology/approach

– An analysis based on a literature review of relevant educational endeavours in affective learning.

Findings

– This paper suggests that most teaching and assessment in higher education focus on cognitive skills of knowledge and understanding rather than on affective outcomes of values, attitudes and behaviours. Some areas of higher education, however, have effectively pursued affective outcomes and these use particular learning and teaching activities to do so. Key issues for consideration include assessing outcomes and evaluating courses, providing academic credit for affective outcomes, key roles for role models and designing realistic and acceptable learning outcomes in the affective domain.

Practical implications

– Educators for sustainability could use this relevant theoretical underpinning and experience gained in other areas of education to address the impact of their own learner- support activities.

Originality/value

– Educators have traditionally been reluctant to pursue affective learning outcomes but often programmes of study simply fail to identify and describe their legitimate aims in these terms. This paper emphasises the application of a relevant theoretical underpinning to support educators' legitimate aspirations for affective learning outcomes. It will also help these educators to reflect on how the use of these approaches accords with the liberal traditions of higher education.

Keywords:

[Education](#), [Teaching methods](#), [Learning](#), [Attitudes](#), [Behaviour](#), [Value analysis](#)

Type:

Conceptual paper

Publisher:

Emerald Group Publishing Limited

Instructions for Affective Student Evaluations: Appendix V: Affective Domain Evaluation Tools

(no author given) from National Guidelines for Educating EMS Instructors, August 2002.

Contains brief discussion of protocols for evaluating affective outcomes, and then detailed checklists of behaviours with a two-part marking scale of “competent,” “not yet competent.” The Professional Behaviour Evaluation is intended to be completed regularly by faculty and preceptors for each student

This resource may be found at:

http://www.nhtsa.gov/people/injury/ems/EMT-P/disk_1%5B1%5D/Intro-F1.pdf

We Feel, There We Learn: The Relevance of Affective and Social Neuroscience to Education.

Mary Helen Immordino-Yang and Antonio Damasio.
“Recent Advances in neuroscience are highlighting connections between emotion, social functioning, and decision making that have the potential to revolutionize our understanding of the role of affect in education...”

Vol. 1, No. 1. Journal Compilation by International Mind, Brain, and Education Society and Blackwell Publishing Inc. (2007).

Found at: http://www-bcf.usc.edu/~immordin/papers/Immordino-Yang+Damasio_2007_RelevanceofNeurotoEdu.pdf.