Alternate Applications to Assess Learning

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Type of Strategy: Assessment

Purpose, Goal(s) or Learning Outcome(s) for Strategy: To provide examples of alternate methods for assessing well-structured and ill-structured problems.

Examples of ill-structured problems:
- What would it take to solve poverty?
- What is the proper balance between conservation and consumption of energy (oil or gas)?
- Who owns the Artic?
- Can the war on terrorism be won?

Type of Course: Undergraduate/Honors College

Name of Course: HC 205 The Global Citizen and PS 337 Post Soviet Politics

Typical Number of Students in Course: 20-25

Ease in which strategy could be modified and/or applied to other courses: Moderate

Brief Overview of Strategy

"If you want your students to learn to solve different kinds of problems, you must learn to teach them to solve different problems and then assess their different abilities to solve the kinds of problems that they practiced" (Jonassen, 2014).

Resources, Citations, References for Strategy:

Cho, Kyoo-Lak, and David H. Jonassen. 2002. "The Effects of Argumentation Scaffolds on Argumentation and Problem Solving." *Educational Technology Research and Development* 50(3): 5–22. http://link.springer.com/article/10.1007/BF02505022 (March 8, 2014).

Ge, Xun, and Susan M. Land. 2003. "Scaffolding Students' Problem-solving Processes in an Ill-structured Task Using Question Prompts and Peer Interactions." *Educational Technology Research and Development* 51(1): 21–38. http://link.springer.com/article/10.1007/BF02504515 (March 8, 2014).

Jonassen, D. H. "Assessing Problem Solving" in J.M. Spector et al. (eds.). *Handbook of Research on Educational Communications and Technology*. New York. 2014. 269-288.

Jonassen, David H., and Bosung Kim. 2010. "Arguing to Learn and Learning to Argue: Design Justifications and Guidelines." *Educational Technology Research and Development* 58(4): 439–57. http://link.springer.com/article/10.1007/s11423-009-9143-8 (March 8, 2014).

Nussbaum, E. Michael, and Gregory Schraw. 2007. "Promoting Argument-counterargument Integration in Students' Writing." *The Journal of Experimental Education* 76(1): 59–92. http://www.tandfonline.com/doi/abs/10.3200/JEXE.76.1.59-92 (March 8, 2014).