What can we help you to assess???
Hello!

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Learning Outcomes

● Question
● Explore
● Analyze
● Extend
Students will be able to identify a research question that is appropriate in scope and feasibility in order to guide a research project.
# Rubric: Research topics

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Description</th>
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<tbody>
<tr>
<td>Researchability</td>
<td>Topic can be challenged, examined, analyzed by a novice researcher with readily available sources in a feasible amount of time.</td>
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<tr>
<td>Breadth</td>
<td>Manageable for an 8-10 page paper. Defines who is affected, what aspect of the issue they will deal with, etc.</td>
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<tr>
<td>Topic-related vocabulary</td>
<td>Useful search terms can be derived from the topic statement.</td>
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<tr>
<td>Arguable topic</td>
<td>Thesis-driven and contains an argument. Student can proceed to the research process.</td>
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Explore

Students will be able to develop and apply **search strategies** in order to locate sources to fill information needs. They will demonstrate **flexibility** and **persistence** as they revise their strategies. Students will be able to find information from a **variety of types of sources** in order to address a research problem.
<table>
<thead>
<tr>
<th>Search strategy</th>
<th>Student discusses their research process, demonstrates a variety of search strategies and the ability to refine a search.</th>
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<tbody>
<tr>
<td>Criteria &amp; evaluation</td>
<td>Describes and uses utilizes an array of criteria for the evaluation &amp; selection of source materials such as: relevance, authority/credibility, scope/coverage, accuracy, currency, context of source’s creation, particular viewpoints</td>
</tr>
<tr>
<td>Source choices</td>
<td>Uses wide range of resource types appropriate to the discipline and information need (e.g., primary &amp; secondary sources, scholarly &amp; popular literature, data, books, articles)</td>
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Analyze

Students will be able to evaluate information sources for different uses in order to complete research projects. They will apply critical thinking in order to determine the reliability, applicability and responsible use of the resource.
<table>
<thead>
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<th>Rubric: Research paper</th>
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<tbody>
<tr>
<td><strong>Writing about sources</strong></td>
</tr>
<tr>
<td><strong>Use of evidence</strong></td>
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<td><strong>Multiple perspectives</strong></td>
</tr>
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Extend

Students will **contribute** to the **scholarly conversation** at an appropriate level and **credit** the contributing work of others in their creation of new information.
How can you assess student learning without a written essay?
Assignment:
Students will create two infographics that summarize a health issue in a low- or middle-income country. Infographics should include an overview of the health issue, who is most affected, key risk factors, determinants, impacts, and how to cost-effectively address the issue.

Reflection:
[The students] told me the first infographic took longer than writing a research paper because they had to collect the information, but they also had to learn how to work with Canva to develop the infographic. The second infographic was easier and the end product was more creative.
CRJ 301: Research Methods in Criminal Justice

Assignment:
Students will design a research project to assist a local non-profit with their needs. Students will identify a research question, design and justify a data collection effort, create a policy or program, and present their research proposals to the rest of the class in a “Shark Tank”-style presentation.

Reflection:
I went from asking my students to summarize the literature on various methods topics to assignments asking them to . . . design a research project that would help a local Las Vegas non-profit...I could not believe how well my students did and how well they demonstrated what they learned throughout the semester.
COM 418: Rhetoric of Science

**Assignment:**
Students will explain a specific science topic by translating technical and scientific information (based on personal research and class readings) into a 5-minute presentation appropriate for general audiences.

**Reflection:**
When I first explained the assignment, many students were nervous and seemed to not like the idea...but I received almost exclusively positive feedback afterwards that it was one of their favorite assignments they’d had that semester. I immediately saw the value of having this assignment when I began watching the videos...Students were incredibly creative, with no two videos being filmed the same way.
ENG 473: The Early American Novel

Assignment:
Students will place a major literary text within a wider popular and historical context and design a website that explains a fascinating work to a new audience.

Reflection:
Getting away from the “traditional” research paper and embracing work in a multimedia environment encouraged me to think about modern literary scholarship that sometimes places novels in transmedial contexts—viewing novels as parts of larger literary networks... I realized that I would like to have my students specifically consider these extra-textual elements.
**Assignment:**
Students will prepare a poster and a 3-minute lightning talk with 3 slides. The projects will be presented at the Fall Undergraduate Student Research Slam.

Preliminary assignments leading up to this final presentation include an annotated bibliography and abstract.

**Reflection:**
I had previously incorporated annotated bibliography and abstract components of the assignment as a part of the final project. I changed this approach and separated [them] as supplementary aspects of the final project...to provide students with the summative assessment that helped them make changes to their projects on the fly.
Your thoughts and ideas
Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#)