



The Curious Aggies project

UC Davis Undergraduates Ask
Provocative Questions About Learning

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 @curious_aggies #CuriousAboutLearning



What is the *purpose* of assessment?



We believe...

Assessment promotes equity and inclusivity through inquiry.

- What do you want to know? Why?
- What will you do with what you learn?
- Do your students know what you want them to learn?



Why clarity matters

Students' "perceived ability to reach goals" (Thibodeaux, Harapnuik, & Cummings, 2019 p. 52) influences their sense of ownership of their own learning.



Why clarity matters

Titsworth, Mazer, Goodboy, Bolkan, and Myers (2015) explain that “higher levels of clarity are associated with higher levels of student learning” (p. 394).



Whose voices are missing?

Montenegro and Jankowski (2020) recommend that assessment practitioners *engage meaningfully **with** students* “as opposed to trial and error, or implementing ‘what worked for me when I was a student’” (p. 10).



How do we engage
meaningfully with students?

Ask them.



We were curious about...

- How students know what teachers expect from them?
- How students find out teachers' learning expectations?



Pilot logistics

- Data collection
 - In-person interviews; survey
 - Challenges
- Data analysis
 - Content & thematic analysis



What did we learn from the pilot?

Create an opportunity for students to ask students questions about how they know what faculty expect them to learn.



What is the Curious Aggies project?

“A student-led project that invites students to actively participate in conversations about student learning.” – Mahalia



The Curious Aggies projects engages students in efforts to promote transparency and inclusivity in campus discussions about how to improve student learning. --*Kara*



Why do we think this is important?

We need to be the change we want to see within our education systems, and that begins with answering these types of questions. – *Laura*



Why do we think this is important?

Participating in this project validates students' experiences and can inspire a change to improve student learning experiences at UC Davis. – *Mahalia*



Our current plan

Student Assessment Research (StAR)
Fellows co-designed the revised survey & interview protocol; and developed recruitment plan, leveraging their networks to reach as many students as possible



We're curious about *how* you find out what you are expected to learn in your courses.

In how many of your courses **THIS QUARTER** are the following statements **TRUE**?

	0 courses	1 course	2 courses	3 courses	4 courses	5 or more courses
I read the syllabus, which described what I was expected to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the expectations for my learning on CANVAS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My instructor(s) explained what I was expected to learn in the class. 3) TA(s) explained what I was expected to learn in the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Questions on the exam(s) clarified what I was expected to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Questions in the homework clarified what I was expected to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Practice tests clarified what I was expected to learn.

The instructor's slides stated what we were expected to learn.

I found out the learning expectations during office hours.

Other students in the class told me what we were expected to learn.

Other (please describe)



We are curious about when you found out what you are expected in your courses this quarter.

In how many of your courses **THIS QUARTER** are the following statements **TRUE**?

	1 course	2 courses	3 courses	4 courses	5 or more courses
I found out what I was expected to learn in Week 1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found out what I was expected to learn in Weeks 4-6.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have not yet found out expectations for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



We're curious about potential strategies you use to find out the learning goals / expectations in your courses.

In general, when you **DO NOT KNOW** what you are expected to learn in a course, how frequently do you do the following?

	Never	Rarely	Often	Always
I do nothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask the professor(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask the TA(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look into resources on CANVAS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I read the syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in study groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I figure out what the learning expectations are by attending the lectures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find out what the learning expectations are once I take the first test/exam.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please describe) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



We are curious about how confident you are that you know what you're expected to learn in the courses you are taking this quarter.

In how many of your courses **THIS QUARTER** are the following statements **TRUE**?

	0 courses	1 course	2 courses	3 courses	4 courses	5 or more courses
I am NOT confident that I know what I am expected to learn in...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am SOMEWHAT confident that I know what I am expected to learn in...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am VERY confident that I know what I am expected to learn in...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



And now we wait...

Project under review by Institutional
Review Board

See you at the WSCUC Academic Resource
Conference to hear our results!



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