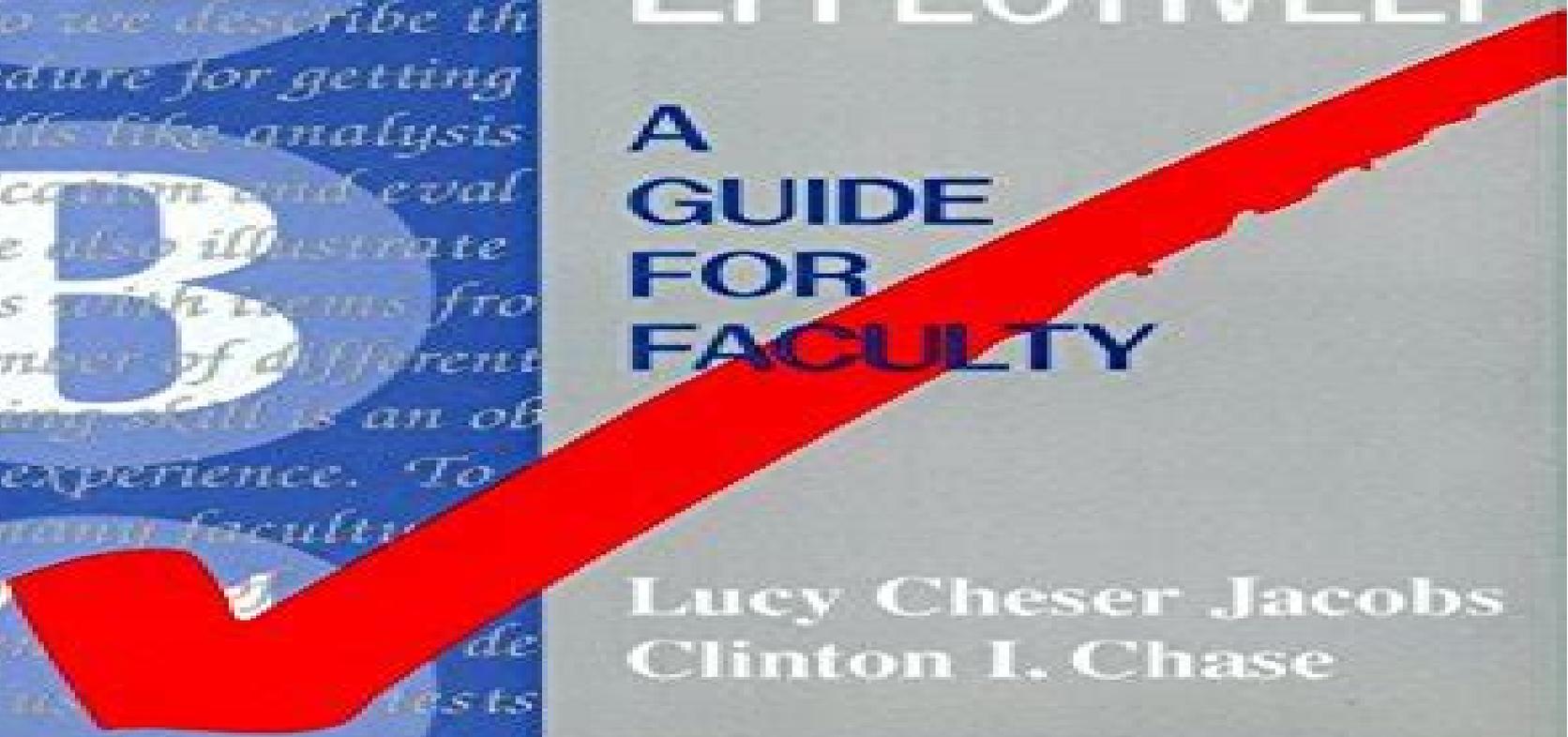


# DEVELOPING AND USING TESTS EFFECTIVELY

**A  
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FOR  
FACULTY**

Lucy Cheser Jacobs  
Clinton I. Chase

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# Developing And Using Tests Effectively A Guide For Faculty

**Marcel A. Müller**



## **Developing And Using Tests Effectively A Guide For Faculty:**

*Developing and Using Tests Effectively* Lucy Cheser Jacobs, Clinton I. Chase, 1992-11-05 It is estimated that up to 20 percent of a professor's time is spent evaluating the impact of instruction. Yet most faculty receive little formal training in classroom testing or other means of determining which students have attained course objectives and which have not. *Developing and Using Tests Effectively* offers practical guidelines that faculty members can use to improve their skills in the development, administration and grading of classroom tests. This book offers specific advice on every stage of the testing process including planning the test and classifying objectives to be measured, ensuring the validity and reliability of the test and grading to arrive at fair grades based on relevant data. Lucy Jacobs and Clinton Chase examine the strengths and weaknesses of many types of tests including both traditional multiple choice, true/false, matching, completion and essays and alternative take-home, open book and oral assessment procedures. For every testing procedure they show how faculty members can write tests that are fairer and more valid and that do a better job of measuring what students learn, thereby improving faculty members' ability to assess learning outcomes. The authors reveal, for example, how essay tests may often measure only the skill of the grader in assessing what the writer has said and offer suggestions for improving the instructor's skill in reading essays and scoring them reliably. They discuss the problem of cheating and suggest ways to deal with it. They examine the advantages and limitations of using computers for classroom testing. And they describe such alternative assessment procedures as portfolios, journals and peer testing.

*The SAGE Handbook of Management Learning, Education and Development* Steven J. Armstrong, Cynthia V. Fukami, 2009-05-07 The scholarship of management teaching and learning has established itself as a field in its own right and this benchmark handbook is the first to provide an account of the discipline. Original chapters from leading international academics identify the key issues and map out where the discipline is going. Each chapter provides a comprehensive and critical overview of the given topic area, highlights current debates and reviews the emerging research agenda. Chapters embrace the study of organizations as a whole, the concepts of individual and collective learning, the delivery of formal management education and the facilitation of management development. Through consideration of these themes, the Handbook analyzes, promotes and critiques the contribution of management learning, education and development to management understanding. It will be an invaluable point of reference for all students and researchers interested in broadening their understanding of this exciting and dynamic new field.

*Resources in Education*, 1997

*Handbook on Teaching Undergraduate Science Courses* Gordon Uno, 1999 This already popular teaching resource is an informative, insightful guide to science teaching. The handbook places special emphasis on general biology, compiling materials collected and developed by Dr. Uno during his 17 years of teaching experience. Graduate teaching assistants, undergraduate science instructors as well as experienced faculty members looking for new classroom ideas will find this guide an invaluable source of information.

*Handbook of College Teaching* Keith Prichard, R. Mclaran

Sawyer,1994-10-26 Colleges are becoming increasingly concerned with the quality of undergraduate instruction and faculty are devoting more attention to improving their teaching skills This volume will help college faculty improve their performance in the classroom The book contains useful theoretical information on the learning styles of college students and it presents practical information on how to teach courses in particular disciplines The chapter authors are widely recognized as master teachers The information at the beginning of the book summarizes and evaluates current research in cognitive psychology and student learning styles The bulk of the volume then provides practical information on college teaching A set of chapters stresses the advantages of different instructional methods while other chapters are devoted to teaching particular disciplines in the arts and sciences The book also presents information on related issues such as working with at risk students classroom management textbook selection and grading This professional reference will be an indispensable tool for college professors in all disciplines

*Developing Web-based Instruction* Elizabeth A. Dupuis,2003 Dupuis head of instructional services and the Doe and Moffitt Libraries U of California at Berkeley presents 14 papers that examine the full process of creating Web based library instruction from short tutorials to full online courses The papers emphasize instructional design and goals rather than specific technologies and software Three sections address planning and management evaluation and assessment and design and development

*Effective Grading* Barbara E. Walvoord, Virginia Johnson Anderson,1998-02-25 The grading process can yield rich information about student learning Effective Grading enables faculty to go beyond using grades as isolated artifacts and helps them make classroom grading processes more fair time efficient and conducive to learning Classroom assessment of student learning can then contribute to departmental and general education assessment in ways that meet the needs of institutions and accrediting agencies Tailored to specific needs of faculty members who seek to make grading a valuable part of student learning and motivation Effective Grading balances assessment theory and hands on advice It offers an in depth examination of the link between teaching and grading and provides concrete guidance on such critical steps as setting and communicating grading standards developing assignments to grade managing time spent on grading and providing feedback for students

*Cooperative Learning for Higher Education Faculty* Barbara J. Millis, Philip G. Cottell,1998 A practical manual for faculty who use a collaborative approach to education at the post secondary level Overviews the cooperative learning process with discussions of its rationale research base value and practical implementation Also describes a variety of approaches and complementary movements such as classroom research writing across the curriculum and critical thinking Annotation copyrighted by Book News Inc Portland OR

**Field Guide to Academic Leadership** Robert M. Diamond, Bronwyn E. Adam,2002-10-09 Once again Bob Diamond has cut to the heart of the matter and has given us a field guide actually a handbook of real hands on academic leadership He has assembled an elite group of contributors who provide insights and guidance which will be useful for all academic leaders new and old public or private CEO or assistant Charles E Glassick senior associate emeritus The Carnegie Foundatio

Journal of Research and Development in Education ,1996      *Teaching at Its Best* Linda B. Nilson,2003-07-15 New college instructors often complain they are handed their working papers and office keys shortly after their appointments and then set adrift Nilson teaching effectiveness and innovation Clemson U gives practical advice on preparing for classes including ways to develop ironclad syllabi setting expectations of and for students including managing incivility preserving academic honesty amongst a student population which is simply not interested in it identifying varieties of learning and developing teaching strategies teaching problem solving and assessing outcomes In this new edition Nilson includes information on the Internet and other technologies course portfolios and ways to get students to do readings      Widener Law Review ,2005      **Teach to the Whole Class** Gonzaga University. School of Law. Institute for Law School Teaching. Conference,1997      **Clinical Laboratory Science Education & Management** M. Ann Wallace,Deanna Klosinski,1998 Clinical Laboratory Science Education Management is the first resource to cover the full range of education and management skills mandated by the NAACLS ASCP and NCA Its remarkably varied interactive approach helps you master these skills to the fullest Separate sections comprehensively address education and management Every chapter features objectives activities discussion references and selected readings This consistent structure simplifies learning Activities challenge you to develop the critical thinking skills necessary for handling difficult situations and generating solutions to real world issues They also help you build your skills for communicating with students co workers employees and colleagues User friendly illustrations demonstrate important concepts and situations      *Assuring Quality in School Practices and Strategies* ,2004  
*Community College Journal* ,1993      *To Improve the Academy* Linda B. Nilson,2008-10-20 An annual publication of the Professional and Organizational Development Network in Higher Education POD To Improve the Academy offers a resource for improvement in higher education to faculty and instructional development staff department chairs faculty deans student services staff chief academic officers and educational consultants      *Academy of Management Learning and Education* ,2008      **Teaching Within the Rhythms of the Semester** Donna Killian Duffy,Janet Wright Jones,1995-04-18 Teaching Within the Rhythms of the Semester is a unique and far reaching guide to teaching and learning that is organized around the ebbs and flows of energy that occur within the time frame of a course It combines a lively and innovative balance of theory and application with practical techniques for creating successful learning experiences at each stage in a semester Writing in a clear straightforward and highly engaging manner Duffy and Jones discuss ways of teaching and ways of learning They model practices that instructors at every level may use to get off to a good beginning maintain motivation in the mid semester doldrums and achieve successful closure at the And Duffy and Jones offer an excellent synthesis of the principles behind effective teaching Each chapter opens with a vignette that illustrates some of the challenges teachers encounter in the classroom and the ways both they and their students respond to them These realistic and engaging narratives are followed by a discussion of the educational cognitive and affective theories at work as well as concrete suggestions more

than one hundred throughout the book for similar classroom situations

**Books in Print** ,1994

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