A familiar(ity) problem:
Assessing the impact of prerequisites and content familiarity on student learning

Monday, October 10, 2016
Light refreshments will be served at 12:15 PM
12:30-1:30 PM
A roundtable discussion with Dr. Sato will take place at 1:30 PM
NSB 1205 (Auditorium)

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Abstract: The use of empirical data in course and program evaluation is an important component in the drive to improve STEM education. We assessed the purported benefits of prerequisites using a novel familiarity scale, allowing us to examine the impact of these courses on a more fine-grained scale than is typically viewed. Additionally, we took a close look at assessments in order to determine the degree to which they are measuring understanding of course material. Both of these studies uncovered results that may conflict with our assumptions of these essential aspects of higher education.

Hosted by: Ella Tour (etour@ucsd.edu), 4-0913
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