



## Ethnographic approaches to course evaluations – Applications in Higher Education in the US

**Professor Judith Green**

**Professor Emerita**

**The University of California, Santa Barbara**

**June 5, 2017 (Monday)**

**12:45 – 2 pm**

**RM 205, Runme Shaw Building, HKU**

*(Chair: Dr Susan Bridges)*

### **Abstract**

In this seminar, I will draw on Interactional Ethnographic research that provides a foundation for developing new approaches to assessing learning outcomes in courses in higher education. Drawing on two longitudinal IE studies in innovative higher education contexts, I will explore with participants how IE as a logic-of-inquiry provides an reflexive approach to assessing courses of study in multiple ways that support disciplinary and interdisciplinary opportunities for learning from multiple perspectives – i.e., from the perspective of the instructional designers, the instructor in the course, students engaging in innovative educational settings. Through this seminar, we will explore how IE provides ways of moving “course evaluations” from surveys or formal evaluations that seek reactions of students at particular times, to a reflexive process that supports student learning across times as well as courses within a program. This seminar will, therefore, initiate a process of (re)examining what counts as course evaluations in a period in which universities are defining learning outcomes within and across educational programmes.

### **About the speaker**



Prof Judith Green (PhD) is Professor Emerita at the University of California, Santa Barbara. She is co-founder of the Santa Barbara Classroom Discourse Group, an ethnographic research collaborative in which teachers, university faculty, and graduate students engage in interactional ethnographic studies of knowledge construction and community development in classrooms and technology-enabled contexts. Her research explores the social construction of knowledge, within and across disciplines and educational settings from preschool through higher education. She also writes on issues of epistemology related to collecting, archiving, searching and analyzing video records within ethnographic archives. Her most recent area of research explores how inter-professional and interdisciplinary groups develop technology-enabled systems and educational settings that support innovative programs in higher education. She has served as editor of the Handbook of Complementary Methods in Education in Education Research (Green, Camilli & Elmore, 2006), the Review of Research in Education (2006, 2008, 2010), and a Special Issue of Pedagogies: An International Journal entitled Exploring challenges in designing and teaching (inter)disciplinary and (inter)cultural programmes in higher education. She is a Fellow of the American Anthropology Association, the American Educational Research Association and the National Conference for Research in Language and Literacy. Dr. Green was awarded a Lifetime Achievement Award from Division G (Social Context of Education) of the American Educational Research Association and the John J. Gumperz Lifetime Achievement Award from the Language and Social Processes Special Interest Group of the American Educational Research Association.