This conference was excellent for keeping me in touch with colleagues working with neuroscience students and undergraduate curricula. I gained new ideas for blended learning approaches as well as for laboratory exercises.

One main “take-away” was from a presentation by Dr. Gary Muir (St. Olaf College) on program assessment. Here are some main points:

- Assessment should be mission-driven, meaningful, and manageable. (Walczak, Gross & Beld, 2009)
- Assessment is not about getting it perfect, it’s about getting it better. It is not a one-time event, but a dynamic, on-going process.
- We used PollEverywhere [http://www.polleverywhere.com/] to demonstrate a simple quick way to assess student learning in an introductory neuroscience class (based on Crisp & Muir, 2012)
- The first step can be to define measurable learning outcomes, core competencies: for example, critical thinking, basic neuroscience knowledge, research skills. These can be mapped onto the curriculum.
- We need to define what is success after assessment.
- Where possible, pair indirect observations of processes and perceptions with direct observations of outcomes. (see book by Angelo & Cross, Classroom Assessment Techniques, 1993)

Sources: