Introduction
Learning Centers

1. Interdisciplinary
2. Collaborative
3. Diverse faculty, staff, students
4. Under-resourced, competitive programs
5. Assessment lite
6. Two distinct student populations
7. Learning and Assessment is not our own
Bricolage Introduction
Bricolage Conceived

**Scientist**

- Infinite Environment
- Works by means of concepts
- Questions universe

**Bricoleur**

- Closed Environment
- Works by means of signs
- Addresses collection of leftover oddments
Bricolage Applied

1. Insufficient resources
2. Flexible approach to conditions
3. Mobilize practical knowledge
4. Existing network of social relations to create
5. Acting locally to discover local possibilities
6. Cooperation on various levels
7. Interdisciplinarity, intertextuality, blurred genres
8. Cultivate differences, social action & justice oriented
9. Multivocality & nonlinearity
10. Heterogenous repertoire
Learning Centers Assessment as Bricolage

- Existing data
  - Assignment, course grades
  - External tests

- Existing instruments
  - OIR, NSSE, etc.
  - Assessment Day

- Existing relationships
  - Academic Departments
    - CARS, FYA, General Education

- Existing concerns
  - Ethical issues
  - Social justice concerns
Learning as Point of Entry Text (POET)
Learning as Point of Entry Text (POET)

Multivocality
Intertextuality
Cooperation on various levels
Marginal voices
Implications for Interdisciplinary Assessment

- Bricolage not valued as attitude/system
- Validity concerns
- Resource concerns, despite claims of bricolage
- Buy-in from collaborators like faculty, peer educators, learners
- Bricolage too narrow a concept, too limiting of potential – not enough original creation
- Practical enough?
- Enough oddments?
References


