

M. Kenneth Cor
 Ph.D., M.Ed., B.Ed., B.Sc.Eng.
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EDUCATION

Stanford University School of Education 2012

Doctor of Philosophy in Psychological Studies in Education

Dissertation: An Experimental Test of the Effect of Norm-Referenced and Criterion-Referenced Feedback on Just World Beliefs, Motivation, and Performance: Does Social Disadvantage Matter?

University of Alberta 2008

M.Ed. with Specialization in Measurement, Evaluation, and Cognition

Master's Thesis: Clarifying the Relationship Between Autonomy Support, Motivation, Performance and Related Educational Outcomes: A Meta-Analysis

University of Alberta

B.Ed. Secondary Education with Distinction 2006

Major: Math; Minor: Physics

University of Alberta

B.Sc. Chemical Engineering Co-op 2003

AWARDS

University of Alberta TLEF Co-Investigator 2013

Stanford School of Education Tuition Fellowship 2008

SSHRC Doctoral Fellowship, Government of Canada 2008

**Joseph-Armand Bombardier CGS Doctoral Scholarship, Government of Canada
 (Declined)** 2008

Provost Doctoral Entrance Award, University of Alberta (Declined) 2008

Honorary Izaak Walton Killam Memorial Scholarship, Killam Trust (Declined) 2008

Mary Louise Imrie Graduate Student Award, University of Alberta 2008

SSHRC Master's Scholarship, Government of Canada 2007

Walter H Johns Graduate Fellowship, University of Alberta 2007

CONTRIBUTIONS

Peer Reviewed Scholarly Articles

- Cor, M. K.** (2016). Trust me, it is valid: Research validity in pharmacy education research. *Currents in Pharmacy Teaching and Learning*, 8(3), 391-400.
- Cor, M. K., & Sood, G.** (2016). Guessing and Forgetting: A Latent Class Model for Measuring Learning. *Political Analysis*, 24(2), 226-242.
- Babadagli, H. E., **Cor, M. K., & Sadowski, C. A.,** (2016). Content Related to Older Adults in Canadian Innovator–Drug Product Monographs: An Exploratory Analysis. *Pharmaceutical Medicine*, 1-7.
- Cor, M. K., & Peeters, M. J.** (2015). Using generalizability theory for reliable learning assessments in pharmacy education. *Currents in Pharmacy Teaching and Learning*, 7, 332-341.
- Peeters, M. J., Kelly, C.P., & **Cor, M.K.** (2015). Summative Evaluations When Using an Objective Structured Teaching Exercise. *American journal of pharmaceutical education*, 79(4).
- Sadowski, C.A., **Cor, M.K.,** Cave, A., & Banh, H.L. (2015). Administration Technique and Acceptance of Inhaler Devices in Patients with Asthma or COPD. *Annals of Pharmacotherapy*, 49(6), 639-648.
- Banh, H.L., **Cor, M.K.,** (2014). Evaluation of an Injection Training and Certification Program for Pharmacy Students. *American Journal of Pharmaceutical Education*, 78(4).
- Cor, M.K.,** Haertel, E., Krosnick, J.A., & Malhotra, N. (2012). Improving ability measurement in surveys by following the principles of IRT: The Wordsum vocabulary test in the General Social Survey. *Social Science Research*, 41(5), 1003-1016.
- Leighton, J.P., Gokiert, R.J., **Cor, M.K., & Heffernan, C.** (2010). Teacher views about the cognitive diagnostic merits of classroom- versus large-scale assessments: Implications for assessment literacy. *Assessment in Education: Principles, Policy & Practice*, 17, 7-21.
- Cor, K.,** Alves, C., & Gierl, M.J. (2009). Three Applications of Automated Test Assembly within a User-Friendly Modeling Environment. *Practical Assessment, Research and Evaluation*, 14(14), 1-23.
- Leighton, J., Cui, Y., & **Cor, M.K.** (2009). Testing Expert-Based And Student-Based Cognitive Models: An Application of the Attribute Hierarchy Method And Hierarchical Consistency Index. *Applied Measurement in Education*, 22(3), 229-254.

Cor, K., Alves, C., & Gierl, M. J. (2008). Computer Software Review: Conducting Automated Test Assembly Using the Premium Solver Platform Version 7.0 With Microsoft Excel and the Large-Scale LP/QP Solver Engine Add-In. *Applied Psychological Measurement*, 32(8), 652-663.

Selected Peer Reviewed Scholarly Presentations

Cor, M.K., Sadowski, C., and Leclerc, G. *Computer Based Testing: Implementation, Experiences, and Implications for Assessment*. Special session presented at the Annual American Association of Colleges of Pharmacy July 15, 2015. Washington DC, USA.

Cor, M.K., Sadowski, C., and Leclerc, G. *Mapping Pharmacy Education Curriculum: Multiple Approaches, Multiple Outcomes*. Special session presented at the Annual American Association of Colleges of Pharmacy July 13, 2015. Washington DC, USA.

Sadowski, C., and **Cor, M.K.** (2015). *Curriculum content mapping pilot within the Faculty of Pharmacy & Pharmaceutical Sciences: One Size does not fit all*. Presented at the Dr. Olive Yonge Teaching and Learning Scholarship Day March 20, 2015. Edmonton, AB, Canada.

Peeters, M.J., and **Cor, M.K.**, (2015). *OSCEs, MMIs & performance assessments: building reliable assessments*. Special session presented at the Annual American Association of Colleges of Pharmacy July 26, 2014. Dallas, TX, USA.

Kresta, S., Nychka, J., and **Cor, K.** *Building Robust Midterms*. Special Session at Canadian Engineering Education Association Annual Meeting. June 9 – 11, 2014. Canmore, AB.

Hall, K., Nyguen, V., Cox, C., Zakus, D., Kozyrskyj, A., and **Cor, K.** *Evaluating the outcomes of an interdisciplinary, intercultural undergraduate course on global health*. Oral presentation at the Biennial Ottawa Conference/Canadian Conference on Medical Education. April 25 – 29, 2014. Ottawa, ON.

Yuksel, N., Sadowski, C, & **Cor, K.** (2013). *Knowledge, Attitudes and Beliefs Regarding Calcium and Vitamin D in a Sample of Middle-Aged Women*. Poster presented at the Women & Children's health Research Institute Research Day, November 6, 2013.

Cor, M.K., Gukert, A.M., Thompson, A.E., & Walter, S.L. (2013). *The Process of Developing New Student Performance Assessments for Experiential Education Courses*. Poster presented at the Association of Faculties of Pharmacies of Canada Annual Meeting. Niagara on the Lake, ON. June 11-13.

Cor, M.K., & Foisy, M., (2013). *Evaluating and Revising PharmD Admissions Tools Based on Sound Measurement Practice*. Poster presented at the American Association of Colleges of Pharmacy Annual Meeting. Chicago, IL. July 14.

- Wei, R.C., **Cor, K.**, Arshan, N., & Pecheone, R., (2012). *Can Performance-Based Assessments be Reliable and Valid? Findings from a State Pilot*. Paper presented at the 2012 AERA annual meeting in Vancouver, Canada.
- Cor, K.** (2011). *Investigating the Reliability of Classroom Observation Protocols - The Case of PLATO*. Paper presented at the 2011 AERA annual meeting in New Orleans.
- Biancarosa, G., Bryk, A., **Cor, K.**, & Haertel, E. H. (2010). *Piloting a Performance-based Assessment of Literacy Coaching*. Paper presented at the 2010 AERA annual meeting in San Diego.
- Cor, K.**, Alves, C., & Gierl, M. J. (2009). *Three Applications of Automated Test Assembly within a User-Friendly Modeling Environment*. Paper presented at the 2009 NCME annual meeting in San Diego.
- Cor, K.**, Leighton, J., & Klassen, R. (2008). *Can Classroom Assessment Motivate Learning? A Review of How Motivation Theory Informs Best Practice in Classroom Assessment*. Paper presented at the 2008 AERA annual meeting in New York.
- Leighton, J., Heffernan, C., **Cor, K.**, Gokiert, R., Cui, Y. (2008). *An Experimental Test of Student Verbal Reports and Expert Teacher Evaluations for Revising Achievement Items*. Paper presented at the 2008 AERA annual meeting in New York.
- Cor, K.**, Leighton, J., Heffernan, C., Gokiert, R., Stalwick, A., Okamoto, C. (2007). *Measuring Components of Assessment Literacy among Secondary Teachers*. Presented at the Canadian Society for the Study of Education Annual Conference May 28, 2007.

SELECTED WORK EXPERIENCE

University of Alberta Centre for Teaching and Learning

Associate Director, Assessment

2014 - Present

- Course and assessment design support for Faculties and academic staff across campus
- Workshops/training sessions to enhance teaching and assessment skills of the University of Alberta academic staff. Topics supported:
 - course design
 - writing and classifying learning objectives
 - test blue printing
 - rubric writing and marking consistency
 - item analysis
- High level course design and evaluation support with an emphasis on integrating assessment and teaching for Faculty and new University of Alberta programs and certificates
- Leading and co-leading symposia and festival of teaching events.
- TLEF award, student award, and abstract adjudication
- Festival of Teaching co-chair

*University of Alberta Faculty of Pharmacy and Pharmaceutical Science***Director, Assessment****2012 -Present**

- Ongoing development and implementation of the comprehensive program evaluation of the undergraduate professional pharmacy program
- Scholarship in teaching and learning
- Learning objective writing support
- Instructional and assessment design and evaluation support
- Performance assessment design and evaluation
- Technology support
- Teaching strategy evaluation
- Curriculum mapping
- Curriculum evaluation at the course, term, yearly and program level
- Graduate student supervision
- Quantitative and qualitative research/evaluation design and implementation
- Teaching survey methods and instrument design

*Stanford Center for Assessment, Learning, and Equity***Measurement Consultant****2011 - Present**

- Providing quantitative methods as well as assessment design support for embedded performance assessments of student learning for the purpose of evaluating teacher effectiveness
- Investigating alternatives for measuring growth including Student Growth Percentiles, Value-added Models, and Scaling techniques
- Conducting reliability and validity studies to determine the measurement properties of curriculum embedded tasks

*University of Alberta Department of Educational Psychology***Sessional Instructor of Graduate Research Methods****2010 - 2012**

- Teaching quantitative research methods to masters level graduate students including: defining variables, developing research questions and hypotheses, conducting literature reviews, validity and reliability, mediation and moderation, lurking variables, questionnaire design, writing research proposals, etc.

*Stanford Center to Support Excellence in Teaching***Measurement Consultant****2010 - 2013**

- assessment design support for the piloting of the Protocol for Language Arts Teacher Observation (PLATO) tool for evaluating teachers
- Rubric development and reliability analysis of the performance assessment tools
- Generalizability analyses to establish measurement properties rubrics.
- Latent trait measurement analysis to scale scores to adjust for specific measurement circumstance that gives rise to observations.

*Carnegie Foundation for the Advancement of Teaching***Research Assistant/Measurement Consultant****2008 - 2011**

- Quantitative as well as assessment design support for the development of a performance assessment of literacy coaching (PALC) including: defining the performance task, rubric development, standard setting, rater training, and reliability analysis of the performance assessment tool.
- Development of an automated data integration system.
- Design, and administration of Generalizability studies of performance assessment data.
- Generalizability analysis to establish measurement properties rubrics.

University of Alberta Department of Educational Psychology

Research Assistant

2005-2008

- Item evaluation and modification for national standardized achievement test items.
- Development and evaluation of test items in many educational domains.
- Statistical analysis of research findings; ANOVA & ANCOVA, Structural Equation Modeling, factor analysis, chi-squared, t-test, etc.
- Questionnaire and measurement index development and administration.
- Survey design and administration.
- Verbal protocol analysis.
- Development of cognitive models of knowledge and processing in multiple domains
- Research on test item ambiguity as well as Attribute Hierarchy models of cognitive assessment generation

TEACHING EXPERIENCE

University of Alberta, Faculty of Pharmacy and Pharmaceutical Sciences

- EDPY 501 Educational Research Methods for Health Science MSc Students (2015)
- PH 690 Survey Instrument Design (2015)
- PH 392 Survey Methods (2012 – present)
- PH 304 Drug Information I (2012 – present)
- EDPY 501 Educational Research Methods (2010-2012)
- EDPY 301 Classroom Assessment (2008)

Stanford University, Graduate School of Education

- EDU 251B Analysis of Variance (2009)

Harry Ainlay and Wagner High School

- High School Physics, Chemistry, Science, and Math

TEACHING PHILOSOPHY

My approach to teaching is very pragmatic. I make teaching and assessment decisions based on attempts to align with learning objectives. At times this calls for direct explanation or demonstration of concepts in a more traditional lecture based format. While at others it calls for active engagement of students using different structured activities and assignments. Over time I have found there are more impactful ways to spend face-to-face contact time with students and I have actively started to convert to a more blended approach to delivery. Fundamentally I view my role as an educator most closely aligning with Vygotsky's Theory of Social Development where the teacher is a collaborator and facilitator in the learning process. In order to be effective in these roles, I put a strong emphasis on writing and communicating clear and comprehensive learning objectives. With my knowledge of motivation theory, I also recognize the strong role that assessment contexts have on student motivation and learning. As a result, I attempt create contexts that deemphasize feedback that ranks and sorts students in favour of emphasizing feedback that describes performance relative to learning criteria.

PROFESSIONAL ROLES, MEMBERSHIPS, AND ACREDITTATIONS

Chair, Program Assessment Special Interest Group for the Association of Faculties of Pharmacy of Canada

Member, American Association of Colleges of Pharmacy

Editorial Board Member, Currents in Pharmacy Teaching and Learning

**Stanford University Methods of Analysis Program in the Social Sciences (MAPSS)
certificate in social science research methodology**

Member of the National Council of Measurement in Education

Member of the American Educational Research Association Classroom Assessment SIG

Member of the American Educational Research Association Motivation Research SIG

**Member of the American Educational Research Association Division D - Measurement
and Research Methodology**