UNIVERSITY OF CENTRAL MISSOURI

INST 5320
Assessing and Evaluating Online Instruction
COURSE SYLLABUS
Spring 2012
(January 9 – May 4)

3 Semester Hours

Course Description
Candidates analyze a variety of online assessment and evaluation options in order to continually improve both teaching methods and student achievement. The class will cover three areas: teacher self-assessment, assessing student learning, and assessment techniques to evaluate online classes.

INSTRUCTOR INFORMATION
Dr. Shantia P. Kerr
E-mail: skerr@ucmo.edu
IM/other: shantia.kerr Skype www.skype.com
Telephone: (w): 660.543.4284
Office: Grinstead 212

Office Hours: Wed: 11:00am – 2:00pm (virtual)
Thurs: 10:00am –12:00pm (virtual)
Virtual location: http://ucmconnect.ucmo.edu/kerrofficehours/

By Appointment - Face-to-face (Grinstead 212) or virtual
Please call or email to schedule a meeting time.

My preferred mode of contact is via email. I will usually respond to emails within 24 hours (excluding weekends).

TEXTBOOKS FOR THE COURSE


Recommended (for formatting papers): Note: if you have access to this from a library or another source you may not need to purchase. Many website provide basic formatting information.
http://apastyle.apa.org
CONCEPTUAL FRAMEWORK

Belief Statement
The Central educator is a competent, caring, reflective practitioner committed to the premise that all can learn.

Mission
As a cornerstone of the institution for over 130 years, the University of Central Missouri's Teacher Education Program develops teachers and other school professionals who are well grounded in theory, display competence in content knowledge and instructional strategies, and possess the dispositions to ensure success for all learners. The Teacher Education Program prepares individuals as professional educators for an ever-changing, culturally diverse population. Faculty and candidates provide support and service to schools in meeting their present and future challenges by developing communities that learn through research and scholarly activities. Educator preparation is a campus-wide responsibility, a commitment that reflects the honor and worth of serving a vital profession.

COURSE INFORMATION

Purpose of the Course
Candidates analyze a variety of online assessment and evaluation options in order to continually improve both teaching methods and student achievement. The class will cover three areas: teacher self-assessment, assessing student learning, and assessment techniques to evaluate online classes.

COURSE OBJECTIVES

Upon the completion of this course the student will be able to:
1. Distinguish between forms of assessment and evaluation
2. Recognize which type of assessment or evaluation is appropriate in a given situation
3. Evaluate the effectiveness of online assessment instruments in promoting learning
4. Present multiple ways to provide feedback online
5. Discuss online student portfolios and explain how they can be used by students and teachers
6. Describe the use graphic organizers in assessment
7. Use technology to create rubrics that guide student activities as well as assessment
8. Evaluate various rubrics, organizers, and portfolios for use in a given scenario
9. Align course objectives, assessment instruments, and curriculum standards
10. Analyze student activities against course objectives
11. Demonstrate methods for using evaluation to improve instruction
COURSE REQUIREMENTS
Structure of the course/Student responsibilities
The teaching method will require students to use the online classroom provided in Blackboard. The majority of course interaction will take place over this medium. It is expected that students will login a few times each week in order to stay informed and participate in class discussions. Furthermore, students are expected to check their student email regularly. Standard rules of conduct for netiquette are expected.

As a graduate level course, students are expected to fully participate in all online activities. For example, if a discussion board question is assigned at the beginning of the week. Students are expected to post a response prior to the discussion question due date. If students only log in and post their response to questions on the date that the discussion is due, it hinders the ability of other students to read postings and thoughtfully respond. This is unacceptable. Discussions should take place throughout the entire week.

When posting on the discussion board, comments should be thoughtful and substantive. While an occasional “Nice job” or “I agree” is always appreciated, your post should offer substantive commentary and provide an opportunity to further the conversation. Discussions may take many forms including reflective, affirmative (with examples), clarification questions, challenge (friendly challenges among colleagues), etc. Keep in mind the relationship between quality and quantity of posts.

This is not a lecture based class where students sit back, absorb information from the teacher, and then are tested on their knowledge of what they remembered. Rather, the teacher is a guide. Using a constructivist model and following a structure suited for adult learners in graduate level courses in an online environment, students will be required to build their own knowledge in collaboration with other students and stemmed from their own experiences. It is also expected that students will be seeking out information when needed from a variety of sources (professional journal literature, books, online resources, colleagues, classmates, personal experiences whether past or present, etc.) and will ask questions of the teacher and other students when necessary. The online classroom should be a friendly environment and everyone should be free to comment, ask questions, and answer questions.

Assignments must be word processed, spell checked, and adhere to APA guidelines (double spaced, 12 pt font Times Roman, 1” margins, citations in APA format). Documents shared with classmates should always be in a compatible format so that everyone in the class can view them: Microsoft Word (.docx, .doc or .rtf) or Acrobat (.pdf). If you do not have Microsoft Office consider googledocs as an alternative (http://docs.google.com). Finally, name all of your assignments in the following manner—LastName.Project. For example, if I were turning in an article review assignment in Microsoft Word it would have the following name: kerr.articlereview. Or, if I were turning in a concept map assignment, it would have the following name: kerr.conceptmap. Always use your last name, the assignment, and do not put any spaces in the naming of your files.
Assignment Descriptions

Online Activities and Participation (200 points) Objectives 1, 2, 3, 5, & 6
There will be online discussions and activities throughout the semester. Online discussions will address a range of topics from distinguishing between assessment and evaluation to the use on student portfolios for assessment and evaluation purposes. Discussions will include the general Discussion Board and Group Discussions, with some variation depending on the size of the class and specific activities. With each activity you are expected to respond to the initial questions as well as interact with classmates in a discussion. Grading is based on the frequency and regularity of logins (2-3 times per week on different dates is standard), ability to respond to at least 2 peers, on time completion of all discussion board activities, and the quality and depth of online discussions. Please review the section of this syllabus titled “Structure of the Course/Student Responsibilities” for more information on expectations of discussion board discourse.

Two attendance / participation grades will be provided, covering the first half of the semester (100 points), and the second half of the semester (100 points) for a total of 200 points at semester end. This will allow students to adjust their activities as the semester progresses if necessary.

Concept Map (100 points – 50 points each for initial and final concept maps) Objective 1
Create a concept map identifying what you already know about assessing and evaluating student learning. You can create a concept map using Microsoft Word, FreeMind, CMap or any other concept mapping software. The concept map is a graphic depiction of a topic. You will also create a graphic organizer at the end of the semester.

Journal Article Summary (100 points): Objective 1
Begin by searching the ‘Online Resources’ at JCKL and the Internet for peer reviewed articles about assessment or evaluation in online learning. Skim several articles and pick one that you understand. Write a 2 to 3 page summary of the journal article that includes the following tasks:
  a) Cite the article in APA format.
  b) Summarize the major ideas discussed in the article.
  c) Discuss the implications of assessment and evaluation in the online classroom.

Group Activity (100 points): Objective 4
For this activity each of you will become an expert at a given topic. You will be divided into groups of 3 or 4 and complete a group assignment. You will have an opportunity to use all Blackboard Tools and other tools (as approved by your instructor) to teach your lesson. For example, you may choose to have a discussion, a podcast, a video presentation, PowerPoint, etc. This information will be explained on the course website.

Enhancement Activity (100 points): Objectives 9 & 10
As a “check in” activity, students will consider their educational area and the taxonomies of learning often used for writing objectives. Using examples from your educational setting, construct five short answer questions. Include the objective in which you are measuring in each question. Short answer questions should align with their objective. This brief document should include your content area, any standards you will address, objectives, and the short answer questions. Students have the option to extend this assignment for their assessment package.

Curriculum/Technology alignment table (100 points) Objective 9
We have discussed the importance of aligning your learning objectives to your assessment. Additionally, as you consider teaching and learning in an online environment you must be selective in your technology use. This entails using technology only when it is beneficial to
student learning and not simply because the technology is available. To that end, you will complete a sample alignment table that matches three objectives, learning activities, technology, and assessment you could use in an online course.

**Rubric creation (100 points) Objectives 7 & 8**
Using an online tool such as [http://rubistar.4teachers.org/](http://rubistar.4teachers.org/) or instructions from your Palloff and Pratt (2009) textbook, students will create a rubric they could use to assess students. The rubric should be used for an authentic or performance based assessment. Moreover, the rubric should be based on the chosen broad topic.

**Assessment Package (200 points): Objectives 1, 2, 3, 4, 9, 10, & 11**
The assessment package will enable you to think about your instructional practice and how you would use ideas from this course to assess and evaluate student learning. Using knowledge from this course, you will create an assessment package. The details for this assignment will be explained in the Blackboard course site.

**GRADING**
Grading standards are as follows:

- A = 100-90%
- B = 89-80%
- C = 79-70%
- D = 69-60%
- F = 59% and below

Instructor created rubrics will be available through Blackboard and used to evaluate subjective assignments. Feedback will usually be provided via Blackboard. Occasionally, the instructor may need to email students for additional feedback. Up-to-date grades can be found through Blackboard within Tools | Check Grade. The student will always have the option to ask for additional feedback if desired.

Lacking substantial mitigating circumstances, late work will be reduced one letter grade per day late. Each day thereafter that the assignment is not turned in it will be reduced an additional letter grade. No late work will be accepted beyond three days after an assignment is due. Assignments must be submitted early if you know you will be unavailable when something is due. It is to your benefit to submit assignments earlier in the week rather than at the last minute in case technical problems or other difficulties arise. Incomplete grades for the course will NOT be issued upon request.

Note: if Blackboard is down and it prevents you from posting assignments, please post as soon as possible after the system is back up. Blackboard failures, while rare, are possible and you will not lose points if your assignment is late for that reason.

Students will have the option to revise and resubmit work within one week if they are not satisfied with their assigned grade. Students will then receive the average of the two scores. While points cannot be made up for late work, students who are persistent in learning should do well in this course.
Students will need a web browser with Internet access, Microsoft Office or compatible, Adobe Reader, Flash, and occasionally other plug-ins when visiting web sites. You may also need a video camera, microphone, and headset.

To get started with the course, go to: http://courses.ucmo.edu
You will need your UCM username and password to log in to the course. If you do not know, or cannot remember your information, please refer to this document: http://www.ucmo.edu/ot/documents/studentIDPW.pdf

All of the information you need concerning Blackboard hardware, software, and plug-ins can be accessed from the Blackboard login page or at http://www.ucmo.edu/centralnet/Blackboard/student_help.html

If you are new to Blackboard, this tutorial walks you through the process of getting started, beginning with performing a browser check: http://ucmo.edu/centralnet/Blackboard/help/bb_getting_started.pdf

As soon as you log into my course, you will see a welcome tab titled “Start Here” that will provide your orientation to how the class will work and where everything is located.

COMMUNICATION AND SUPPORT

There are several modes of communication for this course. If you have general questions about the course, there is a designated area in Blackboard. Questions posted here enable the entire class to read the question and the response. My preferred mode of contact is via email. However, other means of contact may include phone, instant message, and office visits.

UCM provides Blackboard Technical Support in a variety of ways:
- Phone: (660) 543-8484 Hours: M-F 7:30 am - 5:00 pm
- email: bbhelp@ucmo.edu
- Live Chat can be accessed from the Blackboard login page, when available
- You can submit an electronic request for Blackboard help on this form: http://www.ucmo.edu/surveys/?formID=1954
- Tutorials and Help information available on the Blackboard login page may be helpful

UCM technical support for issues unrelated to Blackboard can be accessed at this webpage: http://www.ucmo.edu/ot/students/

MAILING LIST
Each student is expected to subscribe to the listserv maintained by the department. Important information may be missed by students who are not subscribed.

For more information see http://www.ucmo.edu/cte/programs/edtech/listserv.cfm

FACEBOOK
You are also invited to join UCM Ed Tech on Facebook:
http://www.facebook.com/group.php?gid=9797649715

COURSE AND UNIVERSITY POLICIES AND PROCEDURES

Academic Honesty
Honesty in all endeavors is essential to the function of society. Honesty in the classroom among students and between students and faculty is a matter that should concern everyone in the University Community. Please see the Central Student Handbook for the complete policy, student responsibilities, and procedures for enforcement http://www.ucmo.edu/student/handbook.cfm. Additionally, the university statement on academic honesty can be found at http://www.ucmo.edu/graduate/future/orientation/honesty.cfm

Student Conduct: Each student who enrolls at Central Missouri assumes an obligation to abide by the rules and regulations of the University as well as the local, state, and federal laws. A description of student rights and responsibilities is available in the Student Handbook, and online: http://www.ucmo.edu/student/handbook.cfm. Also, please refer to http://www.ucmo.edu/student/documents/StudentHandbook_2010-2011RightsResponsibilities.pdf for specific guidelines and consequences of academic dishonesty.

Early Alert: As part of the College of Education commitment to building a positive, student-centered learning community that supports the success of every student, this faculty member participates in the UCM Early Alert Program.

ADA: Students with documented disabilities who are seeking academic accommodations should contact the Office of Accessibility Services, Union 222, (V) (TTY) 660-543-4421.

Library Services: Get help @ your library! You may access your library account, the online catalog, and electronic databases from James C. Kirkpatrick Library’s website at http://library.ucmo.edu. For research assistance, you may contact the Reference Desk:
Phone: (660) 543-4154
Email: reference@libserv.ucmo.edu
AIM: JCKLReference
RefChat: http://library.ucmo.edu/chat

Course Outline and Timeline for Topics:

<table>
<thead>
<tr>
<th>COURSE CALENDAR (TENTATIVE)</th>
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<tbody>
<tr>
<td>Week</td>
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<tr>
<td>[Week 1]</td>
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Mar 19 – 25  Enjoy Your Spring Break

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<th>Duration</th>
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<tr>
<td>11</td>
<td>Mar 26 – Apr 1</td>
<td>Assessment</td>
<td>Read Palloff and Pratt Chapter 2 (Discussion)</td>
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<td>Due: Example alignment chart 4/1</td>
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<td>Apr 2 – 8</td>
<td>Rubrics and more on authentic assessments</td>
<td>Palloff and Pratt – Part 2</td>
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<td>Due: Rubric 4/8</td>
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<td>Palloff and Pratt – Part 2</td>
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<td>14</td>
<td>Apr 16 – 22</td>
<td>Standards &amp; evaluation</td>
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<td>Due: Wednesday 4/25</td>
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<td>15</td>
<td>Apr 23 – 29</td>
<td>Assessment &amp; evaluation</td>
<td>Due: Assessment Package (4/25)</td>
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<td>Finals</td>
<td>Apr 30 – May 4</td>
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<td>Due: Final concept map (5/1)</td>
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The course calendar serves as a guide. However, there may be modifications to the calendar as deemed necessary by the instructor. Always check your assignments within the Blackboard course site.

**Course Projects (Total possible points = 1000)**

Assignment and Point Summary

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<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Points Obtained</th>
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<tbody>
<tr>
<td>Online Activities and Participation</td>
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<td>Concept Map</td>
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