Faculty of Education
AEDT4110U: Assessment for Adult Learning in a Digital Context
Course outline for Winter 2017

1. *Course Details & Important Dates**

Term	Section	Status	Course Type	Day	Time
Winter	A/B		Undergraduate	Wednesdays	12:10 to 1 PM 6:10 to PM

Location	CRN #	Classes Start	Classes End	Final Exam Period
Online	74057, 74058, 74059	Jan. 11, 2017 (Midterm break = February 20 – 24, 2017)	April 5, 2017	NA

* for other important dates go to: www.uoit.ca >Current Students >Important Dates

2. *Instructor and Teaching Assistant Contact Information*

Instructor Name	Office	Phone	Email	Skype
Janet Symmons	Virtual	n/a	XXXXX	XXXXX
Office Hours:	As this is an online course, I will be available virtually (not physically) for discussion through Blackboard, Skype, or other means. Just email me to make an appointment on Skype. I operate on Pacific Standard Time (3 hours behind EST) so I'm free to chat between noon and 9 PM Eastern Time.			

3. *Course Description*

This purpose of this course is to examine principles and practices of educational assessment as they apply to adult education in the context of digital technologies. Students will select, build and analyze assessment tools appropriate to specific adult education learning goals and teaching strategies. Topics will include, but are not limited to, traditional assessment concepts and procedures (reliability, validity, test design), contemporary practices (classroom observation, rubrics, authentic assessment, portfolio assessment, performance assessment), and the ways in which digital technologies can improve assessment practices (computer adaptive testing, electronic portfolios, computer markbooks, and data collection and analysis).

4. *Learning Outcomes*

On the successful completion of the course, learners will be able to:

1. Describe the goals of assessment and related principles of sound assessment.
2. Apply principles of sound assessment to adult educational and online contexts.
3. Select, create, and justify which assessment methods are best suited to particular adult education learning goals and teaching strategies.
4. Analyze, develop, and critique a variety of assessment methods using principles of sound assessment within an online and adult educational context. (The ways in which digital technologies can improve assessment practices)
5. Apply digital technologies that support assessment processes.
6. Self-analyze and produce reflective written pieces.
7. Locate, compile, and compare a variety of assessment resources within higher education and other related adult learning organizations

5. Course Design

All course activities have been designed in a manner that allows for access with a wide range of mobile devices such as Smartphones and tablets (iPads, Galaxy, etc.), therefore favouring the development of a truly mobile learning culture, anywhere, anytime. This 36 hour (3 credit) course is articulated into 12 mandatory modules each including:

1. Approximately 1 hour of video clip-based 'lectures' broken down into three 12-15minute long segments. The video clips were written by a content expert, (i.e., a professor from our own Faculty or a recognized expert from another institution). These are produced and publically published on YouTube.com.

2. 1 hour of synchronous group tutorial activities in Adobe Connect. The video conferencing sessions in Connect have been planned in detail by the professor (content expert) in collaboration with the Teaching and Learning Office. The TA will facilitate the tutorial activities in the session. By scheduling the different groups at different times of the day and of the week, the program is able to accommodate students from a wide variety of time zones.

3. The final element of each session includes 1 hour devoted to online activities such as forum discussions, self-directed learning activities, etc., as specified in the course calendar below, using a wide variety of online resources as chosen primarily by the students.

Although this covers the basic three-hour commitment to the class sessions, it is to be noted that additional reading or other course work will be expected from the student. Although this covers the basic three-hour commitment to the class sessions, it is to be noted that additional reading or other course work will be expected from the student. While the Blackboard course site will be the sole official web site for this course, other environments will be explored, used and analyzed.

The links for each of these will be posted on the course website as we progress. Please Note: The course website is an indispensable portion of the course. Students should consult it regularly, add to the site, and use the links there as part of their research tool collection. All courses requirements, handouts, marking rubrics, assessment and related materials are posted to the course web site.

6. Outline of Topics in the Course

A complete list of assigned weekly readings and assignments can be found below in the course schedule. Readings will be posted to the Blackboard site at least one week in advance of each class. This enables the class to be responsive to interests and topics as they emerge. Learners are encouraged to read beyond the required material, and a portion of the class is devoted to discussions of additional readings that candidates or the instructor may wish to recommend to the class.

The following table outlines the overall approach to PBL taken in this course. In our first 2 weeks we will get oriented to the course and its expectations and flow. In Week 3 we will begin a PBL activity that will conclude in Week 6. Beginning in Week 7 we will start into a second PBL activity. This will conclude in Week 11 with a series of group presentations.

Week	1	2	3	4	5	6	7	8	9	10	11	12
Problem	Intro		Scenario A				Scenario B					
Workflow	Initial orientation to course; flow and approach		Identify problem, resources and requisite knowledge	Collaborative learning	Collaborative learning	Synthesis	Identify problem, resources and requisite knowledge	Collaborative learning	Collaborative learning	Collaborative learning	Synthesis	Synthesis of course
Resources Available (see detailed weekly outline below)	Videos Readings Tutorials Discussion	Videos Readings Tutorials Discussion Assignment 1: Begin Part I of assignment visual representation – pre-assessment)	Videos Readings Tutorials Discussion Start Scenario A PBL	Videos Readings Tutorials Discussion PBL group work	Videos Readings Tutorials Discussion PBL group work	Videos Readings Tutorials Discussion Assignment 2: PBL Presentation	Videos Readings Tutorials Discussion Start Scenario B PBL	Videos Readings Tutorials Discussion PBL group work	Videos Readings Tutorials Discussion PBL group work	Videos Readings Tutorials Discussion PBL group work	Videos Readings Tutorials Discussion Assignment 3: PBL Presentation	Videos Readings Tutorials Discussion Assignment 1 – revisiting assessment initial visual

Week	Theme	Activity	To do for this session:

1	**Introduction to** Assessment for Adult Learning in a Digital Context
	
	1.Describe the goals of assessment and related principles of sound assessment
	
	3. Participate and contribute to class discussions/activities/knowledge building in a collegial manner
	
	6. Apply digital technologies that support assessment processes.
	
	7. Self-analyze and produce reflective written pieces
		Videos:
		Video 1.1 Introduction to the course
		
		Video Clip 1.2 Course projects
		
		Video Clip 1.3 Software, tools and affordances
		
		Tutorial:
		- Analysis and synthesis questions based on video clips
		- Questions about Assignment 1
			Readings and digital media resources:
			No readings. Students should take the time to create accounts in various social networks and get acquainted with Blackboard resources and structure.
			
			Read over the course syllabus including the assessment criteria.
			
			If you are new to online learning, read about "netiquette" here:
			
			i) http://www.albion.com/netiquette/corerules.html
			
			excerpted from the book Netiquette by Virginia Shea
			
			ii) http://online.uwc.edu/technology/etiquette from University of Wisconsin
			
			Assignment:
			1. **Before you view videos or browse Blackboard, consider/reflect upon topic question(s). Create an infographic (part of Assignment 5) and post in the discussion forum. You will need to refer back to this for your final assignment.**
			    a. What is assessment?
			    b. What is evaluation?
			    c. What is the purpose of assessment?
			    d. How might the purpose vary depending upon the adult educational context?
			    e. From where do you draw your responses to these questions?
			    f. What role do digital technologies play in assessment?

Week 2	**Purposes of Assessment** 1. Describe the goals of assessment and related principles of sound assessment (main goal and three purposes)	**Videos:** Video 2.1 – Assessment – navigating through the terminology Video 2.2 – Why assess (part 1)?	**Readings and digital media resources** 1. *Guide to Assessment* (PDF) by Professor Sue Bloxham, University of Cumbria (see Module 2) This guide originally appeared on the ESCalate ITE Help Directory by Professor Sue Bloxham, University of Cumbria http://escalate.ac.uk/4148 2. Course-based Review and Assessment: Methods for Understanding Student Learning from the University of Massachusetts Amherst (Chapter 1) http://www.umass.edu/oapa/oapa/publications/online_handbooks/course_based.pdf

Week	Theme	Activity	To do for this session:

	2. Identify and apply key terminology associated with traditional and contemporary assessment methods
	
	3. Participate and contribute to class discussions/activities/knowledge building in a collegial manner
	
	6. Apply digital technologies that support assessment processes.
	
	8. Locate, compile, and compare a variety of assessment resources within higher education and other related adult learning organizations
		Video 2.3 – Why assess (part 2)?
		
		Tutorial:
		- Analysis and synthesis questions based on video clips
			3. Examine the *Speaking the Language of Assessment* 1 page pdf handout by the Alberta Assessment Consortium to assist you in putting the new terminology together (3a) http://www.aac.ab.ca/professional-learning/professional-learning-modules/professional-learning-modules-2/speaking-the-language-of-assessment/
			
			4. Assessment for Learning by Geoff Isaacs University of Queensland http://www.itl.usyd.edu.au/assessmentresources/pdf/Link11.pdf
			
			5. View YouTube video *Using Assessment to Improve Instruction* - (5:47) from Western Washington University http://www.youtube.com/watch?v=BZ3USs16J3Y
			
			6. View archived *Assessment Webcast by Dr. Lorna Earl.* http://www.curriculum.org/k-12/en/videos/rethinking-classroom-assessment-with-purpose-in-mind While the target audience is K-12 schools, the theory she discusses regarding the concepts of learning and assessment is applicable to learning in general. **If you have time, feel free to view the entire webcast** (about 1 hour in length) but if you have limited time, please view the following::
			
			    a. **View 7:45 to 18:10** - Consider: *Why do we need to consider the history of assessment? How does Dr. Earl describe learning?* Pay specific attention to how she describes the process of learning with reference to her niece.
			
			    b. **View 22:45 - 27:45** - Consider: *What are the three purposes of assessment? How are they similar? Different? How does Dr. Earl's descriptions compare to the descriptions in other resources from this week.*
			
			Assignment:
			
			1. Post the digital tool / resource (in resource discussion board on course website) that you are using to categorize your assessment experiences as a resource for your colleagues.
			
			2. What challenges have you experienced within an assessment context (either as one who assesses or as one being assessed)? Why were these challenges? How might the challenges been prevented – if possible?

Week	Theme	Activity	To do for this session:

Week 3	**Principles of Assessment I**
	
	1. Describe the goals of assessment and related principles of sound assessment
	
	2. Identify and apply key terminology associated with traditional and contemporary assessment methods
	
	3. Participate and contribute to class discussions/activities/knowledge building in a collegial manner
	
	8. Locate, compile, and compare a variety of assessment resources within higher education and other related adult learning organizations
		Videos:
		Video 3.1 What are the core principles of assessment?
		
		Video 3.2
		The planning, teaching, assessment connection
		
		Video 3.3 – Intro to PBL A
		
		Tutorial:
		Discussion of questions
		- Groups self determined
		
		- Have first group meeting; discuss complex ill-structured problems you would like to investigate and set initial research directions
			Readings and digital media resources:
			
			1. **Core Principles of Effective Assessment** (from CSHE) http://melbourne-cshe.unimelb.edu.au/__data/assets/pdf_file/0010/1770697/CorePrinciples.pdf
			2. **AAHE's Nine Principles of Good Practice for Assessing Student Learning** https://manoa.hawaii.edu/assessment/resources/pdf/aahe_9principles1992_scanned.pdf
			3. **Articulating Your Learning Objectives** from Carnegie Mellon http://www.cmu.edu/teaching/designteach/design/learningobjectives.html
			4. **Learning Taxonomies** (including affective and psychomotor) - from University of Connecticut (download the two PDF files. Excellent resources!) http://assessment.uconn.edu/assessment-primer/assessment-primer-learning-taxonomies/
			5. Krathwohl, D. R. (2002). A revision of bloom's taxonomy: An overview. *Theory to Practice*, *41*(4), 212-218.
			6. Bloom's Taxonomy by Mary Forehand 2005 **http://epltt.coe.uga.edu/index.php?title=Bloom's_Taxonomy**
			
			Assignment:
			1. Discussion Board: Begin Assignment Assignment 1 Scenario A PBL as per the instructions.
			
			2. In your designated "group" in the discussion posting area, with your group, do the following:
			    a. Individually, post the problem you identified in the video clips.
			    b. Begin working on Assignment with group members

Week 4	**The Planning/Teaching/Assessment connection** 1. Describe the goals of assessment and related principles of sound assessment 2. Identify and apply key terminology	**Videos:** Video 4.1 - Which way do we go? (intro to backwards design) Video 4.2 – Implementing BWD Video 4.3 Application process example	**Readings and digital media resources:** 1. **Alignment of learning objectives, assessment, and teaching** from Carnegie Mellon http://www.cmu.edu/teaching/assessment/basics/alignment.html 2. **Basic Information About Objectives** from Penn State (also go to hyperlinks regarding affective and psychomotor domains!) http://archive.tlt.psu.edu/learningdesign/objectives/types.html 3. **WRITING EDUCATIONAL GOALS AND OBJECTIVES** (PowerPoint and action verbs are on the left side of the page) http://www.personal.psu.edu/staff/b/x/bxb11/Objectives/index.htm 4. Bloom's quiz ppt http://www.coe.uga.edu/epltt/images/bloom_quiz.ppt

Week	Theme	Activity	To do for this session:
	associated with traditional and contemporary assessment methods 3. Participate and contribute to class discussions/activities/knowledge building in a collegial manner 4. Select, create, and justify which assessment methods are best suited to particular adult education learning goals and teaching strategies.	**Tutorial:** - Analysis and synthesis questions based on video clips - Small group sharing of BWD process	5. Canada College. A Guide to Developing Measurable Student Learning Outcomes https://www.canadacollege.edu/inside/research/slos/documents/STUDENT%20SERVICES%20SLO%20GUIDE%20BOOK.pdf **Assignment:** 1. PBL Scenario A: Group work 2. Post in discussion forum: a) How are planning, instruction, and assessment interconnected? b) Where do I start the planning process? c) What digital tools might assist me? d) How can I incorporate what I have learned about types of knowledge and learning into "planning with the end in mind" (i.e., backwards design)? e) How does backwards design contribute to the implementation of sound assessment? f) Analyze the video 4.3. According to the principles of backwards design, consider the big questions
Week 5	**Principles of Assessment II** 1. Describe the goals of assessment and related principles of sound assessment 2. Identify and apply key terminology associated with traditional and contemporary assessment methods 3. Participate and contribute to class discussions/activities/knowledge building in a collegial manner 5. Analyze, develop, and critique a variety of assessment methods	**Videos:** Video 5.1 – Introduction to reliability and validity in assessment Video 5.2 – Examples **Tutorial:** - Analysis and synthesis questions based on video clips	**Readings and digital media resources:** Go to http://web.stanford.edu/dept/pres-provost/irds/assessment/tools_archive_March2015.html > Go to **Measurement Issues** > a PDF on reliability and validity will open> read/review reading. Go to http://fcit.usf.edu/assessment/basic/basicc.html and read about reliability and validity. Also go to https://www.uni.edu/chfasoa/reliabilityandvalidity.htm and read about reliability and validity. **Assignment:** 1. PBL Scenario A: Group work 2. Post in discussion forum: a. How have I personally experienced (or not) assessments that reflected the principles of assessment discussed this week? b. Why must I consider the principles of assessment in my own practice

Week	Theme	Activity	To do for this session:
	using principles of sound assessment		
Week 6	Conclusion of Scenario A PBL 1. Describe the goals of assessment and related principles of sound assessment 2. Identify and apply key terminology associated with traditional and contemporary assessment methods 3. Participate and contribute to class discussions/activities/knowledge building in a collegial manner 5. Analyze, develop, and critique a variety of assessment methods using principles of sound assessment 7. Self-analyze and produce reflective written pieces 8.Locate, compile, and compare a variety of assessment resources within higher education and other related adult learning organizations	**Videos -** View each group's video prior to class. **Tutorial:** - Come to the tutorial prepared to ask questions and discuss.	**Scenario A PBL Conclusion Tasks**: **Readings and digital media resources:** PBL Scenario A presentation done via video (using Prezi, PowerPoint, other) (10 minutes maximum per Group). You will need to publish this in a location accessible **no later than the Saturday prior** to the tutorial. In the tutorial each group will be given 5-7 minutes to guide the discussion on the PBL explored. **Assignment:** 1. Post your group's Scenario A PBL videos in preparation for the tutorial **no later than the Saturday prior to the tutorial.** 2. Follow up questions/summary discussion in the Scenario B PBL discussion forum based on the conversation in the tutorial. 3. Post a short reflection on Scenario B PBL activity that identifies three challenges and three opportunities you experienced in doing the PBL (individually and/or as a team). 4. Complete Assignment 2 via email
Week 7	**What is authentic assessment?**	**Videos:**	**Reading and digital resources:**

Week	Theme	Activity	To do for this session:

	2. Identify and apply key terminology associated with traditional and contemporary assessment methods
	
	3. Participate and contribute to class discussions/activities/knowledge building in a collegial manner
	
	4. Select, create, and justify which assessment methods are best suited to particular adult education learning goals and teaching strategies.
	
	5. Analyze, develop, and critique a variety of assessment methods using principles of sound assessment
	
	6. Apply digital technologies that support assessment processes.
		Video 7.1 – What is Authentic Assessment?
		
		Video 7.2 – Summative Assessments vs. CATs
		
		Video 7.3 – Introduction to PBL B
		
		Tutorial:
		- Discussion of questions
		
		- Groups self determined
		
		- Have first group meeting; discuss complex ill-structured problems you would like to investigate and set initial research directions
			1. Go to the Authentic Assessment Toolbox website (http://jfmueller.faculty.noctrl.edu/toolbox/) which is a very thorough resource for this topic. Feel free to explore all the links on this amazing site, however, **ensure you read:**
			
			   a) Home > **What is it?** > go through all the questions on this page
			   b) Home > **Why do it?** > read through whole page
			   c) Home > **How do you do it?** > Click/read anything that has to do with the **developing standards** (i.e., objectives), **developing an assessment task**, and **identifying criteria for the task**. We will work on developing rubrics next week! So to summarize, **read through the first three of four steps** of developing an authentic assessment.
			   d) Home > **Tasks** > examine the characteristics and types of authentic tasks
			
			2. Brief summary of Classroom Assessment Techniques, A Handbook for College Teachers, 2nd Ed. by Thomas A. Angelo and K. Patricia Cross - https://cft.vanderbilt.edu/guides-sub-pages/cats/
			
			3. An excellent resource on CATs http://wings.buffalo.edu/ubtlc/resources/CATsHandout.pdf from Buffalo University
			
			Assignment:
			1. Discussion Board: Begin Assignment Assignment 3 Scenario B PBL as per the instructions. (Choices: I – create web-based instruction with several assessments OR using the objectives as a guide, design your final way to explicitly demonstrate your understanding of the assignment objectives)
			
			2. In your designated "group" in the discussion posting area, with your group, do the following:
			   a. Individually, post your preferred "choice" in completing Assignment 3.
			
			   b. Read the posts of others in the class and identify up to 3 other group members. Once you have identified your group members, notify the facilitator of the names AND of assignment choice.
			
			   c. Begin working on assignment plan with group members
			
			   d. Post plan in designated discussion area.

Week	Theme	Activity	To do for this session:
Week 8	**Classroom Assessments Techniques** 2. Identify and apply key terminology associated with traditional and contemporary assessment methods 3. Participate and contribute to class discussions/activities/knowledge building in a collegial manner 4. Select, create, and justify which assessment methods are best suited to particular adult education learning goals and teaching strategies. 5. Analyze, develop, and critique a variety of assessment methods using principles of sound assessment 6. Apply digital technologies that support assessment processes.	**Videos** Video 8.1 – Classroom Assessment Techniques Video 8.2 – Examples of CATs **Tutorial:** - Analysis and synthesis questions based on video clips	**Readings and digital media resources:** 1. Go to the Authentic Assessment Toolbox website http://jfmueller.faculty.noctrl.edu/toolbox/index.htm which is a very thorough resource for this topic and review all of last week's readings **if you require** a refresher from last week! 2. BCIT's CAT instructional job aid: http://www.northernc.on.ca/leid/docs/ja_assesstech.pdf 3. Frey, B.B., Schmitt, V. L., & Allen, J. P. (2012). Defining authentic classroom assessment. *Practical Assessment Research & Evaluation, 17*(2), 1-18. Read the discussion and recommendation sections (12-14) and review figure 2 on page 6. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.648.548&rep=rep1&type=pdf **Assignment:** Continue working on PBL Scenario B
Week 9	**What's wrong and right with rubrics?** 3. Participate and contribute to class discussions/activities/k	**Videos:** Video 9.1 – Introduction to Rubrics	**Readings and digital media resources:** 1. Again, feel free to explore all the links on the Authentic Assessment Toolbox website http://jfmueller.faculty.noctrl.edu/toolbox/index.htm site, however, **this week ensure you read** everything regarding **Rubric**s

Week	Theme	Activity	To do for this session:
	nowledge building in a collegial manner 5. Analyze, develop, and critique a variety of assessment methods using principles of sound assessment 6. Apply digital technologies that support assessment processes. 8. Locate, compile, and compare a variety of assessment resources within higher education and other related adult learning organizations	Video 9.2 – Characteristics of High Quality Rubrics Video 9.3 – Creating Rubrics **Tutorial:** - Analysis and synthesis questions based on video clips - Discuss and critique rubrics.	**Assignment:** Using everything we have learned thus far regarding: Developing **objectives** Bloom's taxonomy Learning in general **Aligning** assessments **Development of an authentic assessment** task This week's **rubrics** lesson/readings 1. **With your group, develop a rubric for your final assessment** (analytic or holistic--depending on the task) 2. Post rubric and be prepared to discuss during tutorial. 3. What tool will you use to create your rubric? Post URL of software (if you used software)
Week 10	**Portfolio** 3. Participate and contribute to class discussions/activities/k nowledge building in a collegial manner 4. Select, create, and justify which assessment methods are best suited to particular adult education learning goals and teaching strategies.	**Videos:** Video 10.1 – Introduction to Portfolio Assessment Video 10.2 – Purposes/Types of Portfolios Video 10.3 – Student question videos	**Readings and digital resources:** 1. Portfolios (authentic assessment) http://jfmueller.faculty.noctrl.edu/toolbox/portfolios.htm 2. ePortfolios - http://electronicportfolios.com/NIACE/html/ Key resource From the UOIT online library: Baeten, M., Dochy, F., & Struyven, K. (2008). Students' approaches to learning and assessment preferences in portfolio-based learning environment. *Instructional Science, 36*(5), 359-374. doi: 10.1007/s11251-008-9060-y Davis, M. H., Ponnamperuma, G. G., & Ker, J. S. (2009). Student perception of a portfolio assessment process. *Medical Education, 43*(1), 89-99. doi: 10.111/j.1365-2923.2008.03250.x

Week	Theme	Activity	To do for this session:
	5. Analyze, develop, and critique a variety of assessment methods using principles of sound assessment 6. Apply digital technologies that support assessment processes. 8. Locate, compile, and compare a variety of assessment resources within higher education and other related adult learning organizations	**Tutorial:** - Analysis and synthesis questions based on video clips - Debate advantages and disadvantages of portfolio assessment	Wolf, E. W., & Miller, T. R. (2009). Barriers to the implementation of portfolio assessment in secondary education. *Applied Measurement in Education, 10*(3), 235-251. doi: 10.1207/s15324818ame10003_3 **Assignment:** 1. What are the advantages and disadvantages from an instructor and student perspective of incorporating a portfolio for assessment? Be prepared to debate both perspectives. 2. Post a resource that might be useful for creating a digital portfolio.
Week 11	**Put to the test** 2. Identify and apply key terminology associated with traditional and contemporary assessment methods 3. Participate and contribute to class discussions/activities/knowledge building in a collegial manner 4. Select, create, and justify which assessment methods are best suited to particular adult education learning goals and teaching strategies. 5. Analyze, develop, and critique a variety of assessment methods	**Videos:** Video 11.1 – Why tests? Video 11.2 – Creating test items part 1 Video 11.3 – Creating test items part 2 **Tutorial:** - Analysis and synthesis questions based on video clips - Complete, discuss, critique "tests	**Readings and digital resources:** 1. *Best practices for designing and grading exams.* From University of Michigan, Centre for Research on Learning and Teaching Website: http://www.crlt.umich.edu/P8_0 2. Jacobs, L.C. (2004). *How to write better tests: A handbook for improving test construction skills.* From Indiana University, Bloomington Evaluation Services & Testing Website: http://www.uky.edu/Ag/CLD/CETL/files/f09workshop/IU%20How%20to%20write%20better%20tests.pdf 3. Burton, S.J., Sudweks, R.R., Merrill, P.F., & Wood, B. (1991). *How to prepare better multiple-choice test items: Guidelines for university faculty*. Retrieved February 15, 2009, from Bringham Young University, Testing Services and The Department of Instructional Science Website: https://testing.byu.edu/handbooks/betteritems.pdf 4. Ketterlin-Geller (2005). *Knowing What All Students Know: Procedures for Developing Universal Design for Assessment The Journal of Technology, Learning, and Assessment* Volume 4, Number 2 · A publication of the Technology and Assessment Study Collaborative Caroline A. & Peter S. Lynch School of Education, Boston College www.jtla.org http://ejournals.bc.edu/ojs/index.php/jtla/article/view/1649/1491 **Assignment:**

Week	Theme	Activity	To do for this session:
	using principles of sound assessment 6. Apply digital technologies that support assessment processes. 8. Locate, compile, and compare a variety of assessment resources within higher education and other related adult learning organizations		1. Consider your own "testing" experiences once again, and reflect on any positive or negative issues you may have experienced. **Why were the experiences positive and/or negative? How would you have improved the experience?** 2. After viewing this week's videos**, create one multiple choice question** and **one other question of your choice**. The content for questions is to be based on any of this course's content. Create the test questions in a free web-based platform. Bring the URL to tutorial for others to complete. 3. What challenges did you experience in creating the test items? 1. Post the URL/resource used to create your test questions along with your perceived limitations and benefits.
Week 12	**Synthesis of course** Conclusion of Scenario B PBL 1. Describe the goals of assessment and related principles of sound assessment 2. Identify and apply key terminology associated with traditional and contemporary assessment methods 3. Participate and contribute to class discussions/activities/k nowledge building in a collegial manner 5. Analyze, develop, and critique a variety of assessment methods using principles of sound assessment	**Videos:** View each group's video prior to class. **Tutorial:** - Come to the tutorial prepared to ask questions and discuss.	**Scenario B PBL Conclusion Tasks**: Have assignment 3 presentation prepared to present (as an individual) to the small group. You will each present to a small group of individuals. Assignment 3 presentation done via video (using Prezi, PowerPoint, other) (10 minutes maximum per Group). You will need to publish this in a location accessible **no later than the Saturday prior** to the tutorial. In the tutorial each individual will be given 15 minutes to guide the discussion/presentation on the PBL explored. **Assignment:** 1. Follow up questions/summary discussion in the Scenario B PBL discussion forum based on the conversation in the tutorial. 2. Post a short reflection on Scenario B PBL activity that identifies three challenges and three opportunities you experienced in doing the PBL (individually and/or as a team).

Week	Theme	Activity	To do for this session:
	6. Apply digital technologies that support assessment processes. 7.Self-analyze and produce reflective written pieces		**Assignment:** 1. Post your group's final Scenario B PBL videos. 2. Complete Assignment 4 via email 3. Now that we are at the end of the course, go back to week one and consider those questions once again. 4. **How and why** have your responses changed in comparison to your initial responses based on the questions posed in Week 1? 5. Create an infographic to reflect your learning and be prepared to share during the tutorial.

2. Assignment Descriptions and Assessment

The following is a description of the components upon which the final assessment will be based and provides an outline of the relative value of each of the components and their criteria. All ideas and resources used that do not originate with you must be cited and referenced using APA v.6 format.

Due Date	Learning Outcome(s) Addressed	Assignment	Person	Value	Description
Ongoing – due Week 7 and Week 12	3, 4, 7	Tutorial Contributions	Individual	20%	Contributions to the weekly tutorials via sharing of resources, discussion entries using the scaffolded prompts. Assessed using the Collective Contributions Rubric below.
Week 6 – Videos posted min 4 days before tutorial	1, 2, 4, 5	Assignment 1 Scenario A PBL	Team	25%	Based on PBL criteria, create a 10 min presentation to publish in a location that is available to class. See full assignment description and accompanying assessment criteria in course website.
Week 6	3, 6	Assignment 2 Scenario A PBL Group Assessment	Individual	5%	Self/group assessment of individual contribution to Assignment 2 based on rubric provided. See full assignment description and accompanying assessment criteria in course website.

Due Date	Learning Outcome(s) Addressed	Assignment	Person	Value	Description
Week 11 Videos posted min 4 days before tutorial	1, 2, 4, 5, 7	Assignment 3 Scenario B PBL	Team and individual	25%	Based on PBL criteria, create a 15 min presentation to present individually to a small group (week 11). Create a 15 min final video and publish (week 12) in a location that is available to class. See full assignment description and accompanying assessment criteria in course website.
Week 12	3, 6	Assignment 4 Scenario B PBL Group Assessment	Individual	5%	Self/group assessment of individual contribution to Assignment 2 based on rubric provided. See full assignment description and accompanying assessment criteria in course website.
Week 12	5, 6, 7	Assignment 5 Infographic	Individual	20%	End of course "reflection" via an infographic, based on initial understandings of assessment concepts, and how the understandings have evolved. See full assignment description and accompanying assessment criteria in course website.

Assignment 1: Scenario A PBL, *Ms. Cator's Prep* (Present Week 6)

Problem: To be identified by the learners based on the context/scenario given in Video Clip 3.3 (Scenario A)

As a group of 3-4 peers, engage in a PBL process in which you will identify and actively seek out the knowledge and resources that will be necessary to fully understand the problem and create a solution(s) to the problem, as per the prompts below. Document all of your work and your thoughts for each week while progressing the in course website.

Prompts:
1. View Video Clip 3.3.
2. Based on the contexts/scenarios given in the video clip, identify a problem, as you perceive it.
3. Post the problem that you identified from the video clips. Read the posts of others in the class and identify up to three other group members. Once you have identified your group members, notify the TA of the names of each group member.
4. With your group members, negotiate the details of the problem you will be working on.
5. Identify your group role/perspective with respect to the problem.
6. Find and create the knowledge and resources possessed and required to understand the problem.
7. Find and create the knowledge and resources possessed and required to create a solution(s).
8. Create a solution(s).

9. Prepare a short video presentation (using Prezi, PowerPoint, other?) (10 min max per group). You will need to publish this in a location accessible to the class no later than two days prior to the tutorial. In the tutorial each group will be given 5-7 minutes to guide the discussion on the PBL explored. This will occur during the Week 6 tutorial session.
10. Follow-up questions/summary discussion in the Scenario B PBL discussion forum based on the conversation in the tutorial
11. Post a short reflection on Scenario B PBL activity that identifies at least two challenges and two opportunities you experienced in doing the PBL (individually and/or as a team).

Assignment 3: Scenario B PBL (Present Week 11)

Problem: To be identified by the learners based on the context/scenario given in Video Clip 7.3 (Scenario B)

As a group of 3-4 peers, engage in a PBL process in which you will identify and actively seek out the knowledge and resources that will be necessary to fully understand the problem and create a solution(s) to the problem, as per the prompts below. Document all of your work and your thoughts for each week while progressing the in course website.

Summary of Problem:
1. You have been asked by your instructor to demonstrate your understanding of the following course objectives:
2. Describe the goals of assessment and related principles of sound assessment.
3. Apply principles of sound assessment to adult educational and online contexts.
4. Select, create, and justify which assessment methods are best suited to particular adult education learning goals and teaching strategies.
5. Analyze, develop, and critique a variety of assessment methods using principles of sound assessment within an online and adult educational context. (The ways in which digital technologies can improve assessment practices)
6. Apply digital technologies that support assessment processes.
7. Locate, compile, and compare a variety of assessment resources within higher education and other related adult learning organizations

Consider all of the topics we have addressed in this course, as well as the topics we will address in future classes. How will you apply your understanding of the topics within the context of the learning objectives? In a small group, consider how you will explicitly demonstrate your understanding. Use the prompts as guidance.

Prompts:
1. View Video Clip 7.3.
2. Based on your own individual context, identify, and post initial directions you would like to take in completing this assignment.
3. Read others' posts and identify up to three other group members. Once you have identified your group members, notify the TA of the names of each group member.
4. With your group members, negotiate the details of the problem you will be working on.
5. Identify your group role/perspective with respect to the problem.

6. Find and create the knowledge and resources possessed and required to understand the problem.
7. Find and create the knowledge and resources possessed and required to create a solution(s).
8. Create a solution(s).
9. Prepare to individually present your group findings during the Week 11 (and maybe Week 12) tutorial.
10. Prepare a short video presentation (using Prezi, PowerPoint, other?) (10 min max per group). You will need to publish this in a location accessible to the class by Week 12.
11. Follow-up questions/summary discussion in the Scenario B PBL discussion forum based on the conversation in the tutorial
12. Post a short reflection on Scenario B PBL activity that identifies at least two challenges and two opportunities you experienced in doing the PBL (individually and/or as a team).

PBL Assessment Rubric (for Assignments #1)

Learning within the context of the PBL scenarios will be self and peer assessed using the following rubric:

Criterion	Below Standard	Approaching Standard	At Standard	Above Standard
Problem Recognition	Not able to identify any problems.	Demonstrates the ability to identify problems with a great deal of assistance.	Demonstrates the ability to identify problems with some assistance.	Demonstrates the ability to identify problems, as they were clearly defined in written statements.
Organization & Structure	All arguments were not clearly tied to an idea.	All arguments were clearly tied to an idea but the organization was sometimes not clear or logical.	Most arguments were clearly tied to an idea and organized in a tight, logical fashion.	All arguments were clearly tied to an idea and organized in a tight, logical fashion.
Understanding of the Topic	Demonstrates an understanding of information that is not relevant, discourages higher-level thinking, and fails to relate to the skills and concepts to be developed.	Demonstrates an understanding of information that touches on relevant information, displays lower-level thinking, and begins to relate to the skills and concepts to be developed.	Demonstrates an understanding of information that is semi-relevant, fosters higher-level thinking, and begins to relate to the skills and concepts to be developed.	Demonstrates an understanding of information that is relevant, fosters higher-level thinking, and clearly relates to the skills and concepts to be developed.
Argument	Information had several inaccuracies or was usually not clear.	Most information presented in the argument was clear and accurate, but was not thorough.	Most information presented in the argument was clear, accurate and thorough.	All information presented in the argument was clear, accurate and thorough.
Solution	The solution is incomplete or vague; No evidence is given that the solution was tested against the problem.	A single solution was contemplated but is vague. No evidence is given that the solution is tested against the problem.	Evidence that a single solution was contemplated is provided; chosen solution is tested against the problem providing evidence of its success.	Evidence that multiple solutions were contemplated is provided; chosen solution is tested against the problem providing evidence of its success.

Collective Contributions Rubric (Contributions to the tutorials)

Given the online format of this course it is essential that you are present and able to contribute fully in our synchronous tutorial sessions as well as any asynchronous discussions that emerge during the course. This includes being prepared (i.e. doing the pre-readings) for each tutorial in addition to consistent participation to the tutorial discussions. Additionally, learners' contributions to tutorials will be assessed based on the instructor's observations during each tutorial. Collective contributions will be self-assessed using the following rubric.

Category	Below Standard	Approaching Standard	At Standard	Above Standard
Content	Incomplete contribution, relation to unit and topic not evident; insight is vague or absent; little or no pre-reading completed	Contribution relates to unit and topic to some extent; some instances of insight are evident; and some pre-reading completed	Contribution relates to unit and topic to some extent; some insight provided; and some evidence of pre-reading is provided.	Contribution clearly relates to unit and topic and evidences that pre-reading was done. Insightful and appropriate and fosters additional dialogue
Response	Response is lacking or not meaning fully related to prior activities; does not encourage additional dialogue	Response is completed by indicated deadline, indicates a minimal understanding of concepts; some claims are defined and explained; does not encourage dialogue	Response is completed by indicated deadline, indicates some understanding of concepts; most claims are defined and explained; encourages dialogue	Response is completed by indicated deadline, indicates a clear understanding of concept; all claims are defined and explained; encourages dialogue
References	Contribution lacks sources; evidence; sources inaccurately cited or missing	Contribution includes some sources, provides limited evidence; sources inaccurately cited	Contribution includes many sources, provides limited evidence; sources accurately cited	Contribution includes current and historical sources, provides evidence; sources accurately cited

Participation Rubric modified from Dr. Van Oostveen (2013).

Assessment Rubric (Assignment #5 – End of course infographic reflection)

Grade	Description/Criteria
Above Standard	All parts of the infographic are fully developed, thoroughly organized, and clearly and creatively communicated/presented. Positions within the portfolio are appropriate, extensively detailed, explained, and supported, providing strong evidence of originality, independence of thought, and high capacity to draw upon theory and literature, with critical thought.
At Standard	Most parts of the infographic are well developed, organized, and clearly communicated/presented. Positions within the portfolio are appropriate and supported, providing strong evidence of originality, independence of thought, and high capacity to draw upon theory and existing literature, with critical thought.
Approaching Standard	Most of the infographic is adequately developed, organized, and communicated/presented with some clarity, providing some evidence of originality, independence of thought, and capacity to draw upon theory and existing literature with critical thought. Some positions within the portfolio may not be appropriate and/or require more detail, explanation, and support.
Below Standard	The majority of the infographic requires development and organization. There is inadequate evidence of understanding, critical analysis, and appropriate use of the literature. Positions within the portfolio are inadequate.

Group Member Assessment Rubric for PBL (10% of course mark – 5% for Assignments 2 and 5% for Assignment 4)

The group assessment rubric is as follows. Each member of your PBL group will be asked to complete the group assessment and submit it to the facilitator. NOTE: When evaluating whether a student has demonstrated success in meeting the Learning Outcomes of the subject, the facilitator will also take into account the peer assessment. Individual students' final marks may be adjusted by up to two grades (PLUS or MINUS).

Please rate your group members on the relative contributions that were made in preparing and presenting your PBL. Please be candid in your assessment. Your ratings will not be disclosed to other students. In rating your group members use a one to five point scale, where **5 = Superior; 4 = Above Average; 3 = Average; 2 = below average; 1 = weak. You can use 2 decimal places (i.e.: 4.5)**

Email each assessment to XXXXX

Criteria	Yourself (insert name here)	Group Member 1 (insert name here)	Group Member 2 (insert name here)	Group Member 3 (insert name here)
1. Participated fully in group discussions and meetings.				
2. Helped to keep the group focused on the task based on the assignment description.				
3. Critically evaluated information and evidence and presented various perspectives to the group.				
4. Quality of work done was to the desired standard and reflected the assignment assessment criteria.				
5. Quantity of work done was to the desired standard discussed by the group.				
6. Contributed useful and creative ideas to the development of the presentation.				
7. Contributed to the delivery of the presentation in a creative and supportive manner.				
8. Contributed to the class discussion of the presentation; answered questions on the topic and furthered understandings.				
Total				
Comments:				

Group Participation Rubric modified from Dr. Childs (2013).

8. Accessibility

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through the Centre for Students with Disabilities in a timely manner, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations.

Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic integrity.

9. Readings

A complete list of assigned weekly readings and assignments can be found in the course schedule. Readings will also posted to the course site at least one week in advance of each class. This enables the class to be responsive to interests and topics as they emerge. Learners are encouraged to read beyond the required material, and a portion of the class is devoted to discussions of additional readings that candidates or the

10. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

11. Turnitin

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must inform their instructor at the time the work is assigned and provide with their assignment a signed Turnitin.com Assignment Cover sheet:
http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf

12. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates via UOIT Student Email.