



Faculty of Education  
 AEDT4110U: Assessment for Adult Learning in a Digital Context  
 Course outline for Winter 2019

**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 7 PM, and 8:10 to 9 PM

Location	CRN #	Classes Start	Classes End	Final Exam Period
Online	73487, 73503, 73504.	Jan. 9, 2019 (Midterm break = February 17 – 23, 2019)	April 3, 2019	NA

\* for other important dates go to: [www.uoit.ca](http://www.uoit.ca) >Current Students >Important Dates

**2. Instructor and Teaching Assistant Contact Information**

Instructor Name	Office	Phone	Email
Janet Symmons	Virtual	n/a	XXXXXX
Office Hours:	As this is an online course, I will be available virtually (not physically) for discussion in the BA ESDT General room or via email. Please email me to make an appointment in the Adobe Connect room. I operate on Pacific Standard Time (3 hours behind EST) so I'm free to chat between noon and 9 PM Eastern Time.		
TA's Name	Office	Phone	Email
Mireille Babin-Larochelle	Virtual	n/a	XXXXXX
Office Hours:	As this is an online course, I will be available virtually (not physically) for discussion in the BA ESDT General room or via email. Please email me to make an appointment in the Adobe Connect room.		

### ***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 12-15 minute 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 Begin Skills development	Videos Readings Tutorials Discussion Work on skills development	Videos Readings Tutorials Discussion Skills development Begin self assessment Start PBL Scenario A	Videos Readings Tutorials Discussion PBL group work	Videos Readings Tutorials Begin Skills development PBL group work	Videos Readings Tutorials Work on skills development Work on self assessment PBL Scenario A Presentation	Videos Readings Tutorials Discussion Work on skills development Start PBL Scenario B	Videos Readings Tutorials Discussion Work on skills development PBL group work	Videos Readings Tutorials Skills development Work on self assessment PBL group work	Videos Readings Tutorials Discussion Work on self assessment PBL group work	Videos Readings Tutorials Work on self assessment PBL group work	Videos Readings Tutorials Work on self assessment PBL Scenario B Presentation

Week	Theme	Activity	To do for this session:
1	<p><b>Introduction to Assessment for Adult Learning in a Digital Context</b></p> <p><b>Material and activities in this module align with learning outcomes 1, 5, and 6</b></p>	<p><b>Videos:</b></p> <p>V 1.1 Course Introduction</p> <p>V 2.1 Looking Back and Asking Why</p> <p>V 2.2 Navigating the Terminology: Assessment and Evaluation</p> <p><b>Tutorial:</b></p> <p>Analysis and synthesis questions based on video clips. Review peer assessment</p>	<p><b>Readings and digital media resources:</b></p> <p>Using Infographics to Communicate your Research:  <a href="https://doctoralwriting.wordpress.com/2018/12/10/using-infographics-to-communicate-your-research/#more-2294">https://doctoralwriting.wordpress.com/2018/12/10/using-infographics-to-communicate-your-research/#more-2294</a> Scroll to the end of the article and read only the bullet points for “Content,” “Layout,” “Design,” and “Software.”</p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Create folder in Google Drive. Name the folder using the course code and your first and last name (4110 – First and last name) and share it with XXXXX and XXXXX Completed rubrics for all course assignments will be placed in your personal folders.</li> <li>2. Create a group of three or four learners to work with on the PBL assignments. Email Janet and Mireille the names of the people in your group. Each group will be assigned a number.</li> <li>3. Signup to talk about one of the three topics in first Peer Skills Development assignment. Due in week 3. This is an individual assignment. Immediately begin researching your topic</li> </ol>
Week 2	<p><b>Purposes of Assessment</b></p> <p><b>Material and activities in this module align with learning outcomes 1, 2, 5, and 7</b></p>	<p><b>Videos:</b></p> <p>V 2.1 Navigating the Terminology: Learning and Teaching</p> <p>V 2.3 Why Assess?</p> <p><b>Tutorial:</b></p> <p>Analysis and synthesis questions based on video clips</p>	<p><b>Readings and digital media resources</b></p> <p>Ontario Ministry of Education. (2013). Learning for all: A guide to effective assessment and instruction for all students, Kindergarten to Grade 12. Retrieved from <a href="http://www.edu.gov.on.ca/eng/general/elemsec/speced/learningforall2013.pdf">http://www.edu.gov.on.ca/eng/general/elemsec/speced/learningforall2013.pdf</a> Read pp.27-32</p> <p>Western Washington University. (2008, April 17). <i>Using Assessment to Improve Instruction</i>. (5:47) <a href="http://www.youtube.com/watch?v=BZ3USs16J3Y">http://www.youtube.com/watch?v=BZ3USs16J3Y</a></p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Continue working on the first Peer Skills Development assignment. Due in week 5</li> <li>2. Learners who are not in a group by January 20 will be placed in a group</li> </ol>

Week	Theme	Activity	To do for this session:
Week 3	<p><b>Principles of Assessment I</b></p> <p><b>Material and activities in this module align with learning outcomes 1, 2, and 7</b></p>	<p><b>Videos:</b></p> <p>Video 3.1 What are the core principles of assessment?</p> <p>Video 3.2 The planning, teaching, assessment connection</p> <p>Video 3.3 – Intro to PBL A</p> <p><b>Tutorial:</b> Skills development. Individually talk about your chosen topic to a small group of peers</p>	<p><b>Readings and digital media resources:</b></p> <p>American Association for Higher Education. (1992, Dec.). Nine Principles of Good Practice for Assessing Student Learning. Retrieved from <a href="https://manoa.hawaii.edu/assessment/resources/pdf/aahe_9principles1992_scanned.pdf">https://manoa.hawaii.edu/assessment/resources/pdf/aahe_9principles1992_scanned.pdf</a></p> <p>Aainsqatsi, K. (n.d.). Bloom’s taxonomy – Learning in action. Retrieved from <a href="https://en.wikipedia.org/wiki/Bloom%27s_taxonomy#/media/File:Blooms_rose.svg">https://en.wikipedia.org/wiki/Bloom%27s_taxonomy#/media/File:Blooms_rose.svg</a></p> <p>Harden, R. M. (2002). Learning outcomes and instructional objectives: Is there a difference? <i>Medical Teacher</i>, 24(2), 151-155. Retrieved from <a href="https://www.researchgate.net/profile/Ronald_Harden/publication/11278465_Learning_outcomes_and_instructional_objectives_Is_there_a_difference/links/0fcfd50c8489200f2100000.pdf">https://www.researchgate.net/profile/Ronald_Harden/publication/11278465_Learning_outcomes_and_instructional_objectives_Is_there_a_difference/links/0fcfd50c8489200f2100000.pdf</a></p> <p>Review only the chart on page 2.</p> <p>O’Neill, G., &amp; Murphy, F. (2010, Jan. 20.) Assessment: Guide to taxonomies of learning. University College Dublin. Retrieved from <a href="http://www.ucd.ie/t4cms/ucdtla0034.pdf">http://www.ucd.ie/t4cms/ucdtla0034.pdf</a></p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Have your first group meeting. Discuss complex ill-structured problems you would like to investigate and set initial research directions.</li> <li>2. Begin working on Assignment 7. Gather and analyze the feedback from the skills development and reflect on the how to evolve</li> </ol> <p><b>Tutorial</b></p> <p>Week 3 Skills development sessions on assessing PBLs, peer assessment, and feedback and feedforward</p> <p>Learners will attend one skills development session in the tutorial and talk about their chosen topic. Handouts and references will be shared with all learners in the course. Peer assessments are due within five days. Learners to do not upload all peer assessments within five days will be receive zero grade on the assignment.</p>
Week 4	<b>The Planning /Teaching</b>	<b>Videos:</b>	<b>Readings and digital media resources:</b>

Week	Theme	Activity	To do for this session:
	<p><b>/Assessment connection</b></p> <p><b>Material and activities in this module align with learning outcomes 1, 2, and 3</b></p>	<p>Video 4.3 - Which way do we go? (intro to backwards design)</p> <p>Video 4.2 – Blooming to the Table</p> <p><b>Tutorial:</b> Analysis and synthesis questions based on video clips</p>	<p>Carnegie Mellon University. (2016). Why should assessments, learning objectives, and instructional strategies be aligned? Retrieved from <a href="https://www.cmu.edu/teaching/assessment/basics/alignment.html">https://www.cmu.edu/teaching/assessment/basics/alignment.html</a></p> <p>Penn State. (2014). Writing instructional goals and objectives. Retrieved from <a href="http://www.personal.psu.edu/staff/b/x/bxb11/Objectives/index.htm">http://www.personal.psu.edu/staff/b/x/bxb11/Objectives/index.htm</a> PowerPoint and action verbs are on the left side of the page</p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. In your group, continue working on PBL Scenario A</li> <li>2. Finish the first Skills Development assignment and prepare to discuss it next week</li> <li>3. Signup to talk about one of the three topics in first Peer Skills Development assignment. Due in week 9. This is an individual assignment. Immediately begin researching your topic</li> </ol>
Week 5	<p><b>Principles of Assessment II</b></p> <p><b>Material and activities in this module align with learning outcomes 1, 2, and 4</b></p>	<p><b>Videos:</b> Video 5.1 – Introduction to reliability and validity in assessment Video 5.2 – Examples</p> <p><b>Tutorial:</b> Analysis and synthesis questions based on video clips</p>	<p><b>Readings and digital media resources:</b></p> <p>Te Kete Ipurangi (n.d.). <i>Reliability and validity</i>. New Zealand Ministry of Education. Retrieved from <a href="http://assessment.tki.org.nz/Evidence-for-learning/Working-with-data/Concepts/Reliability-and-validity">http://assessment.tki.org.nz/Evidence-for-learning/Working-with-data/Concepts/Reliability-and-validity</a></p> <p>Evidence Based Education (2017, Oct. 11). <i>The four pillars of great assessment</i>. Association of School and College Leaders. Retrieved from <a href="https://www.ascl.org.uk/news-and-views/blogs_detail.html?shorturl=the-four-pillars-of-great-assessment-validity">https://www.ascl.org.uk/news-and-views/blogs_detail.html?shorturl=the-four-pillars-of-great-assessment-validity</a></p>
Week 6	<p><b>Conclusion of Scenario A PBL</b></p> <p><b>Material and activities in this module align with learning outcomes 1, 2, 4, 6, and 7</b></p>	<p><b>Videos:</b> View each group's video prior to class.</p> <p><b>Tutorial:</b> Individually talk about your group's PBL to a small group of peers</p>	<p><b>Scenario A PBL Conclusion Tasks:</b></p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Post your group's Scenario A PBL videos in preparation for the tutorial no later than the Saturday prior to the tutorial.</li> <li>2. Prepare to individually talk about your group's PBL to a small group of peers</li> <li>3. Continue working on the second Peer Skills Development assignment. Due in week 9</li> <li>4. For the self-assessment, begin gathering and analyzing the feedback from the skills development and the PBL presentation. Reflect on how to evolve and write down your reflections</li> </ol>

Week	Theme	Activity	To do for this session:
Week 7	<p><b>PBL B and CATs</b></p> <p><b>Material and activities in this module align with learning outcomes 2, 3, 4, and 5</b></p>	<p><b>Videos:</b></p> <p>Video 7.2 – Summative Assessments vs. CATs</p> <p>Video 7.3 – Introduction to PBL B</p> <p>Video 8.1 – Classroom Assessment Techniques</p> <p>Video 8.2 – Examples of CATs</p> <p><b>Tutorial:</b> Analysis and synthesis questions based on video clips</p>	<p><b>Readings and digital media resources:</b></p> <p>British Columbia Institute of Technology. (2010). Classroom assessment techniques. Retrieved from: <a href="http://www.northernc.on.ca/leid/docs/ja_assesstech.pdf">http://www.northernc.on.ca/leid/docs/ja_assesstech.pdf</a></p> <p>Frey, B.B., Schmitt, V. L., &amp; Allen, J. P. (2012). Defining authentic classroom assessment. <i>Practical Assessment Research &amp; Evaluation, 17</i>(2), 1-18. <a href="http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.648.548&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.648.548&amp;rep=rep1&amp;type=pdf</a> Read the discussion and recommendation sections (12-14) and review figure 2 on page 6.</p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Begin work on PBL Scenario B. Due in week 12</li> <li>2. Continue working on the second Peer Skills Development assignment. Due in week 9</li> <li>3. Continue working on the self assessment based of feedback from peers and the facilitators</li> </ol>
Week 8	<p><b>Classroom Assessments Techniques</b></p> <p><b>Material and activities in this module align with learning outcomes 2, 3, 4, and 5</b></p>	<p><b>Videos:</b></p> <p>Video 9.1 – Introduction to Rubrics</p> <p>Video 9.2 – Characteristics of High Quality Rubrics</p> <p>Video 9.3 – Creating Rubrics</p> <p><b>Tutorial:</b> Rubric discussion</p>	<p><b>Readings and digital media resources:</b></p> <p>Mueller, J. (2018). Rubrics. North Central College, IL, USA. Retrieved from <a href="http://jfmuller.faculty.noctrl.edu/toolbox/rubrics.htm">http://jfmuller.faculty.noctrl.edu/toolbox/rubrics.htm</a></p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. <b>With your group, develop a rubric for your final assessment</b> (depending on the task it will either an analytic or holistic rubric)</li> <li>2. Post rubric and be prepared to discuss during tutorial</li> <li>3. Begin work on PBL Scenario B. Due in week 12</li> <li>4. Finish the second Skills Development assignment. It is due in the next tutorial</li> </ol>

Week	Theme	Activity	To do for this session:
Week 9	<p><b>What's wrong and right with rubrics?</b></p> <p><b>Material and activities in this module align with learning outcomes 4, 5, and 7</b></p>	<p><b>Videos:</b></p> <p><b>Tutorial:</b> Skills development. Individually talk about your chosen topic to a small group of peers</p>	<p>Skills development: Authentic assessment, student self-reflection, and assessing group work</p> <p>Learners will attend one skills development session in the tutorial and talk about their chosen topic. Handouts and references will be shared with all learners in the course. Peer assessments are due within five days. Learners to do not upload all peer assessments within five days will be receive zero grade on the assignment.</p> <p>For the self-assessment, gather and analyze the feedback from the skills development and the PBL presentation. Reflect on how to evolve and write down your reflections</p>
Week 10	<p><b>Portfolio</b></p> <p><b>Material and activities in this module align with learning outcomes 3, 4, 6, and 7</b></p>	<p><b>Videos:</b> Video 10.1 – Introduction to Portfolio Assessment  Video 10.2 – Purposes/Types of Portfolios</p> <p><b>Tutorial:</b> Analysis and synthesis questions based on video clips</p>	<p><b>Readings and digital resources:</b> Mueller, J. (2018). <i>Portfolios</i>. North Central College, IL, USA . Retrieved from <a href="http://jfmuller.faculty.noctrl.edu/toolbox/portfolios.htm">http://jfmuller.faculty.noctrl.edu/toolbox/portfolios.htm</a> University of Waterloo. (n.d.). ePortfolios explained: theory and practice. Retrieved from <a href="https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/educational-technologies/all/eportfolios">https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/educational-technologies/all/eportfolios</a></p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Begin work on PBL Scenario B. Due in week 12</li> <li>2. Continue working on the self assessment from feedback received from the Self Development assignment</li> </ol>
Week 11	<p><b>Put to the test</b></p> <p><b>Material and activities in this module align with learning outcomes 2, 3, 4, 5, and 7</b></p>	<p><b>Videos:</b> Video 11.1 – Why tests?  Video 11.2 – Creating test items part 1  Video 11.3 – Creating test items part 2</p>	<p><b>Readings and digital resources:</b></p> <ol style="list-style-type: none"> <li>1. University of Waterloo. (n.d.) Designing multiple-choice questions. <a href="https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/assignment-design/designing-multiple-choice-questions">https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/assignment-design/designing-multiple-choice-questions</a></li> <li>2. Ketterlin-Geller, L. R (2005). Knowing what all students know: Procedures for developing universal design for assessment. <i>The Journal of Technology, Learning, and Assessment</i>, 4(2). <a href="https://ejournals.bc.edu/ojs/index.php/jtla/article/view/1649/1491">https://ejournals.bc.edu/ojs/index.php/jtla/article/view/1649/1491</a></li> </ol>

Week	Theme	Activity	To do for this session:
		<b>Tutorial:</b> Analysis and synthesis questions based on video clips	<b>Assignment:</b> 1. Begin work on PBL Scenario B. Due in week 12 2. Continue working on the self assessment from feedback received from the Self Development assignment
Week 12	<b>Synthesis of course Conclusion of Scenario B PBL</b>  <b>Material and activities in this module align with learning outcomes 1, 2, 4, 5, and 6</b>	<b>Videos:</b> View each group's video prior to class.  <b>Tutorial:</b>	<b>Scenario B PBL Conclusion Tasks:</b> 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 <b>no later than the Saturday prior</b> to the tutorial.  <b>Assignment:</b> 1. Post your group's Scenario B PBL videos in preparation for the tutorial no later than the Saturday prior to the tutorial. 2. Prepare to individually talk about your group's PBL to a small group of peers 3. For the self-assessment, finish gathering and analyzing the feedback from the skills developments and the PBL presentations. Reflect on how to evolve and write down your reflections. Clearly state the final grade you believe you have earned. Justify the grade

### 1. 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
Week 3	2, 3, 4, 7	Assignment 1: Peer skills development	Individual	5%	Create a six-minute teaching moment to be delivered in small groups in the tutorial. There are three topics to choose from. Each six-minute teaching moment will be followed by a four-minute peer question and answer session. Peers will assess each other and provided suggested improvements. Assessed using the rubric below
Week 6 – four days prior to the tutorial	1, 2, 4, 5, 7	Assignment 2: Scenario A PBL	Team	15%	Based on the PBL criteria, create a 10-minute video published in a location that is available to class. See the full assignment description and accompanying assessment criteria on the course website.
Week 6	1, 3, 6	Assignment 3: Scenario A PBL Group Assessment	Individual	15%	Individuals will present their group’s PBL to their peers. Each six-minute presentation will be followed by a four-minute peer question and answer session. Peers will assess each other and provided suggested improvements. Assessed using the rubric below suggested improvements.
Week 9	2, 3, 4, 7	Assignment 4: Peer skills development	Individual	15%	Create a six-minute teaching moment to be delivered in small groups in the tutorial. There are three topics to choose from. Each six-minute teaching session will be followed by a four-minute peer question and answer session. Peers will assess each other and provided suggested improvements. Assessed using the rubric below
Week 12 – four days prior to the tutorial	1, 2, 4, 5, 7	Assignment 5 Scenario B PBL	Team	15%	Based on the PBL criteria, create a 15-minute video and publish in a location that is available to class. See the full assignment description and accompanying assessment criteria on the course website
Week 12	1, 3, 6	Assignment 6 Scenario B PBL Group Assessment	Individual	15%	Individuals will present their group’s PBL to their peers. Each six-minute presentation will be followed by a four-minute peer question and answer session. Peers will assess each other and provided suggested improvements. Assessed using the rubric below and the suggested improvements.

Due Date	Learning Outcome(s) Addressed	Assignment	Person	Value	Description
Week 12	2, 5, 6,	Assignment 7 Self assessment	Individual	20%	Provide the final grade you believe you have earned for this course. Clearly justify your grade based the suggested improvements you have received from peers and facilitators. Clearly align how the suggestions have evolved your understanding of the course material with examples of submitted assignments and remarks from the evaluations.

### Assignment 1: Peer Skills Development (Week 3)

Create a six-minute teaching moment to be delivered in small groups in the tutorial. Chose from one of the three topics:

1. Assessing PBLs. (Please do not go off topic to describe PBLs. Focus on how PBLs are assessed.)
2. Peer assessment
3. Feedback and feedforward

Teaching moments will be six minutes in length followed by a four-minute peer question and answer session. Peers will assess each other and provided suggested improvements. Your task is to research and teach a small group about the chosen topic. After the teaching moment, peers in the group should have a clear understanding of how to carry out the task.

Please fill out the Google Form and sign up for the topic you wish to teach. There are a limited number of slots for each topic, so you are encouraged to sign up early. The signup sheet will be available during the first week of the course

Teaching Moment Requirements:

1. Use at least six sources on the chosen topic. Two sources must be in peer-reviewed journals. Source must be published after 2008
2. Provide a two-page handout (not including the cover page and references) for the peers in your breakout room
3. Provide a references list

Do not create a video to show during the teaching moment. This is a live session meant to simulate a brief classroom experience.

Peer Skills Development occurs in week 3

Peer Assessment Requirements

Use the rubric on the following page to assess the each peer in the breakout room. Highlight items in each row that best describe the situation. Highlights may include multiple columns. Answer the three questions below the rubric. Submit the completed assessment through your shared

Google Drive folder. Peer assessment must be submitted within five days of the week 5 tutorials. Learners to do not upload all peer assessments within five days will be receive zero grade on the assignment.

<b>Criterion</b>	<b>Inadequate</b>	<b>Marginal</b>	<b>Adequate</b>	<b>Good</b>	<b>Excellent</b>
<b>Skills development presentation</b>	Little evidence of even a superficial understanding of the topic; weakness in organization and presenting the material; limited or irrelevant use of literature; failure to complete required work; an inability to communicate; teaching moment was less than 4 minutes or over 6 minutes	Rudimentary knowledge of the topic; some evidence of organizing and presenting the material; some use of relevant literature; work is missing many major components; significant weakness in the ability to communicate;	An acceptable understanding the topic; some ability to organize and analyze the material; adequate use of the literature; work is missing some major components; an ability to communicate adequately.	Substantial knowledge of the topic; some evidence of organization and analytic ability; a moderate degree of originality and independence of thought; reasonable understanding of relevant issues; evidence of familiarity with literature; and an ability to communicate clearly and fluently; presentation	Very good to excellent knowledge of the topic; strong evidence of originality and independence of thought; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; excellent attention to detail; all major items accounted for evidence of extensive knowledge base; excellent use of literature an outstanding ability to communicate.
<b>Handout</b>	Missing; missing most major item; some items not applicable to the topic; is less than or exceeds the page limit; significant grammar issues impact quality and meaning of the handout	Marginal usefulness to peers; missing many major items; somewhat applicable to the topic; grammar issues impact quality and meaning of the handout	Adequate usefulness to peers; missing some major items; some grammar issues	Useful to peers; all major items accounted for; minimum grammar issues	Excellent use for peers; exceptional attention to detail; all major items accounted for; grammatically correct
<b>References</b>	Missing; not on topic; at least one reference is over 10 years old;	Less than four non peer-reviewed sources; less than two peer-reviewed sources; more than two sources are not relevant to the assessment topic; all topic sources are up-to-date	Four non peer-reviewed sources; two peer-reviewed sources; one source is not relevant to the assessment; all topic sources are up-to-date	Four non peer-reviewed sources; two peer-reviewed sources; all sources are relevant to the assessment; all topic sources are up-to-date	Exceeds four non peer-reviewed sources <b>and</b> two peer-reviewed sources; all sources are relevant to the assessment; all topic sources are used to fortify the material presented; all sources are up-to-date

<b>Answering questions</b>	Was not able to adequate answer questions about the topic	Answered some questions but revealed only rudimentary knowledge of the topic	Answered questions with an acceptable understanding of the topic	Answered questions with substantial knowledge of the topic	Answered questions with very good to excellent knowledge of the topic
----------------------------	---	--	--	--	---

Provided positive feedback on what you found useful about their presentation OR material on the assessment topic

Provided actionable feedback on how the peer could improve their material on the assessment topic

Provide actionable feedback on how the peer could improve their presentation OR the Q&A session

### Assignment 2: 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.

#### 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. With your group members, negotiate the details of the problem you will be working on.
4. Identify your group role/perspective with respect to the problem.
5. Find and create the knowledge and resources possessed and required to understand the problem.
6. Find and create the knowledge and resources possessed and required to create a solution(s).
7. Create a solution(s).
8. Prepare a short video presentation, using Prezi, PowerPoint, or other software with voice over. The video may not exceed 10 minutes in length. Publish the video in a location accessible to the class no later than four days prior to the tutorial. The video is a team effort and will be assessed by the facilitators
9. In the tutorial individuals from the each group will speak about the PBL to a small group of peers. This will occur during the Week 6 tutorial session. Individuals are peer assessed

Video rubric (team)

Group #

Criterion	Inadequate	Marginal	Adequate	Good	Excellent
<b>Problem Recognition</b>	Did not identify a problem; did not provide an	Identified the problem; provided few details that	Identified the problem; provided some details that	Articulated the problem; provided some details that	Clearly articulated the problem; provided detailed that explains

	explanation of the problem; did not explain the importance of the problem	explains the problem and its importance	explains the problem and its importance	explains the problem and its importance	the problem and its importance
<b>Create a Solution</b>	The solution is vague or not present; solution is not grounded in the literature; solution is not logical /actionable; learners have not demonstrated problem solving skills	Identified a solution; solution is barely grounded in the literature; solution is logical or actionable but requires additional work; learners demonstrated some problem solving skills	Identified a solution; solution is somewhat grounded in the literature; solution is logical and actionable but requires additional work; learners demonstrated adequate problem solving skills	Articulated a solution; solution is grounded in the literature; solution is logical and actionable; learners demonstrated good problem solving skills	Clearly articulated a solution; solution is grounded in the literature; solution is logical, creative, and actionable; learners demonstrated excellent problem solving skills
<b>Overall</b>	Little evidence of even a superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; failure to complete required work; and an inability to communicate.	Some evidence that critical and analytic skills have been developed; rudimentary knowledge of the subject matter; and significant weakness in the ability to communicate.	Student is profiting from his or her university experience; an acceptable understanding of the subject matter; ability to develop solutions to simple problems in the material; some ability to organize and analyze ideas; and an ability to communicate adequately.	Substantial knowledge of subject matter; some evidence of organization and analytic ability; a moderate degree of originality and independence of thought; reasonable understanding of relevant issues; evidence of familiarity with literature; and an ability to communicate clearly and fluently.	Strong evidence of originality and independence of thought; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; and an outstanding ability to communicate.

### Assignment 3: Peer Review of PBL Scenario B

In the week 6 tutorial sessions, individuals from the each group will speak about their group’s PBL to a small group of peers. Individuals are peer assessed. Individuals will use the feedback for the final assignment.

Presentation rubric (individual)

Criterion	Inadequate	Marginal	Adequate	Good	Excellent
-----------	------------	----------	----------	------	-----------

<b>Problem Recognition</b>	Did not identify a problem; did not provide an explanation of the problem;	Identified the problem; provided few details that explains the problem	Identified the problem; provided some details that explains the problem	Articulated the problem; provided some details that explains the problem	Clearly articulated the problem; provided excellent details that explains the problem
<b>Create a Solution</b>	The solution is vague or not present; did not provide an explanation of the solution	Identified a solution; provided few details that explains the solution	Identified the problem; provided some details that explains the solution	Articulated a solution; provided good details that explains the solution;	Clearly articulated a solution; provided excellent details that explains the solution; solution is logical, creative, and actionable;
<b>Answering questions</b>	Was not able to adequately answer questions about the topic	Answered some questions but revealed only rudimentary knowledge of the topic	Answered questions with an acceptable understanding of the topic	Answered questions with substantial knowledge of the topic	Answered questions with very good to excellent knowledge of the topic

Provided positive feedback on what you found useful about their presentation OR material on the PBL topic

Provided actionable feedback on how the peer could improve their material on the PBL topic

Provide actionable feedback on how the peer could improve their presentation OR the Q&A session

#### Assignment 4: Peer Skills Development (Week 9)

Create a six-minute teaching moment to be delivered in small groups in the tutorial. Chose from one of the three topics:

1. Authentic assessment
2. Student self-reflection
3. Assessing group work

Teaching moments will be six minutes in length followed by a four-minute peer question and answer session. Peers will assess each other and provided suggested improvements. Your task is to research and teach a small group about the chosen topic. After the teaching moment, peers in the group should have a clear understanding of how to carry out the task.

Please fill out the Google Form and sign up for the topic you wish to teach. There are a limited number of slots for each topic, so you are encouraged to sign up early. The signup sheet will be available during the first week of the course

Teaching Moment Requirements:

1. Use at least six sources on the chosen topic. Two sources must be in peer-reviewed journals. Source must be published after 2008
2. Provide a two-page handout (not including the cover page and references) for the peers in your breakout room
3. Provide a references list

Do not create a video to show during the teaching moment. This is a live session meant to simulate a brief classroom experience.

Peer Skills Development occurs in week 9

### Peer Assessment Requirements

Use the rubric on the following page to assess the each peer in the breakout room. Highlight items in each row that best describe the situation. Highlights may include multiple columns. Answer the three questions below the rubric. Submit the completed assessment through your shared Google Drive folder. Peer assessment must be submitted within five days of the week 9 tutorials. Learners to do not upload all peer assessments within five days will be receive zero grade on the assignment.

Criterion	Inadequate	Marginal	Adequate	Good	Excellent
<b>Skills development presentation</b>	Little evidence of even a superficial understanding of the topic; weakness in organization and presenting the material; limited or irrelevant use of literature; failure to complete required work; an inability to communicate; teaching moment was less than 4 minutes or over 6 minutes	Rudimentary knowledge of the topic; some evidence of organizing and presenting the material; some use of relevant literature; work is missing many major components; significant weakness in the ability to communicate;	An acceptable understanding the topic; some ability to organize and analyze the material; adequate use of the literature; work is missing some major components; an ability to communicate adequately.	Substantial knowledge of the topic; some evidence of organization and analytic ability; a moderate degree of originality and independence of thought; reasonable understanding of relevant issues; evidence of familiarity with literature; and an ability to communicate clearly and fluently; presentation	Very good to excellent knowledge of the topic; strong evidence of originality and independence of thought; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; excellent attention to detail; all major items accounted for evidence of extensive knowledge base; excellent use of literature an outstanding ability to communicate.
<b>Handout</b>	Missing; missing most major item; some items not applicable to the topic; is less than or exceeds the page limit; significant grammar issues	Marginal usefulness to peers; missing many major items; somewhat applicable to the topic; grammar issues impact quality and meaning of the handout	Adequate usefulness to peers; missing some major items; some grammar issues	Useful to peers; all major items accounted for; minimum grammar issues	Excellent use for peers; exceptional attention to detail; all major items accounted for; grammatically correct

	impact quality and meaning of the handout				
<b>References</b>	Missing; not on topic; at least one reference is over 10 years old	Less than four non peer-reviewed sources; less than two peer-reviewed sources; more than two sources are not relevant to the assessment topic; all topic sources are up-to-date	Four non peer-reviewed sources; two peer-reviewed sources; one source is not relevant to the assessment; all topic sources are up-to-date	Four non peer-reviewed sources; two peer-reviewed sources; all sources are relevant to the assessment; all topic sources are up-to-date	Exceeds four non peer-reviewed sources <b>and</b> two peer-reviewed sources; all sources are relevant to the assessment; all topic sources are used to fortify the material presented; all sources are up-to-date
<b>Answering questions</b>	Was not able to adequate answer questions about the topic	Answered some questions but revealed only rudimentary knowledge of the topic	Answered questions with an acceptable understanding of the topic	Answered questions with substantial knowledge of the topic	Answered questions with very good to excellent knowledge of the topic

Provided positive feedback on what you found useful about their presentation OR material on the assessment topic

Provided actionable feedback on how the peer could improve their material on the assessment topic

Provide actionable feedback on how the peer could improve their presentation OR the Q&A session

### Assignment 5: Scenario B PBL (Week 12)

**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:

You have been asked by your instructor to demonstrate your understanding of the following course objectives:

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. Apply digital technologies that support assessment processes.

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 the contexts/scenarios given in the video clip, identify a problem, as you perceive it.
3. With your group members, negotiate the details of the problem you will be working on.
4. Identify your group role/perspective with respect to the problem.
5. Find and create the knowledge and resources possessed and required to understand the problem.
6. Find and create the knowledge and resources possessed and required to create a solution(s).
7. Create a solution(s).
8. Prepare a short video presentation, using Prezi, PowerPoint, or other software with voice over. The video may not exceed 10 minutes in length. Publish the video in a location accessible to the class no later than four days prior to the tutorial. The video is a team effort and will be assessed by the facilitators
9. In the tutorial individuals from the each group will speak about the PBL to a small group of peers. This will occur during the Week 12 tutorial session. Individuals are peer assessed

Groups will create and submit a rubric that will be used by the facilitators to assess the video

**Assignment 6: Peer Review of PBL Scenario B**

In the week 12 tutorial sessions, individuals from the each group will speak about their group’s PBL to a small group of peers. Individuals are peer assessed. Individuals will use the feedback for the final assignment.

Presentation rubric (individual)

Criterion	Inadequate	Marginal	Adequate	Good	Excellent
<b>Problem Recognition</b>	Did not identify a problem; did not provide an explanation of the problem;	Identified the problem; provided few details that explains the problem	Identified the problem; provided some details that explains the problem	Articulated the problem; provided some details that explains the problem	Clearly articulated the problem; provided excellent details that explains the problem
<b>Create a Solution</b>	The solution is vague or not present; did not provide an explanation of the solution	Identified a solution; provided few details that explains the solution	Identified the problem; provided some details that explains the solution	Articulated a solution; provided good details that explains the solution;	Clearly articulated a solution; provided excellent details that explains the solution; solution is logical, creative, and actionable;

<b>Answering questions</b>	Was not able to adequately answer questions about the topic	Answered some questions but revealed only rudimentary knowledge of the topic	Answered questions with an acceptable understanding of the topic	Answered questions with substantial knowledge of the topic	Answered questions with very good to excellent knowledge of the topic
----------------------------	---	--	--	--	---

Provided positive feedback on what you found useful about their presentation OR material on the PBL topic

Provided actionable feedback on how the peer could improve their material on the PBL topic

Provide actionable feedback on how the peer could improve their presentation OR the Q&A session

### Assignment 7: Self-Assessment

Throughout the course, learners have received copious amounts of feedback and suggestions for improvement. One of the foundations of education is reflection. This assignment is designed for the learners to reflect on their progress and evolution as an educator based on the feedback received from peers and the facilitators.

Provide the final grade you believe you have earned for this course. Clearly justify your grade based on the feedback and suggested improvements you have received from peers and facilitators. Clearly align how the suggestions have evolved your understanding of the course material with examples of submitted assignments and remarks from the evaluations. In other words, ground the justification and the evolution in the feedback and suggestions.

Use the UOIT grade scale (see below) to help determine the grade you believe you have earned in this course.

Grade	Percentage	Grade points	Description
A+	90 to 100	4.3	<b>Excellent.</b> Strong evidence of originality and independence of thought; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; and an outstanding ability to communicate.
A	85 to 89	4	
A-	80 to 84	3.7	
B+	77 to 79	3.3	<b>Good.</b> Substantial knowledge of subject matter; some evidence of organization and analytic ability; a moderate degree of originality and independence of thought; reasonable understanding of relevant issues; evidence of familiarity with literature; and an ability to communicate clearly and fluently.
B	73 to 76	3	
B-	70 to 72	2.7	
C+	67 to 69	2.3	<b>Adequate.</b> Student is profiting from his or her university experience; an acceptable understanding of the subject matter; ability to develop solutions to simple problems in the material; some ability to organize and analyze ideas; and an ability to communicate adequately.
C	60 to 66	2	
D	50 to 59	1	<b>Marginal.</b> Some evidence that critical and analytic skills have been developed; rudimentary knowledge of the subject matter; and significant weakness in the ability to communicate.
F	0 to 49	0	<b>Inadequate.</b> Little evidence of even a superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; failure to complete required work; and an inability to communicate.

The facilitators will use the following rubric:

<b>Criterion</b>	<b>Inadequate</b>	<b>Marginal</b>	<b>Adequate</b>	<b>Good</b>	<b>Excellent</b>
<b>Justifies grade</b>	The justification is vague, not present or off topic; more details are required; justification does not align with the suggest grade submitted	Stated justification but provided few details; more details are required; justification does not align with the suggest grade submitted	Stated justification and provided some details; more details are required; justification somewhat aligns with the suggest grade submitted	Articulated justification; good details; justification aligns with the suggest grade submitted	Clearly articulated the justification; detailed justification; justification aligns with the suggest grade submitted
<b>References peer and facilitators' feedback</b>	The justification is not grounded in the feedback	Justification is barely grounded in the feedback	Justification is somewhat grounded in the feedback	Justification is grounded in the feedback	Justification is strongly is grounded in the feedback
<b>Evolution of understanding</b>	Did not identify evolutions; did not provide an explanation of evolution; did not link evolutions to feedback or course material	Identified limited evolutions; provided few details of the evolutions; limited links to feedback or course material	Identified few evolutions; provided some details of the evolutions; few links to feedback or course material	Articulated evolutions; provided good details that explains the evolutions; good links to feedback and course material	Clearly articulated evolutions; provided excellent details that explains the evolutions and the its importance; strong links to feedback and course material
<b>Overall</b>	Little evidence of even a superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; failure to complete required work; and an inability to communicate.	Some evidence that critical and analytic skills have been developed; rudimentary knowledge of the subject matter; and significant weakness in the ability to communicate.	Student is profiting from his or her university experience; an acceptable understanding of the subject matter; ability to develop solutions to simple problems in the material; some ability to organize and analyze ideas; and an ability to communicate adequately.	Substantial knowledge of subject matter; some evidence of organization and analytic ability; a moderate degree of originality and independence of thought; reasonable understanding of relevant issues; evidence of familiarity with literature; and an ability to communicate clearly and fluently.	Strong evidence of originality and independence of thought; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; and an outstanding ability to communicate.

## ***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 be 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 be 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.