



Faculty of Education

AEDT 4110U: Assessment for Adult Learning in a Digital Context
 Course outline for Winter 2020

1. Course Details & Important Dates*

| Term | Status | Course Type | Day | Time |
|--------|--------|-------------|------------|---|
| Winter | A | AEDT | Wednesdays | 12:10 to 1 p.m., 6:10 to 7 p.m., or 8:10 to 9 p.m. |

| Location | CRN # | Classes Start | Classes End | Final Exam Period |
|----------|-------------------------------------|-----------------|---------------|-------------------|
| Online | 74057, 74058, 74059, 73487 | January 8, 2020 | April 1, 2020 | N/A |

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

2. Instructor Contact Information

| Instructor Name | Office | Phone | Email |
|--|---------|-------|-------|
| Janet Symmons | Virtual | N/A | |
| Office Hours: By appointment from Mondays to Fridays generally between noon and 9 p.m. Please use the Google signup sheet to make an appointment. Meetings take place in the Adobe Connect BA General Room | | | |

| Teaching Assistant Name | Office | Phone | Email |
|----------------------------|---------|-------|-------|
| Amy Cook | Virtual | N/A | |
| Office Hours: Upon request | | | |

Assessment for Adult Learning Adobe Connect link:

ESDT Adobe Connect link:

Please use a headset with a microphone. If you do not have a headset, you may use earbuds from a smartphone. Using a headset/earbuds reduces echo that is very disruptive to the tutorials. Please place your microphone on mute when you are not talking. This reduces distracting background noises. Your microphone picks up many sounds, even the sound of you typing on the keyboard. Everyone in the tutorial will hear it.

Please use a breakout room in the BA ESDT General Room for meetings with your group. Do not stay in the main room. Do not use our tutorial room for meetings.

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).

Prerequisite: None | **Credits:** 3.0 | **Hours:** 36

4. Learning Outcomes

This course focuses on developing the cognitive skills needed to identify, locate, evaluate, use, and produce information to problem solve in teaching and learning. Specifically, upon successful completion of the course, students 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

This course has been designed using the principles of problem-based learning (PBL) and social constructivism. The intent is to meet the needs of individual learners while modeling online pedagogy. Learners will work individually and in groups to identify real problems, and multiple perspectives toward potential solutions in information literacy in education.

Briefly, PBL can be defined as ‘a curriculum model designed around real-life problems that are ill structured, open ended or ambiguous’ and it is suggested that ‘PBL engages students in intriguing, real and relevant intellectual inquiry and allows them to learn from these life situations’ (Fogarty, 1997, p. 2). Throughout the AEDT program each course approaches PBL somewhat differently, by design, in order to provide you with a wide range of experiences of PBL.

The following information about PBL is from Savery (2006) and should be consult as learners embark on problem-based learning object (PBLO) creation.

Problems in the real world are ill-structured (or they would not be problems). A critical skill developed through PBL is the ability to identify the problem and set parameters on the development of a solution (p.13).

The point of self-directed research is for individuals to collect information that will inform the group’s decision-making process in relation to the problem. It is essential that each individual share coherently what he or she has learned and how that information might impact on developing a solution to the problem (p. 13-14).

Given that PBL is a very engaging, motivating, and involving form of experiential learning, learners are often very close to the immediate details of the problem and the proposed solution. The purpose of the post-experience debriefing process is to consolidate the learning and ensure that the experience has been reflected upon. Barrows (1988) advises that learners examine all facets of the PBL process to better understand what they know, what they learned, and how they performed (p.14).

Assessment activities related to the PBL process are closely related to the previous essential characteristic of reflection on knowledge gains. The significance of this activity is to reinforce the self-reflective nature of learning and sharpen a range of metacognitive processing skills (p. 14).

The goals of PBL are both knowledge-based and process-based. Students need to be assessed on both dimensions at regular intervals to ensure that they are benefiting as intended from the PBL approach. Students are responsible for the content in the curriculum that they have “covered” through engagement with problems. They need to be able to recognize and articulate what they know and what they have learned (p. 14).

Savery, J. R. (2006). Overview of problem-based learning: definitions and distinctions. *The Interdisciplinary Journal of Problem-based Learning*, 1(1), 9-20. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=7279E9B2E2A6E936CFC5766C2B92163E?doi=10.1.1.557.6406&rep=rep1&type=pdf>

All course activities will be designed in a manner that will allow for access using a wide range of mobile devices, such as Smartphones and tablets; therefore, favouring the development of a truly mobile learning culture, anywhere, anytime. Each student must prepare for the tutorials by viewing the YouTube clips, compiling resources for sharing and completing activities. In addition to the video clips and one-hour tutorial sessions, students should budget additional time each week for reading articles and working on learning activities.

There are four main ways in which you will interact with the content in this course and cover the weekly three-hour (or more) commitment to class. Each of these is described below, as are the responsibilities associated with them. The details are further outlined in the Course Schedule.

Videos

Each week, there will be video lectures that you can watch on your own time that have supporting analysis and synthesis questions embedded within them. The video clips were developed by a content expert (i.e. a professor from OTU's Faculty of Education; a professor from OTU, or recognized expert from another institution) and are uploaded to the course YouTube Channel.

Please visit the OTU's 4110u channel to view all the required videos. Link to each weeks required videos are also available in the course's Blackboard site.

<https://www.youtube.com/user/aedt4110u/videos>

Online tutorials (synchronous) in Adobe Connect

Each week there will be scheduled online tutorials with the instructor. The analysis and synthesis questions from the video clips will form the jumping off point for the scheduled online tutorials where you will be expected to contribute and explore the ill-structured, messy nature of the problem at hand. For this reason, it is critical that you watch the videos and do any associated readings prior to coming to the tutorial session. Attendance in one of the weekly Wednesday sessions is mandatory. Sessions times are from 12:10 to 1 p.m., and 6:10 to 7 p.m. A third session may run from 8:10 to 9 p.m. depending on enrolment numbers. All times are Eastern Time.

Online discussions in Blackboard

Online discussions on specific aspects of the course will take place in Blackboard. These discussions will also be building and expanding on the analysis and synthesis questions posed in the video clips. Learners are expected to discuss these questions online and in the tutorial group discussions.

Please Note: This Blackboard course web site is an indispensable portion of the course. Learners should consult it regularly and use the links there as part of their research tool collection. All course requirements, handouts, marking rubrics, assessment, and related materials are posted to the course web site. This again is by design since in a workplace learning setting you will be using the corporate LMS, recommending/selecting an LMS or modifying/evergreening an existing LMS.

PBL assigned as per the course schedule

For the PBLs in this course you will have the freedom to choose your group members and address the problem identified by your group based on your collective expertise and interest. A suggested process approach for group PBL work is put forward in this course for consideration.

6. Outline of Topics in the Course

| Session | Topics | Activities | Tutorial Preparation |
|--------------------------|--|---|--|
| 1 Jan 8, 2020 | Introduction to assessment for adult learning in a digital context | <p>Ontario Tech videos</p> <p>1.1 – Course Introduction</p> <p>2.1 – Looking Back and Asking Why</p> <p>2.2 – Navigating the Terminology: Assessment and Evaluation</p> <p>Tutorial: Analysis and synthesis questions based on video clips. Review peer assessment</p> <p>Assignment 1 due prior to viewing course material</p> | <p>Required readings and digital media resources: Doctoral Writing SIG (2018). Using infographics to communicate your research: https://doctoralwriting.wordpress.com/2018/12/10/using-infographics-to-communicate-your-research/#more-2294 Scroll to the end of the article and read only the bullet points for “Content,” “Layout,” “Design,” and “Software.”</p> <p>Assignment:</p> <ol style="list-style-type: none"> 1. Create a folder in Google Drive. Name the folder using your first and last name followed by the course code (first and last name – 4110) and share it with Janet and Amy. Completed rubrics for all course assignments will be placed in your personal folders. 2. Create a group of three or four learners to work with on the PBL assignments. Email Janet and Amy the names of the people in your group. Each group will be assigned a number. 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 |
| 2 January 15, 2020 | Purpose of assessment | <p>Ontario Tech videos:</p> <p>2.1 – Navigating the Terminology: Learning and Teaching</p> <p>2.3 – Why Assess?</p> <p>Tutorial: Analysis and synthesis questions based on video clips. Review peer assessment</p> | <p>Required readings and digital media resources:</p> <p>Ontario Ministry of Education. (2013). <i>Learning for all: A guide to effective assessment and instruction for all students, Kindergarten to Grade 12.</i> http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf Read 27 to 32.</p> <p>Marshal, K. (2018, March 7). Nine ways to assessment can improve teaching and learning. <i>The International Educator.</i> https://www.tieonline.com/article/2306/nine-ways-assessments-can-improve-teaching-and-learning</p> <p>Assignment:</p> <ol style="list-style-type: none"> 1. Continue working on the first Peer Skills Development assignment. Due in week 3 2. Learners who are not in a PBL group by January 20 will be placed in a group |
| 3 January 22, 2020 | Principles of assessment I | <p>Ontario Tech videos</p> <p>3.1 – What are the core principles of assessment?</p> <p>3.2 – The planning, teaching, assessment connection</p> | <p>Required readings and digital media resources: American Association for Higher Education. (1992, Dec.). <i>Nine principles of good practice for assessing student learning.</i> https://www.algonquincollege.com/profres/files/2013/10/9-Principles-of-Good-Practice-for-Assessing-Student-Learning.pdf This resource is considered a seminal piece in the assessment literature.</p> |

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| | | <p>3.3 – Intro to PBL A)</p> <p>Tutorial: Skills development. Individually talk about your chosen topic to a small group of peers</p> <p>Assignment 2 is due in one of the three tutorials on Jan 22</p> | <p>Aainsqatsi, K. (n.d.). <i>Bloom’s taxonomy – Learning in action</i>. https://en.wikipedia.org/wiki/Bloom%27s_taxonomy#/media/File:Blooms_rose.svg</p> <p>Harden, R. M. (2002). Learning outcomes and instructional objectives: Is there a difference? <i>Medical Teacher</i>, 24(2), 151-155. https://www.researchgate.net/profile/Ronald_Harden/publication/11278465_Learning_outcomes_and_instructional_objectives_Is_there_a_difference/links/0fcfd50c8489200f21000000.pdf Review only the chart on page 2.</p> <p>Iqbal, I. (2015, December 9). <i>Instructional objectives and learning outcomes: There is a difference</i>. https://blogs.ubc.ca/iiqbal/2015/12/09/instructional-objectives-and-learning-outcomes-there-is-a-difference/</p> <p>O’Neill, G., & Murphy, F. (2010, Jan. 20.) <i>Assessment: Guide to taxonomies of learning</i>. University College Dublin. http://www.ucd.ie/t4cms/ucdtla0034.pdf Review the various taxonomies to gain and understanding of the development of assessment</p> <p>Assignment:</p> <ol style="list-style-type: none"> 1. Have your first group meeting. Discuss complex ill-structured problems you would like to investigate and set initial research directions. 2. Begin working on Assignment 7. Gather and analyze the feedback from the skills development and reflect on the how to evolve <p>Tutorial Week 3 Skills development sessions on assessing PBLs, peer assessment, and feedback and feedforward</p> <p>Learners will attend and teach in one of the skills development sessions 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 who do not upload all peer assessments within five days will be receive zero grade on the assignment.</p> |
| <p>4 January 29, 2020</p> | <p>The planning / teaching/ assessment connection</p> | <p>Ontario Tech videos</p> <p>4.2 – Blooming to the Table</p> <p>4.3 – Which way do we go? (Introduction to backwards design)</p> <p>Tutorial: Analysis and synthesis questions</p> | <p>Required readings and digital media resources:</p> <p>Carnegie Mellon University. (2016). <i>Why should assessments, learning objectives, and instructional strategies be aligned?</i> https://www.cmu.edu/teaching/assessment/basics/alignment.html Articulates the tensions between learning objectives, instructional activates and assessments</p> <p>Penn State. (2018, December 5). <i>Writing instructional</i></p> |

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| | | based on video clips | <p><i>goals and objectives.</i> http://www.personal.psu.edu/staff/b/x/bxb11/Objectives/index.html Good overview of goals and objectives. Page 2 has an extensive list of useful verbs</p> <p>Assignment:</p> <ol style="list-style-type: none"> 1. In your group, continue working on PBL Scenario A 2. Signup to talk about one of the three topics in the second Peer Skills Development assignment. Due in week 9. This is an individual assignment. Immediately begin researching your topic |
| 5 Feb. 6, 2020 | Principles of assessment II | <p>Ontario Tech videos</p> <p>5.1 – Introduction to reliability and validity in assessment</p> <p>5.2 – Examples</p> <p>Tutorial: Individually talk about your group’s PBL to a small group of peers</p> <p>Assignment 3 video is due by Feb 8 at 11:55 p.m. Upload the link to the discussion forum.</p> | <p>Required readings and digital media resources:</p> <p>Te Kete Ipurangi (n.d.). <i>Reliability and validity</i>. New Zealand Ministry of Education. http://assessment.tki.org.nz/Evidence-for-learning/Working-with-data/Concepts/Reliability-and-validity</p> <p>Evidence Based Education (2017, Oct. 11). <i>The four pillars of great assessment</i>. Association of School and College Leaders. https://www.ascl.org.uk/news-and-views/blogs_detail.html?shorturl=the-four-pillars-of-great-assessment-validity</p> |
| 6 Feb 12, 2020 | Conclusion of PBL scenario A | <p>Ontario Tech videos</p> <p>View each group’s video prior to class.</p> <p>Tutorial: Individually talk about your group’s PBL to a small group of peers</p> <p>Peer evaluations are due by Feb 16 at 11:55 p.m.</p> | <p>Scenario A PBL Conclusion Tasks:</p> <p>Assignment:</p> <ol style="list-style-type: none"> 1. Post your group’s Scenario A PBL videos on Blackboard 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. Continue working on the second Peer Skills Development assignment. Due in week 9 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 |
| Study week Feb 16 to Feb 22 | | No new material, no tutorials scheduled | |
| 7 Feb. 26, 2020 | PBL B and CATs | <p>Ontario Tech videos</p> <p>7.2 – Summative Assessments vs. CATs</p> <p>7.3 – Introduction to PBL B</p> <p>8.1 – Classroom Assessment</p> | <p>Required readings and digital media resources:</p> <p>British Columbia Institute of Technology. (2010). Classroom assessment techniques. https://open.bcit.ca/oer/islandora/object/oer%3A36</p> <p>Frey, B.B., Schmitt, V. L., & Allen, J. P. (2012). Defining</p> |

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| | | <p>Techniques</p> <p>8.2 – Examples of CATs</p> <p>Tutorial: Analysis and synthesis questions based on video clips</p> | <p>authentic classroom assessment. <i>Practical Assessment Research & Evaluation</i>, 17(2), 1-18. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.648.548&rep=rep1&type=pdf Read the discussion and recommendation sections (12-14) and review figure 2 on page 6.</p> <p>Assignment:</p> <ol style="list-style-type: none"> 1. Begin work on PBL Scenario B. Due in week 11 2. Continue working on the second Peer Skills Development assignment. Due in week 9 3. Continue working on the self assessment based of feedback from peers and the facilitators. Due in week 12 |
| 8 March 4, 2020 | Rubrics | <p>Ontario Tech videos</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>Tutorial: Rubric discussion</p> | <p>Required readings and digital media resources:</p> <p>Mueller, J. (2018). <i>Rubrics</i>. North Central College, IL, USA. http://jfmueLLer.faculty.noctrl.edu/toolbox/rubrics.htm</p> <p>Assignment:</p> <ol style="list-style-type: none"> 1. With your group, develop a rubric for your final assessment (depending on the task it will either an analytic or holistic rubric) 2. Post rubric and be prepared to discuss during tutorial 3. Continue work on PBL Scenario B. Due in week 11 4. Finish the second Skills Development assignment. It is due in the next tutorial |
| 9 March 11, 2020 | Skills development | <p>No Ontario Tech videos for this module</p> <p>Tutorial: Skills development. Individually talk about your chosen topic to a small group of peers</p> <p>Assignment 4 is due in one of the three tutorials on March 11</p> | <p>Skills development: Authentic assessment, student self-reflection, and assessing group work</p> <p>Learners will attend and teach during one of the skills development sessions 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> |
| 10 March 18, 2020 | Portfolios | <p>Ontario Tech videos</p> <p>10.1 – Introduction to Portfolio Assessment</p> <p>10.2 – Purposes/Types of Portfolios</p> <p>Tutorial: Analysis and synthesis questions based on video clips</p> | <p>Required readings and digital media resources:</p> <p>Mueller, J. (2018). <i>Portfolios</i>. North Central College, IL, USA. http://jfmueLLer.faculty.noctrl.edu/toolbox/portfolios.htm</p> <p>University of Waterloo. (n.d.). ePortfolios explained: theory and practice. https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-</p> |

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| | | Assignment 5 video is due by March 14 at 11:55 p.m. Upload the link to the discussion forum. | tips/educational-technologies/all/eportfolios Assignment: 1. Continue work on PBL Scenario B. Due in week 11 2. Continue working on the self assessment from feedback received from the self development assignment |
| 11 March 25, 2020 | Conclusion of PBL B | Videos: View each group's video prior to class. Tutorial: Individual presentations Peer evaluations are due by March 22 at 11:55 p.m. | Scenario B PBL Conclusion Tasks: Present assignment 5 to the small group. Assignment 5 presentation done via narrated video (10 minutes maximum per group). You will need to publish this in a location accessible no later than the Saturday prior to the tutorial. Assignment: 1. Post your group's Scenario B PBL videos in Blackboard 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 |
| 12 April 1, 2020 | Put to the test | Ontario Tech videos 11.1 – Why tests? 11.2 – Creating test items part 1 11.3 – Creating test items part 2 Tutorial: Analysis and synthesis questions based on video clips Assignment 6 is due by April 3 at 11:55 p.m. | Required readings and digital media resources: University of Waterloo. (n.d.) <i>Designing multiple-choice questions</i> . https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/assignment-design/designing-multiple-choice-questions CAST. (n.d.). UDL and assessment. http://udloncampus.cast.org/page/assessment_udl Complete the final assignment and submit the video, paper, or sign up for a one-on-one meeting with the facilitator |

7. Required Texts/Readings

For this 12-week course, we will critically engage with the material through a review of literature and activates based on the discussion of key concepts and ideas generated through that review of relevant literature. Learners need to be prepared each week by reading literature on the topic for that week as identified in the course's Blackboard site. Suggested readings for each topic have been identified;

however, learners are required to find better articles and articles that suit their subject domain areas of study (i.e. health care, engineering, children’s software, patient education, K-12 education, etc.), as well as bringing in relevant readings from other courses to enrich the discussion and tutorials.

It is strongly suggested that learners become familiar with navigating **Purdue OWL’s APA** website. The purpose is not to memorize APA but recall how to locate the correct information and then understand how to apply the information.

The instructor works from a collection of online and/or print resources. Many of these texts and documents will be provided through the Blackboard course site, however learners will also find an extensive collection of useful Internet links as they explore their PBLs and are encouraged to share these with the class via the Blackboard site.

The resource below has general utility and should be regarded as readings that will form part of your own professional library of texts for the course in addition to the weekly articles outlined below in the course schedule.

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

The following is a summary 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, 6th or 7th edition formatting.

| Assignment | Due Date | Brief description | Value and group or individual assessment |
|-----------------------------------|-------------------------------|---|--|
| A1: Infographic | Prior to beginning the course | This is a pass/fail assignment. Answer the five questions using one graphic and sentence for each answer. There are no correct answers for the assignment and learners are not graded on their answers, but are graded on providing graphics and sentences that align with the topic. | 5% (pass/fail) Individual |
| A 2: Peer skills development 1 | Week 3 | This is a pass/fail assignment. Deliver a six-minute teaching moment to a small group 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. | 15% (pass/fail) Individual |

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| A 3: PBL scenario A | Week 6 – four days prior to the tutorial | Based on the PBL criterion, create a 10-minute video uploaded to YouTube. See the full assignment description and accompanying assessment criteria on the course website. Submit peer evaluations. Submit peer evaluations | 20% Group |
| A 4: Peer skills development 2 | Week 9 | This is a pass/fail assignment. Deliver a six-minute teaching moment to a small group 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. | 15% (pass/fail) Individual |
| A 5: PBL scenario B | Week 6 – four days prior to the tutorial | Based on the PBL criterion, create a 10-minute video uploaded to YouTube. See the full assignment description and accompanying assessment criteria on the course website. Submit peer evaluations. Submit peer evaluations | 20% Group |
| A 6: Self- assessment | | Propose the final grade you believe you have earned for this course. Clearly justify your grade based the suggested improvements you received from peers and facilitators. Additionally, discuss how your views of assessments have/have not evolved over the last 12 weeks. Use the infographic (assignment 1) as a starting point for the discussion. | 25% Individual |

Ontario Tech grading

All assignment are graded using a letter grade. The letter grades will correspond with Ontario Tech's grading scheme. The graphics of the grading scheme (see below) provides learners with the letter grade, percentage range, and description. It may take up to two weeks to return graded assignments. This is dependent upon the number of learners in the course.

| Grade | Percentage | Grade points | Description |
|-------|------------|--------------|---|
| A+ | 90 to 100 | 4.3 | Excellent. 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 | Good. 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 | Adequate. 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 | Marginal. 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 | Inadequate. 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. |

9. Assignments and Tests

Assignment 1: Pre-course Infographic (5% – Individual – pass/fail assignment)

Due: Prior the beginning of the course

Create an infographic with one graphic and accompanying sentence for each of the five questions:

1. What is assessment?
2. What is evaluation?
3. What is purpose of pre-assessment?
4. What is the purpose of assessment?
5. What role do digital technologies play in assessment?

Answer these questions prior to viewing any other course material. It's assumed you will not know the correct answers or you are unsure of the answers. Do not look up the correct answers. **Your answers cannot be wrong.** You will refer to this infographic towards the end of the course to help you reflect on your changing insights. Completing the final assignment will be very difficult if your look up the correct answers as you will not be able to explain your assessment evolution.

This is a pass/fail assignment. To pass, you must submit one graphic and one sentence for each of the five questions. Your answers will not be graded. Upload your completed infographic to your shared Google folder prior viewing any other course material.

Assignment 2: Peer Skills Development (15% – Individual – pass/fail assignment)

Due: In the week three tutorial

Choose one of the three topics then research the topic and create brief information session where you will teach your peers how to implement the type of assessment. The teaching session is six-minute in length followed by a four minute Q&A session. You will deliver the teaching moment in a breakout rooms in the tutorial. Choose 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

Do not get bogged down in the details of the topic, such as the history. Instead, teach your peers how to use the type of chosen assessment. Do not create a video or any narrated/scripted presentation for the teaching moment. You may use PowerPoint or Google Slides, but do not read from the slides. The slides must contain only basic talking points. This is a live session meant to simulate a brief classroom teaching experience.

Peers will assess each other and provided suggested improvements for the content/material. Learners must research the topic and teach a small group about the chosen topic. After the teaching moment, peers in the group should have a clear, but basic, understanding of how to carry out the task. Additionally, learners must create a handout that is two pages in length, not including the title page and references (in APA style). Design the handout so it resembles a tip or cheat sheet that is useful to peers in the future. Do not include background information in the handout, but a few definitions (depending on your topic) may be useful.

Please fill out the Google spreadsheet 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 the after the first tutorial.

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 2009
2. Provide a two-page handout (not including the cover page and references) for the peers in your breakout room
3. Provide a references of materials used (not consulted) in the handout
4. No narrated technology. Use Google slides or PowerPoint to guide your speaking points
5. Create a handout that is similar to tip or cheat sheet, but include references (in APA formatting)

This is a pass/fail assignment. The grade for the assignment is based on the following two rubrics. Peers in the breakout rooms will submit an assessment based on the learner's knowledge of the topic and suggestions for improvement (see the rubric below). The facilitator will complete the second rubric, which is based on the peer assessment, handout. Learners are highly encouraged to review the rubric while researching and creating the teaching moment and handout.

Peer Assessment Requirements

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

Learner's Peer Skill Development Tutorial Rubric

| Criterion | Inadequate | Marginal | Adequate | Good |
|--|--|--|--|--|
| Skills development presentation | Little evidence of even a superficial understanding of the topic; teaching moment was less than 4 minutes or over 6 minutes; presenter used a video or narrated/scripted PPT or read directly from the screen/slides | Rudimentary knowledge of the topic; significant weakness in the ability to communicate | An acceptable understanding the topic; an ability to communicate adequately. | Good knowledge of the topic; reasonable understanding of relevant issues; and an ability to communicate clearly and fluently; presentation |
| Answering questions | 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 |

IMPORTANT: Your grade is based upon the actionable feedback you provide to your peers. The skill development presentation assignment is designed so that it cannot be completed with sufficient depth and breadth of material, allowing you to provide solid feedback for improvement. You will receive a zero grade if you provide positive feedback and/or do not provide a minimum of three valid actionable feedback items. Please review the facilitator's rubric while working on this assignment and prior to submitting your peer evaluations. The suggestions for improvements will be shared with the presenter

Provide actionable feedback on how the peer could improve their teaching moment:

Facilitator's Peer Skill Development Rubric

| Criterion | Fail | Pass |
|-------------------|---|---|
| Handout | Did not submit; is less then or exceeds the page limit; grammar issues impact quality and/or the meaning of the handout | Useful to peers; minimal grammar issues |
| References | Missing; at least one reference is not on topic; at least one reference is over 10 years old; does not have a minimum of four non | Four non peer-reviewed sources and two peer-reviewed sources; all sources are relevant to the assessment topic; all topic sources are up- |

| | | |
|----------------------|---|---|
| | peer-reviewed sources and two peer-reviewed sources; does not meet APA citation and reference formatting standards | to-date; generally meets APA citation and reference formatting standards |
| Peer feedback | Not submitted; actionable suggestions are missing; actionable feedback is not content/material related; less than three valid items | A minimum of three valid actionable suggestions for improvement that directly relates to the content/material |
| Tutorial | Did not present; less than 4 minutes or over 6 minutes; did not adhere to technology guidelines | Presented; within time limit (4-6 minutes); adhered to technology guidelines |

Assignment 3: Scenario A PBL, Ms. Edu Cator's Prep (20% – group)

Due: Four days before the week 6 tutorial

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

In 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.

Demonstrate your understanding of the following course objects

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 and explore the details of the problem you will be working on.
4. Find and create the knowledge and resources possessed and required to understand the problem.
5. Find and create the knowledge and resources possessed and required to create a solution(s).
6. Create a solution(s) that is clearly grounded in the recent literature
7. Prepare a short video presentation with voice over. The video may not exceed 10 minutes in length. Upload the video to YouTube no later than four days prior to the tutorial. The video is a team effort and will be assessed by the facilitators. Post a link to the video in the Blackboard discussion forum
8. Each learner should view several videos prior to the week 6 tutorial and become familiar with the various problem identified by other groups.
9. In the tutorial individuals from 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 requirements:

1. After researching the problem, create a script and locate graphics in preparation for creating a video.
2. Recorded a narrated video that does not exceed six minutes

- Do not place large sections of the script on the screen and do not read the script from the screen. Please create an engaging video

The following rubric will be used to assess the video

| Criterion | Inadequate | Marginal | Adequate | Good | Excellent |
|---------------------|---|---|---|---|--|
| Problem recognition | Did not identify a problem; did not provide an explanation of the problem; did not explain the importance of the problem | Identified the problem; provided few details that explains the problem and its importance | Identified the problem; provided some details that explains the problem and its importance | Articulated the problem provided some details that explains the problem and its importance | Clearly articulated the problem; provided details that explains the problem and its importance |
| Create a solution | 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; does not meets APA citation and reference formatting standards | Identified a solution; solutions is barely grounded in the literature; solution is logical and 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 by 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 solidly grounded in the literature; solution is logical, creative, actionable; learners demonstrated excellent problem solving skills; meets APA citation and reference formatting standards |
| Overall | Little evidence of even a superficial understanding of the subject matter; weakness in critical and analytic skills; limited or | Some evidence that critical and analytical skills have been developed; rudimentary knowledge of the subject matter; significant | Student is profiting from their university experience; an acceptable understanding of the subject matter; ability to develop solutions to | Substantial knowledge of the subject matter; some evidence of organization and analytic ability; a moderate degree of | Strong evidence of originality and independence of thought; good organization; capacity to analyze and synthesize; |

| | | | | | |
|--|--|--|---|---|---|
| | irrelevant use of the literature; failure to complete required work; an inability to communicate | weakness in the ability to communicate | simple problems in the material; some ability to organize and analyze ideas; an ability to communicate adequately | originality and independence of thought; reasonable understanding of relevant issues; evidence of familiarity with the literature; an ability to communicate clearly and fluently | superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; an outstanding ability to communicate |
|--|--|--|---|---|---|

Assignment 3: PBL Group Member Contribution Rubric

Each member of your PLB group will be asked to complete the group assessment and submit it to the facilitator following the presentation.

Place the name of each group member, including your name, at the top of one of the columns (in the area shaded in blue). Highlight either “Does not meet expectations,” “Approaches expectations,” or “Meets expectations” for each group member. It is optional to provide additional comments below the rubric to add context to highlighted areas. Submit the rubric to your individual shared Google folder within four days of the tutorial presentation.

| Criterion | Insert your name here | Insert group members’ name here | Insert group members’ name here | Insert group members’ name here |
|---|---|---|---|---|
| Participated fully in group discussions and meetings | Does not meet expectations; approaches expectations; meets expectations | Does not meet expectations; approaches expectations; meets expectations | Does not meet expectations; approaches expectations; meets expectations | Does not meet expectations; approaches expectations; meets expectations |
| Contributed useful and creative ideas to the development of the presentation | Does not meet expectations; approaches expectations; meets expectations | Does not meet expectations; approaches expectations; meets expectations | Does not meet expectations; approaches expectations; meets expectations | Does not meet expectations; approaches expectations; meets expectations |
| Critically evaluated information and evidence and presented various perspectives to the group | Does not meet expectations; approaches expectations; meets expectations | Does not meet expectations; approaches expectations; meets expectations | Does not meet expectations; approaches expectations; meets expectations | Does not meet expectations; approaches expectations; meets expectations |

| | | | | |
|--|---|---|---|---|
| Quality of work done was to the desired standard and reflected the assignment assessment criterion | Does not meet expectations; approaches expectations; meets expectations | Does not meet expectations; approaches expectations; meets expectations | Does not meet expectations; approaches expectations; meets expectations | Does not meet expectations; approaches expectations; meets expectations |
|--|---|---|---|---|

Optional additional comments about your group and/or group members:

Assignment 4: Peer Skills Development (15% – Individual – pass/fail assignment)

Due: During the week nine tutorial

Choose one of the three topics then research the topic and create brief information session where you will teach your peers how to implement the type of assessment. The teaching session is six-minute in length followed by a four minute Q&A session. You will deliver the teaching moment in a breakout rooms in the tutorial. Choose from one of the three topics:

4. Authentic assessment
5. Student self-reflection
6. Assessing group work

Do not get bogged down in the details of the topic, such as the history. Instead, teach your peers how to use the type of chosen assessment. Do not create a video or any narrated/scripted presentation for the teaching moment. You may use PowerPoint or Google Slides, but do not read from the slides. The slides must contain only basic talking points. This is a live session meant to simulate a brief classroom teaching experience.

Peers will assess each other and provided suggested improvements for the content/material. Learners must research the topic and teach a small group about the chosen topic. After the teaching moment, peers in the group should have a clear, but basic, understanding of how to carry out the task. Additionally, learners must create a handout that is two pages in length, not including the title page and references (in APA style). Design the handout so it resembles a tip or cheat sheet that is useful to peers in the future. Do not include background information in the handout, but a few definitions (depending on your topic) may be useful.

Please fill out the Google spreadsheet 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 the after the first tutorial.

Teaching Moment Requirements:

6. Use at least six sources on the chosen topic. Two sources must be in peer-reviewed journals. Source must be published after 2009
7. Provide a two-page handout (not including the cover page and references) for the peers in your breakout room

8. Provide a references of materials used (not consulted) in the handout
9. No narrated technology. Use Google slides or PowerPoint to guide your speaking points
10. Create a handout that is similar to tip or cheat sheet, but include references (in APA formatting)

This is a pass/fail assignment. The grade for the assignment is based on the following two rubrics. Peers in the breakout rooms will submit an assessment based on the learner’s knowledge of the topic and suggestions for improvement (see the rubric immediately below). The facilitator will complete the second rubric, which is based on the peer assessment, handout. Learners are highly encouraged to review the rubric while researching and creating the teaching moment and handout.

Peer Assessment Requirements

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

Learner’s Peer Skill Development Tutorial Rubric

| Criterion | Inadequate | Marginal | Adequate | Good |
|--|---|--|--|--|
| Skills development presentation | Little evidence of even a superficial understanding of the topic; teaching moment was less than 4 minutes or over 6 minutes; presenter used a video or narrated/scripted PPT ore read directly from the screen/slides | Rudimentary knowledge of the topic; significant weakness in the ability to communicate | An acceptable understanding the topic; an ability to communicate adequately. | Good knowledge of the topic; reasonable understanding of relevant issues; and an ability to communicate clearly and fluently; presentation |
| Answering questions | 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 |

IMPORTANT: Your grade is based upon the actionable feedback you provide to your peers. The skill development presentation assignment is designed so that it cannot be completed with sufficient depth and breadth of material, allowing you to provide solid feedback for improvement. You will receive a zero grade if you provide positive feedback and/or do not provide a minimum of three valid actionable feedback items. Please review the facilitator’s rubric while working on this assignment and prior to submitting your peer evaluations. The suggestions for improvements will be shared with the presenter

Provide actionable feedback on how the peer could improve their teaching moment:

Facilitator's Peer Skill Development Rubric

| Criterion | Fail | Pass |
|----------------------|--|---|
| Handout | Did not submit; is less than or exceeds the page limit; grammar issues impact quality and/or the meaning of the handout | Useful to peers; minimum grammar issues |
| References | Missing; at least one reference is not on topic; at least one reference is over 10 years old; does not have a minimum of four non peer-reviewed sources and two peer-reviewed sources; does not meet APA citation and reference formatting standards | Four non peer-reviewed sources and two peer-reviewed sources; all sources are relevant to the assessment topic; all topic sources are up-to-date; generally meets APA citation and reference formatting standards |
| Peer feedback | Not submitted; actionable suggestions are missing; actionable feedback is not content/material related; less than three valid items | A minimum of three valid actionable suggestions for improvement that directly relates to the content/material |
| Tutorial | Did not present; less than 4 minutes or over 6 minutes; did not adhere to technology guidelines | Presented; within time limit (4-6 minutes); adhered to technology guidelines |

Assignment 5: Scenario B PBL, Ms. Edu Cator's evolution (20% – group)

Due: Four days before the week 11 tutorial

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

In 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.

Demonstrate your understanding of the following course objects

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 and explore the details of the problem you will be working on.
4. Find and create the knowledge and resources possessed and required to understand the problem.
5. Find and create the knowledge and resources possessed and required to create a solution(s).
6. Create a solution(s) that is clearly grounded in the recent literature
7. Prepare a short video presentation with voice over. The video may not exceed 10 minutes in length. Upload the video to YouTube no later than four days prior to the tutorial. The video is a team effort and will be assessed by the facilitators. Post a link to the video in the Blackboard discussion forum

8. Each learner should view several videos prior to the week 11 tutorial and become familiar with the various problem identified by other groups.
9. In the tutorial individuals from each group will speak about the PBL to a small group of peers. This will occur during the week 11 tutorial sessions. Individuals are peer assessed

Video requirements:

1. After researching the problem, create a script and locate graphics in preparation for creating a video.
2. Recorded a narrated video that does not exceed six minutes
3. Do not place large sections of the script on the screen and do not read the script from the screen. Please create an engaging video

The following rubric will be used to assess the video

| Criterion | Inadequate | Marginal | Adequate | Good | Excellent |
|---------------------|---|---|---|---|--|
| Problem recognition | Did not identify a problem; did not provide an explanation of the problem; did not explain the importance of the problem | Identified the problem; provided few details that explains the problem and its importance | Identified the problem; provided some details that explains the problem and its importance | Articulated the problem provided some details that explains the problem and its importance | Clearly articulated the problem; provided details that explains the problem and its importance |
| Create a solution | 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; does not meets APA citation and reference formatting standards | Identified a solution; solutions is barely grounded in the literature; solution is logical and 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 by 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 solidly grounded in the literature; solution is logical, creative, actionable; learners demonstrated excellent problem solving skills; meets APA citation and reference formatting standards |
| Overall | Little evidence of even a | Some evidence that critical and | Student is profiting from | Substantial knowledge of | Strong evidence of |

| | | | | | |
|--|--|--|---|--|---|
| | superficial understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature; failure to complete required work; an inability to communicate | analytical skills have been developed; rudimentary knowledge of the subject matter; significant weakness in the ability to communicate | their 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; an ability to communicate adequately | the 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 the literature; an ability to communicate clearly and fluently | 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; an outstanding ability to communicate |
|--|--|--|---|--|---|

Assignment5: PBL Group Member Contribution Rubric

Each member of your PLB group will be asked to complete the group assessment and submit it to the facilitator following the presentation.

Place the name of each group member, including your name, at the top of one of the columns (in the area shaded in blue). Highlight either “Does not meet expectations,” “Approaches expectations,” or “Meets expectations” for each group member. It is optional to provide additional comments below the rubric to add context to highlighted areas. Submit the rubric to your individual shared Google folder within four days of the tutorial presentation.

| Criterion | Insert your name here | Insert group members’ name here | Insert group members’ name here | Insert group members’ name here |
|--|---|---|---|---|
| Participated fully in group discussions and meetings | Does not meet expectations; approaches expectations; meets expectations | Does not meet expectations; approaches expectations; meets expectations | Does not meet expectations; approaches expectations; meets expectations | Does not meet expectations; approaches expectations; meets expectations |
| Contributed useful and creative ideas to the development of the presentation | Does not meet expectations; approaches expectations; |

| | | | | |
|--|---|---|---|---|
| | meets expectations | meets expectations | meets expectations | meets expectations |
| Critically evaluated information and evidence and presented various perspectives to the group | Does not meet expectations; approaches expectations; meets expectations | Does not meet expectations; approaches expectations; meets expectations | Does not meet expectations; approaches expectations; meets expectations | Does not meet expectations; approaches expectations; meets expectations |
| Quality of work done was to the desired standard and reflected the assignment assessment criterion | Does not meet expectations; approaches expectations; meets expectations | Does not meet expectations; approaches expectations; meets expectations | Does not meet expectations; approaches expectations; meets expectations | Does not meet expectations; approaches expectations; meets expectations |

Optional additional comments about your group and/or group members:

Assignment 6: Self-assessment (25% – individual)

Due: Prior to April 3 at 9 p.m.

Throughout the course, learners have received feedback and suggestions from peers and the facilitators. One of the foundations of education is self-reflection. This assignment is designed for the learners to reflect on their progress and evolution as an educators based on the feed received. Additionally, the infographic created prior the course provides a benchmark for learners to view their newly acquired knowledge.

Learners must begin the assignment by clearly stating the final grade they believe they have earned for the course. Clearly justify the proposed grade based on the feedback, suggested improvements, and evolution since creating the infographic. Ground the evolutions in the feedback and assessment literature. Finally review the course outline and list of topics covered and address the topics, as they relate to your professional evolution as an educator. Use the OTU grade scale (see page 11 of the outline or assignment handout) to assist with determining your proposed grade for the course. The following rubric will be used to assess the self-reflection.

| Criterion | Inadequate | Marginal | Adequate | Good | Excellent |
|----------------------------|---|---|---|---|---|
| States and justifies grade | Grade not stated; justification is vague, not present, or off topic; more details are required; justification | Stated grade; justification but provided few details; more details are required | Stated grade; justification provides some details; more details are required; somewhat aligns with the proposed grade | Stated grade; articulated justification; good details; justification aligns with the proposed grade | Stated grade; clearly articulates the justification; detailed justification; justification aligns with the proposed grade |

| | | | | | |
|--|--|---|---|---|--|
| | does align with the proposed grade | | | | |
| References peer and facilitator feedback | 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 grounded in the feedback |
| Evolution of assessment understanding | Did not identify evolutions; did not provide an explanation of evolution | Identified limited evolutions; provided few details of the evolutions; limits links to feedback / literature | Identified few evolutions; provided some details of the evolutions; few links to the feedback / literature | Articulated evolutions; provided good details that explains the evolutions; good links to the feedback / literature | Clearly articulated evolutions; provided excellent details to explain the evolutions and the importance of evolutions; strong links to the feedback / literature |
| Evolution of professional practice as related to the course topics | Barely linked the reflection to the course topics; few / no course topics explored; does not discuss educator evolution | Limited links to the reflection and course topics; some course topics explored; limited discussion of educator evolution | Somewhat links to the reflection and course topics; many course topics explored; some discussion of educator evolution | Good links to the reflection and course topics; most course topics explored; good detailed discussion of educator evolution | Strong links to the reflection and course topics; all course topics explored; very detailed discussion of educator evolution |
| APA | Poor or little use of APA formatting in citations and references | | | | Excellent use or few APA formatting mistakes with citations and references |
| Overall | Little evidence of even a superficial understanding of assessment; weakness in critical and analytic skills; limited or irrelevant use | Some evidence that critical and analytical skills have been developed; rudimentary knowledge of assessment; significant weakness in | Student is profiting from their university experience; an acceptable understanding of assessment; ability to develop solutions to | Substantial knowledge of assessment; some evidence of organization and analytic ability; a moderate degree of originality and | Strong evidence of originality and independence of thought; good organization; capacity to analyze and synthesize; |

| | | | | | |
|--|--|----------------------------|---|--|---|
| | of the literature; failure to complete the required work; and ability to communicate | the ability to communicate | simple problems in the material; some ability to organize and analyze ideas; an ability to communicate adequately | independence of thought; reasonable understanding of relevant issues; evidence of familiarity with the literature; and ability to communicate clearly and fluently | superior grasp of assessment with sound critical evaluations; evidence of extensive knowledge base; an outstanding ability to communicate |
|--|--|----------------------------|---|--|---|

Late Assignment Policy

Assignment criteria are specified in the detailed assignment descriptions. Read them carefully to be sure that you have fulfilled all aspects of the requirements. Assignments are DUE ON THE DAY indicated. Late assignments will be handled as follows:

Non-negotiated Late Assignment

An assignment that has been posted late without prior agreement between the learner and the facilitator to extend the time for the assignment to be handed in will be considered a non-negotiated late assignment and will be assigned a grade of zero.

Negotiated Late Assignment

An assignment that has been handed in late in accordance with a mutually agreed deadline and penalty (if applicable) will be considered a negotiated late assignment and will be marked in accordance with the mutually agreed terms.

Extenuating Circumstances

The facilitator will consider individually, rare extenuating circumstances, which may cause an assignment to be late. Examples of extenuating circumstances include hospitalization, death of a loved one, traffic accidents, etc. The learner must provide documentation to validate the extenuating circumstance. It will be at the professor's discretion to work out the extension in this situation.

Library Services

Students are encouraged to become familiar with the various library services available to support them in their studies: e.g. [research guides](#), [distance education services](#) and [citation guides](#). Students are expected to know how to find scholarly articles using [library databases](#) and to seek the assistance of a librarian as needed.

10. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related

concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible. Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students may contact [Student Accessibility Services](#) by calling 905-721-3266, or email studentaccessibility@uoit.ca.

If you need extra help, you can also contact the Student Learning Centre.

11. Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

12. Sexual Violence Support and Education

Ontario Tech University is committed to the prevention of sexual violence in all its forms. For *any* Ontario Tech student who has experienced sexual violence, Ontario Tech can help. Ontario Tech will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email supportworker@uoit.ca

Learn more about your options at: studentlife.uoit.ca/sexualviolence

13. Academic Integrity

Students and faculty at Ontario Tech 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 and abide by Ontario Tech's regulations on [Academic Conduct](#) 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, among 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 resubmission of work to a failing grade to permanent expulsion from the university. **A lack of familiarity with Ontario Tech University’s regulations on academic conduct does not constitute a defense against its application.**

Further information about academic misconduct can be found in the [Academic Integrity Website](#). Extra support services are available to all Ontario Tech students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at the Student Learning Centre.

14. Turnitin

Ontario Tech 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 Ontario Tech’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 provide a [signed Turnitin.com Assignment Cover Sheet](#) with their assignment at the time of submission to the instructor.

15. Freedom of Information and Protection of Information Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Education.

As you may know, Ontario Tech University is governed by the *Freedom of Information and Protection of Information Act* (“FIPPA”). In addition to providing a mechanism for requesting records held by the university, this legislation also requires **that Ontario Tech not disclose the personal information of its students without their consent.**

FIPPA’s definition of “personal information” includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Education encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

16. Course Evaluations

Student evaluation of individual courses and the program, as a whole, is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech's programs and instructional effectiveness. To that end, online course and program evaluations may be administered at the end of each term. Students are strongly encouraged to participate actively in this process.