

EED 3000
Instructional Design
and
Assessment
Summer I 2018

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Oakland University
School of Education and Human Services
Department of Teacher Development and Educational Studies
EED 3000: Instructional Design and Assessment (4 credits)
Summer I 2018

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CRN 32677 M-F 8:10 am 11:30 pm May 7-June 1, 2018

Office Hours: I will be glad to meet with you. I am usually in the room early and will be glad to stay after class to talk to you when possible. We can also make an appointment to meet. You are welcome to call me or e-mail me with your questions, comments or problems. **NOTE: I will only respond to e-mails generated from your Oakland accounts. If you want to call me and I don't pick up the office phone, try my cell phone. Please DO NOT text me. You may leave a message on my cell phone. I will not respond to text messages.**

Course Prerequisites: Admission to program and co-requisite EED 3001.

Course Description: This course prepares a prospective teacher to make effective use of formal, informal and teacher-created assessment techniques in the process of planning, implementing and evaluating instruction.

Required Texts/Material:

Wiggins, G., & McTighe, J. (2005). *Understanding by Design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Please bring the book to class.

Course Objectives:

After lecture, discussion, and activities, the students will:

1. Describe the interrelation of goals, instruction and assessment in the design of instruction.
2. Describe the factors that influence each stage of the instructional design process and consider them when analyzing and instructional design problem.
3. Explain the concepts of validity and reliability and their roles in the construction, selection, interpretation and use of tests and other assessment instruments.
4. Design instruction that is based on the State Standards/Common Core Standards/Next Generation Science Standards and that reflect best practices.
5. Create appropriate goals and objectives for cognitive, (psychomotor and affective) taxonomies.
6. Evaluate methods of assessing and interpretation and use of scores and data.
7. Construct, select and use assessments that measure a variety of intended learning outcomes and can be used for several purposes.
8. Explain both the potentialities and the limitations of various tests, performances and evaluation procedures for use in measuring objectives and in the multicultural society.
9. Discuss how assessment procedures can contribute to the teaching-learning process and to better educational decisions.

Major Topics:

- Designing lessons to promote understanding
- Understanding the relationships between goals, assessments and implementation of methods
- Analyzing the factors that influence design in order to create effective designs
- Preparing instructional objectives and goals
- Making decisions to choose, create or adapt appropriate assessments
- Developing fair, valid, reliable and effective assessments and scoring techniques
- Interpreting standardized test scores
- Assessing students as learners and utilizing the data for improvement
- Applying structure to specific strategies for planning teaching and learning activities
- Considering current trends and issues in education

Essential Questions:

- What is good design?
- Why is it important to design instruction?
- What does it mean to understand?
- What is the relationship between knowledge, skill and understanding?
- How can assessment be used to improve teaching and learning?
- How can I find the best way to find out what students know, can do, and understand?
- What is the relationship between goals, assessments and instruction?

Modes of Instruction:

In class, a variety of learning activities will be used. Information will be conveyed using lecture, multi-media, and course reading materials. Concepts will be clarified using cooperative group and whole class discussions and tasks. Projects and assignments have been designed to allow for reflection on the teaching process leading to the construction of knowledge about teaching.

Academic Conduct Policy

Students are expected to submit assignments that conform to university policies governing dishonesty and misconduct (see the “Academic Conduct Policy” in the Oakland University Undergraduate Catalog). Cheating and plagiarism are considered very seriously at Oakland University. All allegations of academic misconduct will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of cheating in this course may receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee. Please refer to the Oakland University Undergraduate Catalog to read the full Academic Conduct Policy. Students are encouraged to use the Academic Writing Center for feedback and guidance relative to completion of their academic work.

Cell Phone Policy:

Please put your cell phones away during class. I would appreciate it if you would refrain from texting or browsing while in class. Taking pictures or recording anything (including visuals) in class is prohibited. If you are expecting an important message and need to keep your phone close, please let me know before class. If cell phones or devices are being used for other than the day’s class activities, you will be asked to please put them away.

Attendance:

Students are expected to attend all classes and participate in the class activities. Missing class cannot be compensated for due to the complex nature of class. In classroom discussion and other activities, students, themselves, contribute their knowledge to other students’ and the instructor’s understanding. We will all miss your active participation if you are not present. This is particularly important this summer, as we work with groups of children every day. If you are not here, your group of children will not have a teacher/leader. As a professional courtesy, you may notify the instructor by e-mail of the reason for any missed classes but this is not required. Notification does not constitute an excused absence. After two absences, a university concerns report may be filed. Since you cannot participate in class activities and discussions if you are not present, the participation grade may be affected by absence, tardiness and early departures.

Participation:

We learn a lot from the comments and insights of others. Your participation reflects the degree and quality of your contributions from your readings and other preparations, as well as the sharing of relevant ideas and experiences. You will be assessed based upon the **quality** and **frequency** of your responses and contributions in class and in group work. Absence, tardiness and early departure affect this grade because those that are not

present are unable to participate. 5 points will be deducted for non-participation after the first absence and 1-4 points will be deducted for each instance of tardiness or early departure (depending on the amount of time).

Professional Demeanor:

You are expected to model the conduct and behavior befitting a professional educator. The manner in which you conduct yourself should be appropriate to the high standards set by Oakland students. Work should be timely and meet professional standards.

Field Experience:

A field experience is a part of this class. It is embedded each morning in the class time. As you will be working with the same children each day, it is very important that you make all reasonable efforts to be here.

Assignments:

Students who complete each assignment should not assume full credit will be given. The quality of the assignment will be considered during the evaluation process. Quality refers to, but is not limited to, the following: proper use of Standard English, neatness, manner of presentation, degree of professional insight and timeliness. Evidence of quality that exceeds the instructor’s normal expectations of pre-service teachers must be apparent to receive full credit.

Evaluation:

Listed below are the activities that will be assessed. The number of points that you earn will be divided by the number of points possible. Apply the percentage to the scale below.

Policy for Late Work:

An assignment is late if it is not turned in during the class period it is due (Homework assignments are due at the beginning. Other assignments may be turned in at the end.) Score for the work turned in up to one week late is a penalty up to the score x 75%. After the one week deadline, the assignment may not be accepted and a score of “0” may be recorded unless previous arrangements have been made with the instructor. Homework assignments are not eligible for late submission. These must be in class for the discussion portion. Homework assignments emailed or turned in after the discussion will be awarded no credit.

Assignment	Points Possible	My score
Quiz 1	35	_____
Quiz 2	35	_____
Quiz 3	35	_____
Article Comments (5x6)	30	_____
Assessment Vocabulary Quiz	20	_____
Stage I	25	_____
Stage II	75	_____
Stage III	25	_____
Participation	25	_____
Field worksheets	5	_____
TOTAL 310	(divide your score by 310)	_____

Grading Scale:

Considered "A"s		Considered "C"s		Considered "D"s	
4.0	100%-98.6%	2.9	79.59-78.6	1.9	69.59-68.6
3.9	98.59-96.6	2.8	78.59-77.6 (to pass)	1.8	68.59-67.6
3.8	96.59-94.6	2.7	77.59-76.6	1.7	67.59-66.6
3.7	94.59-92.6	2.6	76.59-75.6	1.6	66.59-65.6
3.6	92.59-90.6	2.5	75.59-74.6	1.5	65.59-64.6
		2.4	74.59-73.6	1.4	64.59-63.6
		2.3	73.59-72.6	1.3	63.59-62.6
Considered "B"s		2.2	72.59-71.6	1.2	62.59-61.6
3.5	90.59-88.6	2.1	71.59-70.6	1.1	61.59-60.6
3.4	88.59-86.6	2.0	70.59-69.6	1.0	60.59-59.6
3.3	86.59-84.6				
3.2	84.59-82.6				
3.1	82.59-80.6				
3.0	80.59-79.6				

******Synopsis of Assignments****** Note: The summaries for *the project* stated below are brief descriptions of assignments that we will do this semester. They are NOT representative of the entire set of criteria and expectations for the assignments---that would be a lengthy document. A criteria sheet and scoring sheet for the major projects will be given in class and should be used to prepare the assignments. Unit of Instruction Project (in three parts)

Stage I: Identify Desired Results

You will identify a curriculum standard from the sets of standards used in Michigan and design concepts, transfer goals, enduring understandings, essential questions, and key knowledge and skill objectives that students should acquire as a result of the unit.

Stage II: Determine Acceptable Evidence

This assignment will build upon the stage I plan and will design a set of assessments and scoring tools that will give evidence that students understand. You will design an appropriate level written test, answer key, performance assessment, scoring tool for that PA, pre-assessment and self-assessment as well as formative activities that will measure the Stage I goals and objectives.

Stage III: Plan Teaching/Learning Experiences

You will design teaching and learning activities that will guide your learners in meeting the goals and objectives set out in Stage I and give them the key knowledge and skills on which they will be assessed in Stage II. First, you will brainstorm a set of useful, creative and effective activities that could teach your objectives. You will use these to develop an overall unit plan and then write a complete lesson plan for assigned days of the unit using components of the WHERETO acronym.

I will be happy to discuss the progress of your work with you at any stage of development. JUST ASK! I am one of your biggest cheerleaders and I want you to understand and be able to apply Instructional Design! ***Note: **Please include any E-mail or written communication about your work when you turn it in.**

Articles: Four articles from *Educational Leadership* are assigned as required reading. Please print these and write 10 substantive comments in the margins (make connections, give opinions.... This should be more than just agreement or disagreement...please number them 1-10.). These comments will be used as the basis for discussion. **One additional article may be read and annotated for 5 points of extra credit. The article is of your choice from the same journal, but should relate to one of the topics we discuss in class.**

Note: The instructor has worked to make this syllabus a good representation of the activities, evaluation procedures and timetable for this course. However, sometimes changes are necessary as the semester progresses due to time and circumstances. Dr. J. maintains the right to make changes that she deems necessary for the smooth progression of the course and the benefit of the learners.

ARTICLES FOR EED 3000 Summer I 2018/ Mandatory Readings:

Brandt, R. (1993). On teaching for understanding: A conversation with Howard Gardner. *Educational leadership*, 50, 4-4.

Curwin, R. L. (2014). Can Assessments Motivate?. *Educational Leadership*, 72(1), 38-40.

Duckor, B. M. (2014). Formative Assessment in Seven Good Moves. *Educational Leadership*, 71(6).

Kohn, A. (2015). Who's Asking? *Educational Leadership*, 73(1), 16-22.

Perkins, D. N. (2016). Lifeworthy Learning. *Educational Leadership*, 73(6), 12-17.

Winger, T. (2009). Grading What Matters. *Educational Leadership*, 67(3), pp. 73-75

Additional interesting readings (maybe Choose one for extra credit? If so, please try to read them when we are discussing the topic....)

Palmer, E. (2016). Four Predictions for Students' Tomorrows. *Educational Leadership*, 73(6), 18-22.

Hattie, J., D. Frey and N. Frey. Do They Hear You? *Educational Leadership*, April 2016, p. 16-21.

Brookhart, S. M. (2015). Making the Most of Multiple Choice. *Educational Leadership*, 73(1), 36-39.

Guskey, T. R., & McTighe, J. (2016). PRE-ASSESSMENT Promises and Cautions. *Educational Leadership*, 73(7), 38-43.

Wiggins, G., & Wilbur, D. (2015). How to make your Questions Essential. *Educational Leadership*, 73(1), 11-15.

William, D. (2016). The Secret of Effective FEEDBACK. *EDUCATIONAL LEADERSHIP*, 73(7), 10-15.

Hattie, J. (2012). Know thy impact. *Educational Leadership*, 70(1).

Tomlinson, C. A. (2014). The Bridge Between Today's Lesson and Tomorrow's. *Educational Leadership*, 71(6), 11-14.

TENTATIVE Schedule of Topics and Due Dates

Day 1 (Monday, May 7)_____

- Course Overview
 - What are Teaching and Learning?
 - What is Instructional Design and Why Should I Learn to Use It?
 - Where do we get Curriculum/Standards?
 - How do you use a Teacher's Manual?
- Suggested reading for after these topics are presented: UbD 1-11, 13-23, 29(from Bob James ex.)-33

Day 2 (Tuesday, May 8)_____

- What is the Relationship between Knowledge, Skills and Understanding? (k,s,u)
 - Enduring Understanding
- Suggested reading after these topics are presented: UbD 56-65, 71
 - Suggested Reading after video: UbD Chapter 4
 - **Required Article Reading for Today:** On Teaching for Understanding: a conversation with Howard Gardner by Ron Brandt, *Educational Leadership*, 50(7).

Day 3 Wed. May 9_____

- Enduring Understanding/Big Ideas
 - Six Facets Video?
- **Required Article Reading:** Lifeworthy Learning, (David Perkins), *Educational Leadership*, March 2016, pp. 12-17

Day 4 Thursday, May 10_____

- How do we fit standards into lessons?
- How should we write goals for units and lessons? (Writing key knowledge and skills objectives/learning targets)

Day 5 Friday, May 11_____

- What Makes A Question Essential?
 - Suggested Reading after topic: Chapter 5 105-112, 120 (question starters)
 - Work Time for Stage I
- **Required Reading For today:** Kohn, A. (2015). Who's Asking? *Educational Leadership*, 73(1), 16-22.
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Day 6 __Monday, May 14_____

QUIZ I

- Introduction to Assessment/ What are the ISSUES in assessment?
 - Suggested Reading after topic: UbD pp. 146-153
- **Stage I due**

Day 7 Tuesday May 15_____

- Objective/Subjective Testing
- Pre-Assessment

Day 8 Wed. May 16_____

- Performance Assessment
- What type of assessments are best for my situation?
 - Suggested reading after topic: UbD pp. 153-170
 - **Required Reading for Today: Grading What Matters**
- **Assessment Vocabulary Quiz**

Day 9 __Thursday May 17_____

- Scoring Tools
 - Suggested reading after topic: UbD Chapter 8
 - **Required Reading for Today: Can Assessments Motivate?**

Day 10__Friday May May 18 _____

- Scoring Continued and Grading

Required Article due: Winger, T. (2009). Grading What Matters. *Educational Leadership*, 67(3), pp. 73-75

Day 11__Monday May 21 _____

- What is Formative Assessment and How does it Help Me and My Students?
- - **Required Article Reading For Today: The Bridge Between Today's Lesson and Tomorrow's, C.A. Tomlinson, *Educational Leadership*, March 2014, pp.10-14.**

Day 12 ____Monday, May 22 _____

- Standardized Assessments

- Self- Assessments
- **Required Reading for Today: Formative Assessment in 7 Good Moves**

Day 13 ___ Wed, May 23 _____

- **Quiz 2 (Stage II)**
- **Stage II due (if possible... we can discuss this)**
- Curriculum Mapping

Day 14 ___ Thursday, May 24 _____

- WHERETO (lesson Planning)

Day 15 ___ Friday May 25 _____

- Differentiation

Day 16 Tuesday, May 29 _____

Day 17 Wed. May 30 _____

- **Stage III (bound with stages I and II) final assignment due for grading**

Day 18 ___ Thursday, May 31 _____

- **Quiz 3**

Day 19 ___ Friday, June 1 _____

- Wrap Up