

EED 354
Instructional Design
and
Assessment
Winter 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)
Winter 2018

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CRN 15286 Mondays 1-4:20 pm Graham Elementary School
CRN 10045 Tuesdays 8-11:20 am PH 154
CRN 12386 Thursdays 1-4:20 pm UC2 129

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.**

This semester my office hours are by appointment only. Please feel free to make an appointment.

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 UbD book to class as we will use it often for examples.

InTASC standards:

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Course Objectives:

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

1. Describe the interrelation of teaching, learning, assessment and evaluation in the design of instruction. (InTASC #7)
2. Describe the factors that influence each stage of the instructional design process and consider them when analyzing and instructional design problem. (InTASC #7)
3. Explain the concepts of validity and reliability and their roles in the construction, selection, interpretation and use of tests and other assessment instruments.(InTASC #6)
4. Design instruction that is based on the State Standards and that reflect best practices. (InTASC #7)
5. Create appropriate goals and objectives. (InTASC #7)
6. Evaluate methods of grading test items and interpretation of scores.
7. Construct, select and use multiple and appropriate types of assessments that measure a variety of intended learning outcomes and support, verify and document learning. (InTASC #6)
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. (InTASC #6)
9. Discuss how assessment procedures can contribute to the teaching-learning process and to better educational decisions. (InTASC #6)
10. Identify learner strengths, weaknesses, and needs to promote learner growth based on the ethical use of various assessment data. (InTASC #6)

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
- Creating appropriate assessment
- Developing fair, valid, reliable and effective assessments and scoring techniques
- Interpreting assessment data
- Assessing students as learners to support learning needs
- Applying structure to specific strategies for planning teaching and learning activities
- Considering current trends and issues in education

Essential Questions:

- What is good design? What is high quality curriculum?
- Why is it important to design instruction?
- What does it mean to understand? How do we assist students' understanding rather than just knowledge?
- What is the relationship between knowledge, skill and understanding? How do we align that to state standards?

- How can assessment be used to improve teaching and learning?
- What is the best way to find out what students know, can do, and understand?
- What is the relationship between goals, assessments and methodology?
- How do we create meaningful and educative learning activities, rather than focusing on what is fun/entertaining?

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. 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 leaving early.

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. Up to 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 the co-requisite EED 3001 class. You may use that experience to complete any requirements for this class.

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. If alterations are made to the assignments during the semester, the equation will change accordingly.

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 (by the beginning of the next class period) 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.

Extra Credit Opportunities:

1. Send me a picture of an objective from your field classroom or a book that you find. (2 points) These must be in one of the correct formats for credit.

2. Read an additional approved article from *Educational Leadership* (journal in Kresge's collection). Write at least ten comments in response to your reading in the margins and turn in the article. (5 points) This can be turned in any time during the semester up until April 17.
3. Some revision opportunities will come up for your project. These will be announced in class and the due dates will be strictly adhered to. Credit is variable for these and depends upon the individual project and the revisions that it needs.

Assignment	Points Possible	My score
Exam 1	50	_____
Exam 2	50	_____
Exam 3 (final)	60	_____
<i>Ed. Leadership</i> Articles (5x5)	25	_____
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Assessment Vocabulary Quiz	10	_____
Stage I	50	_____
Stage II	150	_____
Stage III	50	_____
Final self-reflection paper	20	_____
Participation	45	_____
Homework assignment 1 (End. Und.)	5	_____
Homework assignment 2 (Essential Q's)	5	_____
Homework assignment 3 (Objectives)	5	_____
Homework assignment 4 (Performance)	5	_____
Homework assignment 5 (Scoring Tool)	5	_____
Homework assignment 6 (Written Test)	5	_____
Homework assignment 7 (Map)	5	_____
Field notebook with appropriate headings	15	_____

TOTAL 560

(divide your score 560)

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 (438.44 pts)	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
Considered "B"s		2.3	73.59-72.6	1.3	63.59-62.6
3.5	90.59-88.6	2.2	72.59-71.6	1.2	62.59-61.6
3.4	88.59-86.6	2.1	71.59-70.6	1.1	61.59-60.6
3.3	86.59-84.6	2.0	70.59-69.6	1.0	60.59-59.6
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. Reflections are to be based on the questions below.

Unit of Instruction Project (in three parts)

Stage I: Identify Desired Results

You will identify a curriculum standard and benchmark/s from the sets of standards 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.**

Field Connections:

In class, we will be discussing the following ideas at appropriate times during the semester. Please be prepared to answer the following observations and questions:

- Enduring understandings (How has your teacher taught toward enduring understanding throughout your semester... try to come up with an example of something that she was teaching and referring to the big, lasting and transferable picture.)
- Specific Objectives (How have you observed the use of objectives... this could have been discussed with the students, posted on the board, written into the plans, etc.. If you haven't seen them in writing, were they shared with students? If possible, ask your teacher where he/she gets the goal statements that they have used.)

- Assessments (Please discuss the types of assessment that you have observed. Include both formal and informal assessments. If you can, ask your teacher what he/she does with the information and data he/she has collected.)
- Instruction (What has engaged students the most. What types of strategies do you think were most effective? What types of activities were used for practice? How are students given feedback?)

Field Notebook: Use a separate notebook that you can turn in. Put in headings every couple of pages: Goals (Understandings, Standards, Objectives and Targets), Questioning, Formative Assessment, Summative Assessment, Evaluation, Student Based Decisions, Evaluation, Lesson Planning. During your field time each week, notice things in these categories in your classroom. Make short anecdotal notes about anything you see that fits. Turn in your notebook in class the week of April 9.

Final Reflection Paper (use these questions): Reflect on your own learning this semester. How has your ideas about instructional design and assessment changed over the semester? What have you done well and what would you change as you look back on the semester? What has helped you to learn? How do you think you will be able to apply information and skills learned in class to your career? Please write a 1-1/2 page single spaced paper self-reflecting on your work and learning this semester.

Homework Assignments: The homework activities that become part of the instructional design projects are assigned to help you “keep up” with the workload. These assignments are not evaluated for accuracy or quality. They are checked off as completed or not. They are used in peer groups and will not be turned in, though I will look to see if you have them with you. It is often helpful to have three or four copies so that your peers can read them at them same time. This is much more efficient that passing a page around. If you want formative feedback, see me before or after class and I will be glad to look at them. E-mail is another source of formative feedback. You may send me work AFTER the peer discussion. You may only send each piece to me ONE Time and it must be received more than one day before it is due. You must be in class to peer discuss homework in order for the points to apply.

Articles: You are asked to read 4 articles from *Educational Leadership*. These are available to you through the Kresge Library. For each article, you should print a copy of the article and write at least 10 comments in the margins. The comments should be substantive (not necessarily long... they just need to have impact. For example, “I agree.” without any explanation, is not a substantive comment.) Have these prepared so that you can offer insights in class. These should be prepared for class discussion on the date they are due but I may just check them and have you turn in all at the end. You may read an extra article for extra credit.

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. 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 Fall 2017

Mandatory Readings

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

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

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....)

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

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.

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).

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

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.

Tentative Course Calendar and Assignments

Winter 2018

Note: UbD Reading Assignments are to be read for the NEXT week. UbD assignments cover the topic from the week's lecture and may be read AFTER lecture.

Th Jan 4, M Jan 8, T Jan 9

Course Overview

What are Teaching and Learning? What is Instructional Design and why should I learn to use it?

What is Understanding?

Frameworks for Standards

Is a Teacher's Manual enough?

Reading Assignments (UbD always to be read after lecture): UbD 1-11, 13-23, 29 from the bottom (Bob James ex.)-33 and 254-259

Due today: none

Th Jan 11, T Jan 16 (No Monday class... MLK DAY... don't worry we will catch up!)

How do I teach for Enduring Understanding?/ 6 facets DVD

Reading Assignments: UbD Chapter 3 pp.56-65, 70-81/Chpt. 4

Due today: Bring 2-3 content standards/benchmarks or Overview/Anchor standards --- print the pages or copy the relevant goal statements from the framework. If you are going to show it to me on your computer, have it ready to go on the page! This will be the topic of a semester long project.

Due today: Article #1 EL "Lifeworthy Learning"

Th Jan. 18, M Jan 22, T Jan 23

Continue Enduring Understanding/ 6 facets DVD

What makes a question essential?

ASCD DVD on Essential Questions (maybe?)

Reading Assignments, Chapter 5 pp.105-112 and pp. 120-121 and 124-125.

Due today: Article #2 EL "On Teaching for Understanding: A Conversation with Howard Gardner AND Article #3 EL "Who's Asking"

Th Jan. 25, M Jan. 29, T Jan.30

How do standards fit into lessons? Writing key knowledge and skills objectives

Write objectives for your unit (HW #3 as an in-class activity)

Peer discuss stage I projects

Review for exam

Due today: HW #1 enduring understandings and HW #2 (essential questions) (HW #3 to be done in class if time. If no time, HW #3 will not be due and the 5 points will be deducted from the total points.)

Th Feb.1, M Feb. 5, T Feb. 6

EXAM 1

Introduction to Assessment/What are the main issues about and types of assessments?

Read: UbD Chapter 7 pp.146-153

Due today: Stage I

Th Feb.8, M Feb. 12, T Feb. 13

Vocabulary Quiz

Performance Assessment

GRASPS

Reading for next week: UbD Chapter 7 pp.153-170

Due today: Article #4 EL "Know Thy Impact"

Th Feb. 15, M Feb. 26, T Feb.27

Scoring Tools

Read: UbD Chapter 8

Due today: HW #4 Performance Assessment

Due today: Article #5 EL “Grading What Matters”

Th Mar. 1, M Mar. 5, Tues Mar. 6

Objective/Subjective Tests

Pre-Assessments and Self-Assessments

Due today: Homework #5 Scoring Tool to match performance assessment

Due today: none

Read: Handout on Testing

Th Mar. 8, M. Mar. 12, T Mar. 13

Standardized Assessments

Formative Assessments

Read: UbD pp.247-250

Due today: HW #6 Written Test

Th Mar. 15, M Mar. 19, T, Mar. 20

ASSESSMENT continued as needed/Grading??

Review for Exam 2

Reading for next time: None

Th Mar. 22, M Mar. 26, T Mar. 27

Intro to Stage III: Choices and Theory

IF...THEN

Curriculum Mapping

Reading for next time: None

Due today: Stage II

Th Mar. 29, M April 2, T April 3

WHERE TO/Planning Lessons

Reading Assignment for next time: UbD Chapter 9

Readings for next time: NONE

Due today: Homework #7: Curriculum Maps

Due today: Field reflection paper (directions in the syllabus)

TH APRIL 5, M APRIL 9, T APRIL 10

THIS MAY BE WORK TIME FOR STAGE III OR MAKE UP DAYS FOR SNOW DAYS OR OTHER UNINTENDED DATES

Th April 12, Monday April 16, T April 17

Differentiation

Due today: Stage III (bound Differentiated Instruction with clean copies of Stage I and Stage II)

April 19-25.

– Final Exams: Please bring a stamp or money for a stamp if you want your exam returned to you.

DUE: Self-Reflection Paper (Questions in the syllabus)