

TD5001
Instructional Design and
Assessment
Winter 2018

Dr. Terri Jongekrijg
Office: Pawley Hall 470B
Cell Phone: 248-860-5166
E-mail: jongekri@oakland.edu

CRN 15154
Thursdays 5:30-8:50pm

Oakland University
School of Education and Human Services
Department of Teacher Development and Educational Studies
TD 5001: Instructional Design and Assessment (4 credits)
Winter 2018

Instructor: Dr. Terri Jongekrijg

Office: PH 470B

Cell phone: 248-860-5166

E-mail: jongekri@oakland.edu

CRN 15154 5:30-8:50pm

Pawley Hall 150?

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.**

Course Description: Prepares teacher candidates to plan and evaluate instruction through the design of lessons and the development and use of formal, informal, and teacher-created assessment techniques. Student must be admitted to the MAT program.

Required Text/Material:

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

Tomlinson, C., and Moon, T. (2013). *Assessment and student success in a differentiated Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Please bring the UbD book to class as we will use it often for examples. The Tomlinson book will be used during the assessment unit.

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 #6)
3. Explain the concepts of validity and reliability and their roles in the construction, selection, interpretation and use of tests and other assessment instruments. (#7)
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 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.

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. 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 will 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. Absence, tardiness and early departure affect this grade because those that are not present are unable to participate. Seven points will be deducted for absences after the first absence and 2-5 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. Your appearance and the manner in which you conduct yourself should be appropriate to the high standards set by previous Oakland students. Work should be timely and meet professional standards.

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. The percentage is applied to the grading scale shown below.

Policy for Late Work:

An assignment is late if it is not turned in during the class period it is due. Score for the work turned in up to one week late is 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.

<u>Assignment</u>	<u>Points Possible</u>	<u>My score</u>
Exam 1	50	_____
Exam 2	50	_____
Exam 3 (final)	60	_____
<i>Ed. Leadership</i> Articles (5x7)	35	_____
<hr/>		
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 (Performance)	5	_____
Homework assignment 4 (Scoring Tool)	5	_____
Homework assignment 5 (Written Test)	5	_____
Homework assignment 6 (Unit Maps)	5	_____
Field notebook with appropriate headings	15	_____
 TOTAL 570	 (divide your score 570)	 _____

Grading Scale:

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	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				

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.

******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/s and benchmark/s from the sets of standards and design concepts, 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 and help to plan for effective instruction. You will design an appropriate level written test, answer key, performance assessment, scoring tool for that PA, formative assessments, a pre-assessment and self-assessment 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 some of these days into complete lesson plans using the 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.**

All Stages should build upon each other and “match” to become a cohesive unit. All stages should be turned in with each new stage. The last stage should be turned in using a folder or binder (small, please – No “3-ring”) with clean copies of the first two stages so that it is a complete unit.

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.

Homework Assignments: Some of 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. 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. These are due in the class period assigned and are not eligible for partial credit after the date. You must be in class and participate in the group discussion to get credit for these.

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 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.
- Tomlinson, C. A. (2014). The Bridge Between Today's Lesson and Tomorrow's .*Educational Leadership*, 71(6), 11-14.
- Brookhart, S. M. (2015). Making the Most of Multiple Choice. *Educational Leadership*, 73(1), 36-39.
- 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.
- 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).
- 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: 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. Tomlinson's book is assigned for the next week's lecture and should be prepared PRIOR to the next week's class.

Jan. 4

Course Overview

What are Teaching and Learning?

Instructional Design/UbD concept defined: Why should I learn to design instruction?

Frameworks for Standards

Reading Assignments: UbD pp.1-11, 13-23, 29-32 and 254-259 and 254-259

Due today: None

Jan. 11

Why isn't a teacher's manual enough?

What is Understanding?/How do I teach for Enduring Understanding?

Reading Assignments: : UbD Chpt.3 pp. 56-65, 70-81 and Chpt. 4 pp. 82-104

Due today: Bring 2-3 content standards/benchmarks, ---print the pages or copy the relevant goal statements from the framework. If it is on your computer, have it marked to find them quickly. This is the topic of the semester long project.

Article #1 "Lifeworthy Learning"

Jan. 18

Enduring Understanding continued... 6 facets DVD

What makes a question "essential"?

Reading Assignments: UbD Chpt. 5 pp.105-111 pp.120-121,124-125

Due today: Article #2 EL "On Teaching for Understanding: A Conversation with Howard Gardner" and

Article #3 "Who's Asking"

Jan. 25

How do Standards fit into lessons? Writing Key Knowledge and Skills Objectives

Reading Assignments: None

Due today: Homework #1(Enduring Understandings) and #2 (Essential Questions)

Feb. 1

EXAM 1

Introduction to Assessment/What are the types and Issues in Assessment ?

Reading Assignments: UbD chpt. 7 pp. 146-153, Tomlinson Chpt 1,2 (1-26) and. 5 (pp.90-113) for next week

Due today: Stage I assignment

Feb. 8

Assessment Vocabulary Quiz

Performance Assessments/GRASPS

Reading Assignments: Tomlinson chpt. 5 pp.114-119

Due today: Article # 4 "Know Thy Impact"

Feb. 15

Scoring Tools

Reading Assignments: UbD Chapter 8

Due today: Homework #3 Performance Assessment

Mar. 1

Objective and Subjective Tests
Pre and Self Assessments
Reading Assignments: Tomlinson Chapter 3 and 4 for next week
Article #5 “Making the Most of Multiple Choice”
Due today: Homework #4 Scoring Tool

Mar 8

Formative Assessments
Standardized Assessments
Reading Assignments: UbD pp. 242-253 and 268-272, Tomlinson Chapter 6 for next week
Due today: Homework #5 Written Test for the Unit

Mar. 15

Assessment as needed/Grading?
Reading Assignments: Article #6 “The Bridge Between Today’s Lesson and Tomorrow’s”
Due today: Stage II

Mar. 22

EXAM 2

IF... THEN

Introduction to Stage III

Curriculum Mapping
Reading Assignments: None
Due today:

Mar. 29

Planning Lessons
Reading Assignments: UbD Chapter 9 pp. 191-225. Tomlinson Chapter 7
Due today: Homework #6 Curriculum Map

April 5

Continue Lesson Planning
Review for Final Exam?

April 12

Differentiated Instruction
Reading Assignments: None
Due today: Stage III (bound with Stage I and II clean copies), Field Reflection #3

Final Exams

Due: None

Bring a stamp or coins (correct change) for a stamp if you would like to have your exam mailed to you.

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.
- Tomlinson, C. A. (2014). The Bridge Between Today's Lesson and Tomorrow's .*Educational Leadership*, 71(6), 11-14.
- Brookhart, S. M. (2015). Making the Most of Multiple Choice. *Educational Leadership*, 73(1), 36-39.
- 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.
- 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).
- 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.