



## Course Syllabus

EDTC 5030 W2	Topics in Classroom Technologies: Assessing Using Technology	Fall 2005-TERM 1
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### 1. COURSE DESCRIPTION:

Technology is readily available in many forms to most educators and students, so why not use it to assess? Technology can help predict results; it can bring new excitement to both student and teacher and can increase both students' interest in learning and teachers' interest in teaching. Technology can lessen the burden of test giving, test taking, and grading, and technology can offer new and imaginative ways to measure student performance because oftentimes technology can predict results.

This course will help educators and instructors use technology to collect information, organize and analyze that information, and then by reflection determine what changes to make in lesson plans, course delivery, and / or in the evaluation process that will increase and encourage their students' higher level thinking skills and performance.

Students in this class will examine substantive and evidentiary learning processes and examine both the technology and psychology of learning performances that will improve the practice of assessment.

This course will discuss how assessing supports accountability, ISTE NETS standards, how and what technology tools can be used to assess (software, PDAs, computers, i.e.), the pros and cons of using technology to assess, and the ethical and social aspects of assessing.

### 2. LEARNING OUTCOMES:

- discuss terminology associated with evaluating and assessing (achievement, accountability, student performance, teaching to standards, testing, quizzes, learning objectives, learning outcomes, i.e.)
- discuss the qualitative vs. quantitative assessment approaches when using traditional methods and technology to assess
- examine methods of assessing
- examine reasons for assessing
- discuss student and teacher self-assessment and methods
- compare and contrast traditional and non-traditional methods of assessing student performance
- examine the pros and cons of using technology to assess
- examine the available technology tools that are used in the real world and their effectiveness and use in assessing
- compare and contrast various technology tools that are available for classroom use

- discuss and examine methods of thinking including linear, logical, non-linear, creative, and higher-level thinking and what these mean in relation to assessing
- examine learning processes (substantive and evidentiary, i.e.) and what these mean in relation to assessing
- identify objectives that specific technology tools promote
- discuss how to write clear course objectives so as to formulate a clear idea of what is being assessed and determine how to measure student mastery of course content
- discuss how to match achievement objectives to assessment technique
- compare and contrast how various methods of assessing using technology also act as a self-examination tool for the educator whereas she/he can determine performance, i.e. writing and delivering course content and assessing
- describe how technology can help students achieve learning objectives
- discover how to manage classroom assessment efficiently to match lesson plans
- examine how using technology tools help with classroom management
- analyze how using technology to assess student performance will assure accountability by creating and then examining performance indicators (how do you know if they're getting it)
- examine legal, ethical, and social ramifications and issues surrounding assessing, i.e. students grading classmate's papers

### **3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.**

Week 1: Terminology associated with evaluating and assessing, assessment approaches, methods and reasons for assessing

Week 2: Traditional vs. non-traditional methods of assessing, pros and cons of using technology to assess, various technology tools that work best for assessing, technology tools that are in the everyday world and readily available

Week 3: Methods of thinking and learning processes, learning objectives, writing objectives, student and teacher self-assessment and methods, managing classroom assessment efficiently to match lesson plans, how assessing using technology can help in classroom management, accountability in the classroom (is it working?), legal, ethical, social ramifications and issues surrounding assessing

Weeks 4 - 8 : Assessing using technology tools that students decided would work for assessing, these include the Internet, specific web pages, word processing and spreadsheets, video, image editing software, PDAs, PowerPoint, Rubrics and checklists, journaling using word processing programs, portfolios using, grade books created in Excel and grading software programs, etc.

### **4. RESOURCES:**

There is no required text for this course – weekly Internet readings, scholarly journals, and instructor-created material (from the following textbooks) will be supplied. Suggested texts follow:

- Marzano, Robert J.; Transforming Classroom Grading; Association for Supervision & Curriculum Development: 2000; ISBN: 0-8712-0383-9 [Robert J. Marzano](#)
- Popham, W. James; Classroom Assessment; What Teachers Need to Know; Pearson: 2005; ISBN: 0-205-41256-4
- Larrivee, Barbara; Authentic Classroom Management; Creating a Learning Community and Building Reflective Practice; Pearson: 2005; ISBN: 0-205-38088-3
- Banks, Steven R.; Classroom Assessment; Issues and Practices; Pearson: 2005; ISBN: 0-205-36672-4
- Hanna, G. S. and Dettmer, P. A.; Assessment for Effective Teaching; Using Context Adaptive Planning; Pearson: 2004; ISBN: 0-205-38941-4
- Mertler, Craig A.; Classroom Assessment; A Practical Guide for Educators; Pyrczak Publishing: 2003; ISBN: 1-884585-49-3
- Abbott, Chris; Special Educational Needs and the Internet; Issues for the Inclusive Classroom; Falmer Press: 2002; ISBN: 0-4152-6801-X

### Supplemental Readings:

- <http://www.eduplace.com/rdg/res/litass/intro.html>
- <http://www.eduplace.com/rdg/res/litass/auth.html>
- <http://www.eduplace.com/rdg/res/litass/chang.html>
- <http://www.eduplace.com/rdg/res/litass/forms.html>
- <http://www.eduplace.com/rdg/res/litass/self.html>
- [http://www.educ.state.ak.us/tls/frameworks/mathsci/ms5\\_2as1.htm](http://www.educ.state.ak.us/tls/frameworks/mathsci/ms5_2as1.htm)
- <http://t3.k12.hi.us/t302-03/resources/assessment.htm>
- <http://www.2learn.ca/projects/together/evaluate.html#class>
- <http://www.2learn.ca/projects/together/evaluate.html>
- <http://faculty.ssu.edu/~rdroyer/589Multimedia/assessment.htm>
- <http://www.elm.maine.edu/library/related/assessment.stm>
- <http://www.eduplace.com/rdg/res/litass/>
- <http://www.elm.maine.edu/development/tutorials/methods/index.stm>
- <http://www.elm.maine.edu/development/tutorials/assess/puzzle.stm>
- <http://www.elm.maine.edu/development/tutorials/assess/assessment.stm>
- <http://teacher.scholastic.com/professional/assessment/studentprogress.htm>
- <http://pals.sri.com/>
- <http://pblchecklist.4teachers.org/>
- <http://www.iteachilearn.com/uh/patterson/>
- <http://rubistar.4teachers.org/>
- <http://www.elm.maine.edu/development/tools/rsgpd.stm>
- [Select\\_Task/select\\_task.html](#)
- <http://www.nwrel.org/assessment/toolkit98/keys.html>
- <http://www.middleweb.com/rubricsHG.html>
- [http://www.mcli.dist.maricopa.edu/ae0/al\\_what.html](http://www.mcli.dist.maricopa.edu/ae0/al_what.html)
- <http://edservices.aea7.k12.ia.us/framework/tasks/writing/index.html>
- [http://cnets.iste.org/teachers/t\\_stands.html](http://cnets.iste.org/teachers/t_stands.html)
- [http://soe.csusb.edu/shady/504%20presentation%20web%20site/learning\\_models](http://soe.csusb.edu/shady/504%20presentation%20web%20site/learning_models)
- [http://www.maa.org/SAUM/new\\_cases/new\\_case\\_7\\_03/assessUSMAr2.htm](http://www.maa.org/SAUM/new_cases/new_case_7_03/assessUSMAr2.htm)
- <http://www.caacentre.ac.uk/dldocs/alter.pdf>
- <http://www.mrbooth.com/edu/wt/assesmnt/handout.html>

- <http://www.yhtomit.com/tech/>

**5. EVALUATION / GRADING SCALE:**

93-100 = A  
90-92 = A-  
86-89 = B+  
83-85 = B  
80-82 = B-  
76-79 = C+

- a) Attendance/Participation/Weekly Posts = 16 points
- b) Worksheets / activities = 16 points
- c) Weekly projects = 38 points
- d) Final project or activity = 30 points

Evaluation will be based on mini projects and a final project, discussions, attendance and class participation. Total points for each assignment will be listed in each week's lesson.

All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation.

**I plan to keep the final project. So if you desire a copy of it, please make one for yourself before turning it into me.**

**6. ACADEMIC HONESTY POLICY:**

**Students at Webster University are expected to practice academic honesty.**

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (<http://library.webster.edu/citation.html>).

**7. ACCESSIBILITY/ACCOMODATIONS POLICY:**

If you have a disability, please notify your instructor as soon as possible to discuss your accommodation needs.

**8. ATTENDANCE:**

Attendance is crucial in all online courses. This means that a student is expected to login to the course several times during each week.

Even though you are not required to be logged in at any precise time or day, you are expected to login several times during each week. It is important to actively participate each week in the course.

**The instructor reserves the right to lower the final grade by a letter grade for absences.**

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor.

**NB: An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.**

9. **OTHER**  
n/a

10. **STANDARDS / GOALS:**

International Society for Technology in Education (ISTE) - National Educational Technology Standards for Teachers (NETS) – [http://cnets.iste.org/teachers/t\\_stands.html](http://cnets.iste.org/teachers/t_stands.html)

**ISTE NET Standards:**

**1. Technology operations and concepts.**

Teachers demonstrate a sound understanding of technology operations and concepts.

**2. Planning and designing learning environments and experiences.**

Teachers plan and design effective learning environments and experiences supported by technology.

**3. Teaching, learning, and the curriculum.**

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

**4. Assessment and evaluation.**

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

**5. Productivity and professional practice.**

Teachers use technology to enhance their productivity and professional practice.

**6. Social, ethical, legal, and human issues.**

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

**The School of Education (SOE) Goals:**

**1. The knowledgeable learner:**

Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

**2. The informed instructor:**

Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

**3. The reflective collaborator:**

Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

**4. The responsive educator:**

Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

*This syllabus is subject to change at the discretion of the instructor.*