



Course Syllabus

EDTC 5030 W1	Topics in Classroom Technologies: Assessing Using Technology	Fall 2009-TERM 1
Online	Mary G. Beckmann. beckmann@webster.edu	2 credit hours

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.

This course will discuss theories and research (theoretical and historical) regarding assessing, grading, and evaluating as well as examine 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, the ethical and social aspects of assessing, and goal attainment of the NCLB.

2. LEARNING OUTCOMES/GOALS/OBJECTIVES:

- discuss terminology, methods, reasons, strategies, and pros and cons associated with evaluating and assessing using technology (ISTE 1, 3, 4) (SOE 1, 2, 3, 4) (MoStep 1.2.11.1) (MoStep 1.2.11.3) (MoStep 1.2.11.4)
- compare and contrast traditional and non-traditional methods of assessing, and self assessing, student performance (ISTE 1, 3, 4) (SOE 1, 2, 3, 4) (MoStep 1.2.11.1) (MoStep 1.2.11.3) (MoStep 1.2.11.4)
- examine technology tools that are available for classroom assessment that relate to the real world such as web blogging for journaling (Doolittle, 2004), formative assessment using Palm Pilots (PDAs) (McHale, 2005) (ISTE 1, 3, 4) (SOE 1, 2, 3, 4)
- identify objectives that specific technology tools promote and clear course objectives to formulate a clear idea of what is being assessed (ISTE 1, 3, 4) (SOE 1, 2, 3, 4) (MoStep 1.2.11.1) (MoStep 1.2.11.3) (MoStep 1.2.11.4)
- discuss how to match achievement objectives to assessment techniques (ISTE 1, 3, 4) (SOE 1, 2, 3, 4) (MoStep 1.2.11.1) (MoStep 1.2.11.3) (MoStep 1.2.11.4)

- describe how technology can help students achieve learning objectives (ISTE 1, 3, 4) (SOE 1, 2, 3, 4) (MoStep1.2.11.1) (MoStep 1.2.11.3) (MoStep 1.2.11.4)
- discover how to manage classroom assessment efficiently to match lesson plans (ISTE 1, 3, 4) (SOE 1, 2, 3, 4) (MoStep1.2.11.1) (MoStep 1.2.11.3) (MoStep 1.2.11.4)
- examine how using technology tools to help with classroom management (ISTE 1, 3, 4, 5) (SOE 1, 2, 3, 4) (MoStep1.2.11.1) (MoStep 1.2.11.3) (MoStep 1.2.11.4) (MoStep 1.2.11.5)
- analyze benefits of assessing using technology and how using technology to assess student performance will assure accountability by creating and then examining performance indicators (basically, how do you know if they're getting it) (ISTE 1, 3, 4, 5) (SOE 1, 2, 3, 4) (MoStep1.2.11.1) (MoStep 1.2.11.3) (MoStep 1.2.11.4) (MoStep 1.2.11.5)
- examine legal, ethical, and social ramifications and issues surrounding assessing, i.e. students grading classmate's papers (ISTE 1, 3, 4, 6) (SOE 1, 2, 3, 4) (MoStep1.2.11.1) (MoStep 1.2.11.3) (MoStep 1.2.11.4) (MoStep 1.2.11.6)

Doolittle, A. (2004). *The Washington Times, culture, etc: Blogs used as diaries*. Retrieved February 25, 2006, from <http://www.washtimes.com/culture/20041103-104857-4184r.htm>

McHale, T. (2005). *Portrait of a digital native*. Retrieved March 26, 2006, from http://www.techlearning.com/showArticle.jhtml;jsessionid=ID23GCLAG005MQSNDBCSKH0CJUM EKJVN?articleID=170701917&_requestid=127769

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

NOTE: This course will use the American Psychological Association format (APA) style

Week 1:	Introductions, terminology associated with evaluating, assessing, and grading, self-assessing using online surveys, standards, new terminology for writing objectives
Week 2:	Searching, downloading, installing, and using online quizzes, using databases to search for assessing w/ technology articles and case studies, and the 'why' of APA style citations
Week 3:	Rubrics online, e-grading, creating a grade book using spreadsheets and Microsoft's templates, using multimedia to assess, alternative and embedded assessment, and adaptive technology
Week 4:	PDA, GPS, MP3 players, portfolios, e-journaling blogging, listservs, discussion groups, podcasts in the classroom, legal, ethical, social aspects and accountability issues surrounding assessing and technology
Week 5:	Matching strategies with technology tools, standards and teaching to standards, knowledge, processing information, learning, thinking, and intelligence styles , and pros and cons of using technology to assess
Week 6:	APA style and why, ethics
Week 7:	First paper due = 15 points possible
Week 8:	Second paper due = 15 points possible
Participation:	10 points possible

The above is subject to change...

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

APA Style Formatting Guide: http://owl.english.purdue.edu/handouts/research/r_apa.html

Supplemental Readings: (presented in each module weekly)

- http://www.mcli.dist.maricopa.edu/ae0/al_what.html
- <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://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://teacher.scholastic.com/professional/assessment/studentprogress.htm>
- <http://www.mrbooth.com/edu/wt/assessmnt/handout.html>
- <http://www.yhtomit.com/tech/>
- <http://rubistar.4teachers.org/>
- <http://www.middleweb.com/rubricsHG.html>
- [Select Task/select_task.html](#)
- <http://www.nwrel.org/assessment/toolkit98/keys.html>
- http://cnets.iste.org/teachers/t_stands.html
- http://www.maa.org/SAUM/new_cases/new_case_7_03/assessUSMAr2.htm
- <http://www.caacentre.ac.uk/dldocs/alter.pdf>

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 = 10 points
- b) Worksheets / activities = 30 points
- c) Weekly projects = 30 points
- d) Final projects = 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.

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

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.

MoSTEP Technology

1. Demonstrates an understanding of technology operations and concepts. **(MoStep 1.2.11.1)**
2. Plans and designs effective learning environments and experiences supported by informational and instructional technology. **(MoStep 1.2.11.2)**
3. Implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning. **(MoStep 1.2.11.3)**

4. Applies technology to facilitate a variety of effective assessment and evaluation strategies. **(MoStep 1.2.11.4)**
5. Uses technology to enhance personal productivity and professional practice. **(MoStep 1.2.11.5)**
6. Demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice. **(MoStep1.2.11.6)**

The progress of students in this course toward ISTE Nets or School of Education goals may be recorded for the purpose of program evaluation, not for student assessment. If you have any questions about this, please contact your instructor.

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