

Using Technology to Help Students Demonstrate Understanding: Did They Really Get It? Web Tools to Help with Formative (or Summative)

Assessment

PRDV 71223

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In this course you will learn how to incorporate a few fun and engaging tools that will help you gather information on your students as they work towards their learning goals in your classroom. Participants will reshape an existing lesson, or build a new one, to include these tools to enhance your teaching and/or your students' learning. Activities include readings and/or videos, with periods for discussion and reflection. Using Backwards Design theory and a Constructivist approach, you will design an assessment that supports the curriculum frameworks/standards. Many resources discussed in this course integrate with Google Apps for Education and/or Chrome.

Orientation: Introductions and Share (What do I hope to get out of this course?)

Session 1: Activate Prior Knowledge

Objective: Help students make connections to the new information they will be learning by tapping into what they already know. Use simple web 2.0 tools to quickly assess students' prior understanding of a topic (backchannel, Padlet, Poll Everywhere)

Session 2: Formative or Summative Assessment

Objective: You will experience tools like Playposit, Plickers, Kahoot, Socrative and others to design assessments that can be used as a dipstick or as a more formal assessment tool to gather data on your students' understanding at any given point.

Session 3: Self Assessment

Objective: Learn how QR codes can help your students become more independent learners in your classroom. Using QR codes can also help with classroom management.

Session 4: Tickets to Leave

Objective: Use tools like GoFormative, Socrative, Google Forms to find out if there are any ideas, concepts or skills they are still unsure of or have misconceptions about before you move forward with the content.

Final Assignment: Choose from one of the tools experienced in this course and design an assessment for your students.

Course Requirements:

This collaborative online learning experience is arranged in modules. Participants are expected to complete all readings and assignments, as well as post reflections in the online discussions. Postings should be made early in each Module to foster deep and ongoing conversation. Rubrics for the Discussion forums and the final projects are provided in Module 1. You must also have access to the Internet and/or chosen application(s) for the final project lesson plan and must complete assignments by their due dates. Final assignment is due within two weeks after the final class session.

This course, including all course materials and discussion forums will be delivered via the Blackboard learning platform. Students are expected to have a basic knowledge of how to use a Web browser (Chrome,, Safari, Internet Explorer, for example), navigate a computer system (saving files, attaching files), and a fundamental knowledge of basic applications such as word processing.

Standards:

K-2.DTC.b.2: Use a variety of digital tools to exchange information and feedback with teachers.

K-2.CT.c.3: Individually and collaboratively, propose a solution to a problem or question based on an analysis of information.

3-5.DTC.b.1: Communicate key ideas and details individually or collaboratively in a way that informs, persuades, and/or entertains using digital tools and media-rich resources.

3-5.CT.c.2: Individually and collaboratively collect and manipulate data to answer a question using a variety of computing methods (e.g., sorting, totaling, averaging) and tools (such as a spreadsheet) to collect, organize, graph, and analyze data.

6-8.DTC.b.1: Communicate and publish key ideas and details individually or collaboratively in a way that informs, persuades, and/or entertains using a variety of digital tools and media-rich resources.

6-8.DTC.c.3: Gather, organize, and analyze information from digital sources by quoting, paraphrasing, and/or summarizing.

9-12.DTC.c.1: Generate, evaluate, and prioritize questions that can be researched through digital resources or tools.

9-12.DTC.c.4: Gather, organize, analyze, and synthesize information using a variety of digital tools.

Grading: It is expected that you comply with the Course Expectations and Rubrics. You must participate and complete activities as outlined in each module.

Grading will be based on the projects and activities completed, active and timely participation in classroom discussions and activities, and demonstration understanding of class material.

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| Welcome/Introductions Forum | 10% |
| Discussion Forum Contributions | 30% |
| • Reflection/comprehension of readings | |
| Discussion Forum Contributions | 30% |
| • Responses to others | |
| Final Assignment: | 30% |

Online Discussion Rubric:

| <i>Category</i> | <i>Exceeding</i> | <i>Meeting</i> | <i>Approaching</i> | <i>Not Meeting</i> |
|---|---|--|--|---|
| Participation in Discussion | Consistently responds to postings early in the session; demonstrates good self initiative | Responds to most postings midway through session; requires occasional prompting to post | Responds to most postings toward the end of the session, after initial discussion; limited initiative | Does not respond to most postings; rarely participates freely |
| Relevance of Post | Consistently posts topics related to discussion topic; cites additional references related to topic | Frequently posts topics that are related to discussion content; prompts further discussion of topic | Occasionally posts off topic; most posts are short in length and offer no further insight into the topic | Posts topics which do not relate to the discussion content; makes short or irrelevant remarks |
| Contribution to the Learning Community | Aware of need of community; frequently attempts to motivate the group discussion; presents creative approaches to topic | Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely | Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group | Does not make effort to participate in learning community as it develops; seems indifferent |

About the Instructor:

Donna Criswell has been an Instructional Technology Specialist for many years, most recently for the Sudbury K-8 district. Donna believes that putting the tools into the hands of both teachers AND students, letting them learn through play, is key to ensuring successful and seamless integration and adoption. Donna has presented at numerous conferences throughout the area. She provides professional development for the EDCO Collaborative and Framingham State University. She was invited to participate in Intel's "Teach for America", Teach Advanced Online seminar in the UK in 2012 and was a teacher leader for the Massachusetts New Literacies Institute in 2010 and 2011.

Academic Honesty Policy:

"Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty

requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student's oral and written, technical and artistic work.”