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Office Hours	Virtual (by appointment)	Virtual Office Hours	As needed via Blackboard Collaborate Thursdays 7:00-8:00pm (MST)

ED 6380–Digital Assessment of Learning FALL 2021
(second 8 weeks 10/18-12/8)

Course Description:

(3-0)

Examines research theory and practice relevant to assessments. Focuses on assessment strategies for students including developing the skills to select, score, and interpret educational assessments. The application of technology for learner assessment and feedback is explored. Students collaboratively examine digital assessment strategies that engage the interest and meet the diverse needs of learners through alternative assignment and assessment formats. Together, students will learn about ways to use digital assessment to implement data driven instruction for improving teacher performance.

Marketable Skills:

The marketable skills focus on the 4C's of 21st Century Skills which focus on critical thinking, the ability to find solutions to problems; creativity, the ability to think outside the box; collaboration, the ability to work with others because it is inherent in the nature of how work is accomplished in our civic and workforce lives; and communication, the ability to express thoughts clearly, crisply articulate opinions, communicate coherent instructions, motivate others through powerful speech, visual literacy and academic writing.

Citation

National Education Association. (2012). Preparing 21st century students for a global society: An educator's guide to "the four Cs." Washington, DC. Retrieved from <http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>

Class will address the following Student Learning Outcomes (SLOs):

This course is designed as an introduction to the field of instructional design and technology.

By the end of the course, students will be able to:

- Identify different types of digital assessment question types
- Demonstrate an ability to evaluate different types of digital software assessment systems.
- Demonstrate an ability to develop assessment questions in a digital format
- Demonstrate an understanding of the effects digital assessments can have on student performance.
- Critic an agent's affects and influences on the diffusion of digital formatted assessment and the delivery of its services in an educational setting.

8/9/21

- Discuss and demonstrate an understanding of how digital assessment results can drive instruction.

The ISTE Standards are a framework for innovation in education. These standards help educators and education leaders worldwide prepare learners to thrive in work and life. (www.iste.org/standards)

ISTE Standards for Educators

1. Learner: 1a, 1b, 1c
2. Leader: 2a, 2b, 2c
3. Citizen: 3a, 3b, 3c, 3d
4. Collaborator: 4a, 4b, 4c, 4d
5. Designer: 5a, 5b, 5c
6. Facilitator: 6C, 6D
7. Analyst: 7A, 7B

ISTE Standards for Coaches

1. Change Agent: 1a, 1b, 1d
2. Connected Learner: 2a, 2b, 2c
3. Collaborator: 3a, 3b, 3c, 3d
4. Learning Designer: 4a, 4b, 4c, 4d
5. Professional Learning Facilitator: 5a, 5c
6. Data-Driven Decision-Maker: 6c
7. Digital Citizen Advocate: 7a, 7b, 7c, 7d

ISTE Standards for Educational Leaders

1. Equity and Citizenship Advocate: 1a, 1b, 1d
2. Visionary Planner: 2e
3. Empowering Leader: 3a, 3b, 3c
4. Systems Designer:
5. Connected Learner: 5a, 5b, 5c, 5d

ISTE Standards for Administrators

1. Visionary Leadership: 1a, 1b
2. Digital Age Learning Culture: 2d,
3. Excellence in Professional Practice: 3a, 3b, 3c, 3d
4. Systemic Improvement: 4a, 4b, 4e
5. Digital Citizenship: 5a, 5b, 5c

Required Textbook: No required textbook ([Open Resources Standards Rubric](#))

Required Readings: Provided in Blackboard Course (see reference page)

Requirements:

Students will:

- Participate and collaborate in online discussions, assignments, and activities
- Utilize Blackboard on the SRSU website to fulfill course requirements
- Utilize VoiceThread to participate in oral discussions
- Utilize Web-based Blogs to conduct written blogs for course
- Practice professional conduct and ethics and respectful learning exchanges
- Preserve confidentiality of information shared regarding student, family, or school district experiences

Course Requirements:

8/9/21

- Attendance
 - Students should refer to the *Online Absence Policy* posted in Blackboard under the tab Course Information regarding participation in an online course.
- Daily Readings
 - We will be covering an enormous amount of information in a very short amount of time because this is an 8-week accelerated course. A large part of the **graduate student** responsibility in this course will be to devote time to the course information. Please note which and what information will be covered and read ahead to keep up with the rigorous pace of the course.

Grading Policy:

Assignments	Number	Points	Total
<u>Week 0</u>			
Written Introductory Discussion	1	25	25
Creating Blog Account	1	25	25
Academic Honesty Assignment	1	25	25
Syllabus Quiz	1	25	25
Contact Information	1	25	25
<u>Week 1-8</u>			0
Blogs	4	100	400
Oral Discussions	3	100	300
Written Discussions	4	100	400
Final Project Prep	2	150	300
Final Project	1	475	475
			2000

A=1800-2000
B=1600-1799
C=1400-1599
D=1200-1399
<1200=F

Course Schedule

WEEK	ASSIGNED WORK	OPEN DATE	CLOSE DATE
	Course Information & Week 0 Activities Blog Creation Assignment		
Week 1	Introduction to Assessment & Accountability <u>Written Discussion #1</u> Peer Responses		
Week 2	Assessment Types & Questions Types Oral Discussion #1 & Blog # 1 Peer Responses		
Week 3	Standards Based Assessment <u>Written Discussion #2</u> Peer Responses to Written Discussion Capstone Artifact Project Prep #1		
Week 4	Introducing Technology-enhanced Assessment & Feedback Oral Discussion #2 & Blog #2 Peer Responses to Blog		
Week 5	Introducing Technology-enhanced Assessment & Feedback--Continued <u>Written Discussion #3</u> Peer Responses		
Week 6	Barriers To & Critics To Digital Assessments https://facdevblog.niu.edu/onlinecheating (lecture) Blog #3 Peer Responses to Blog Capstone Artifact Project Prep #2		
Week 7	Data Analysis Written Discussion #4 & Oral Discussion #3 Peer Responses to Written Discussion		
Week 8	Data Analysis-Continued Graduating students due date: Blog #4- Specific Guidelines Peer Responses to Blog		
Capstone Artifact	Final Project Graduating students due date:		

All assignments are due on the scheduled date no later than 11:59 pm CST.

Grading: All assignments are due on the date posted. Late work WILL NOT be accepted! The only exception to this is medical emergencies (doctor excuse required) or family death (your name must be listed in the obituary).

Communication Policy: The preferable communication source is Blackboard email. Telephone and virtual conferencing communications are also available. An appointment set up through email will need to be made for virtual conferencing. It is reasonable to expect your instructor to answer your emails within 24 hours. In most cases it will be sooner than that.

Attendance Policy: Students are expected to attend all scheduled on-campus classes. Prompt arrival for class is expected. Students in web-enhanced or web classes are expected to log in several times each week to the Blackboard course site on the Internet site. The instructor will monitor the Blackboard log-ins for attendance points. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. SRSU Class Attendance policy states “The instructors may, at their discretion, drop a student from a course when the student has a total of nine absences.” SRSU policy states “An absence is defined as non-attendance in fifty minutes of class; for example, non-attendance in a one and one-half hour class will constitute one and one-half absences and non-attendance in a three hour class will constitute three absences.” Therefore, non-attendance for Weekend Format classes calculates to: Saturday (7 hrs of class time) = 8.4 absences and Sunday (4 hrs of class time) = 4.8 absences. Make up work is at the discretion of the instructor as it relates to “explained or excused” absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes, to be punctual, and to complete all assignments on time.

ADA Accommodations:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact:

Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112.

The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu .

Tobacco Policy: Tobacco is not permitted on the Sul Ross campus.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused. Examples of academic dishonesty include but are not limited to:

Turning in work as original that was used in whole or part for another course and/or professor; turning in another person’s work as one’s own; copying from professional works or internet sites without citation.

Distance Education Students:

Distance Education Statement: Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students’ identities and to protect students’ information. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in

8/9/21
web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

This syllabus may be changed at anytime with notice given to students immediately.

Referenced Readings

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- Abrams, L., Varier, D., & Jackson, L. (2016). Unpacking instructional alignment: the influence of teachers' uses of assessment data on instruction. *Perspectives in Education*, 34(4), 15-28. Retrieved from ERIC database. (EJ130896)
- Bambrick-Santoyo, P. (2010). *Driven by data: a practical guide to improve instruction*. San Francisco, CA: Jossey-Bass.
- Burns, M., (2017) *Tech-based formative assessment: check for understanding in a meaningful and sustainable way with these assessment tools*. Retrieved November 9, 2018 from <https://www.edutopia.org/blog/tech-based-formative-assessment-monica-burns>
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- Powell, S. D., & Powell, S. D. (2012). *Your introduction to education: explorations in teaching*. Boston: Pearson
- O'Donnell, P. (2018). Computers are now grading essays on Ohio's state tests. Retrieved November 9, 2018 from https://www.cleveland.com/metro/2018/03/computers_are_now_grading_essays_on_ohios_state_tests_your_ch.html
- Scriffiny, P., (2008). *Seven Reasons for Standards-Based Grading*. Retrieved November 3, 2018 from <https://eric.ed.gov/?id=EJ814365>
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- Townsley, M., (2014). *What is the difference between standards-based grading (or reporting) and competency-based education?* Retrieved November 2, 2018 from <https://www.competencyworks.org/analysis/what-is-the-difference-between-standards-based-grading/>