



**Professional Online Educator:
Assessing Knowledge and Skills in the Online Learning Environment
12 weeks**

Course Description

This course examines approaches that assess student knowledge and skills in online learning environments. Participants will compare and contrast directed instruction, or objectivism, with constructivist or inquiry-based learning and assessment theories. This course also covers traditional assessment strategies as applied in directed instructional models of online learning. Participants will explore nontraditional assessment approaches in constructivist models, such as group products, web pages, multimedia projects, student portfolios, and work graded by self-report assessment instruments and rubrics.

Course Prerequisites

No prerequisites for this course are required.

System Requirements

- Computer with word processing software
- Internet access connection
- Online video viewing capabilities/Adobe flash player
- Software capable of reading PDF files

| Operating Systems | Browsers |
|--------------------------------------|----------------------------|
| Windows XP | Firefox, Chrome |
| Windows 7 and 8 | IE9, IE10, Firefox, Chrome |
| Windows Vista | IE9, IE10, Firefox, Chrome |
| Mac OSX | Safari, Firefox, Chrome |
| iOS devices (tablets and phones) | Safari |
| Android devices (tablets and phones) | Chrome |

NOTE: Additional software will be used, but will either be free and open-source or trial versions, and will be based on the individual needs of each teacher's Web site development and deployment needs. The instructor will work closely with each teacher to assist in determining the appropriate software.

Text Books/Supplemental Reading

Critical reading of assigned articles and text is embedded throughout the course.

Global Goals of the Course

Upon completion of the course, the learner will be able to:

1. Examine the importance of measuring students' knowledge online
2. Incorporate validity in assessments for online learning
3. Evaluate online assessment techniques
4. Determine how to assess students online
5. Incorporate guidelines for the assessment of online learning
6. Create assessments for online learning

Instructional Objectives

The learner will deepen existing knowledge of content and apply professional expertise to the skills and strategies contained in this course by meeting the following instructional objectives:

Lesson 1: Measuring Knowledge

- 1.1 Identify categories of learning outcomes
- 1.2 Distinguish between learning outcomes and performance objectives

Lesson 2: Understanding Outcomes and Objectives

- 2.1 Write a learning outcome
- 2.2 Write a performance objective

Lesson 3: Developing Assessments for Online Learning

- 3.1 Identify common mistakes when developing assessments for online learning
- 3.2 Explain how to align procedure assessment strategies with objectives

Lesson 4: Establishing Validity in Assessments

- 4.1 Examine the role of validity in designing assessments
- 4.2 Summarize techniques used to establish validity in online assessments

Lesson 5: Improving Generalizability

- 5.1 Use technology to assess online learning
- 5.2 Prepare online learners for assessment

Lesson 6: Evaluating Online Learning

- 6.1 Compare and contrast types of assessment used in online learning
- 6.2 Review techniques for assessing online learners with disabilities

Lesson 7: Educational Assessment

- 7.1 Compare and contrast skills emphasized in education and training
- 7.2 Select content to be assessed in education

Lesson 8: Determining What to Assess

- 8.1 Identify content to be assessed in training
- 8.2 Establish procedures for scoring and grading assessments

Lesson 9: Assessment Guidelines for Group Work and Writing Skills

- 9.1 Develop guidelines for assessing group work
- 9.2 Create guidelines for assessing writing skills in online learning

Lesson 10: Assessment Guidelines for Online Discussions

10.1 Create guidelines for assessing online discussions

Lesson 11: Types of Assessment

11.1 Design a summative collaborative learning assessment

11.2 Develop a formative written assessment

Lesson 12: Assessing Online Learning

12.1 Create a performance assessment

12.2 Describe how to use social media to assess online learning

Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, assignment and quiz completion, as well as the synthesis of new knowledge and skills in designing educational applications.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into Lessons/Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

Topics Agenda

Milestone One: Measuring Knowledge

This milestone focuses on learning focuses, goals and objectives, and learning outcomes versus performance objectives. After completion of this milestone, participants will be able to examine the importance of measuring students' knowledge online.

Milestone Two: Understanding Outcomes and Objectives

This milestone focuses on writing learning outcomes and performance objectives. After completion of this milestone, participants will be able to examine the importance of measuring students' knowledge online.

Milestone Three: Developing Assessments for Online Learning

This milestone focuses on common mistakes in designing assessments and aligning assessments to objectives. After completion of this milestone, participants will be able to incorporate validity in assessments for online learning.

Milestone Four: Establishing Validity in Assessments

This milestone focuses on assessment validity and strategy. After completion of this milestone, participants will be able to incorporate validity in assessments for online learning.

Milestone Five: Improving Generalizability

This milestone focuses on online assessment techniques and methods of assessment. After completion of this milestone, participants will be able to evaluate online assessment techniques.

Milestone Six: Evaluating Online Learning

This milestone focuses on group work assessment, other types of online learning assessments, and assessing online learners with disabilities. After completion of this milestone, participants will be able to evaluate online assessment techniques.

Milestone Seven: Educational Assessment

This milestone focuses on training versus education, skills emphasized in training and education, and training assessment. After completion of this milestone, participants will be able to determine what to assess in online learning.

Milestone Eight: Determining What to Assess

This milestone focuses on education assessment, scoring and grading assessments, and rubrics. After completion of this milestone, participants will be able to determine what to assess in online learning.

Milestone Nine: Assessment Guidelines for Group Work and Writing Skills

This milestone focuses on guidelines for assessing group projects and students' written projects. After completion of this milestone, participants will be able to incorporate guidelines for assessment of online learning.

Milestone Ten: Assessment Guidelines for Online Discussions

This milestone focuses on guidelines for assessing online discussions. After completion of this milestone, participants will be able to incorporate guidelines for assessment of online learning.

Milestone Eleven: Types of Assessment

This milestone focuses on guidelines for designing assessments, selected response assessment, and constructed response assessment. After completion of this milestone, participants will be able to create assessments for online learning.

Milestone Twelve: Assessing Online Learning

This milestone focuses on performance assessment and social media. After completion of this milestone, participants will be able to create assessments for online learning.

Assessments and Grading

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge linked to the instructional objectives of this course. Assessment of the projects should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work. Assessments are due and will be submitted to the instructor within the 12 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

| Graded Assessment Types | Weights (%) |
|-------------------------|-------------|
| Writing Assignments | 80% |
| Quizzes | 20% |
| Total: | 100% |

Copies of performance assessment rubrics are included in the course. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the Director of Academic Affairs prior to the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants will have 12 weeks from the time of their first date of login to complete the course. They will need to contact The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given.

Late Work and Make-Up Policy

Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.

Compliance with National Standards

Alignment to the Danielson Framework for Effective Teaching

The *Danielson Framework for Effective Teaching* is designed to provide educators with a structure for analyzing and assessing teacher practice and in constructing techniques to strengthen that practice.

Compliance with International Society for Technology in Education (ISTE) Standards for Teachers

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.

Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards for Teachers

InTASC is guided by the basic premise that an effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to ensure that all students learn and perform at high levels.