

# Developing a Learning-Centered Syllabus

June 27, 2011

New Jersey City University



# Overview of Workshop

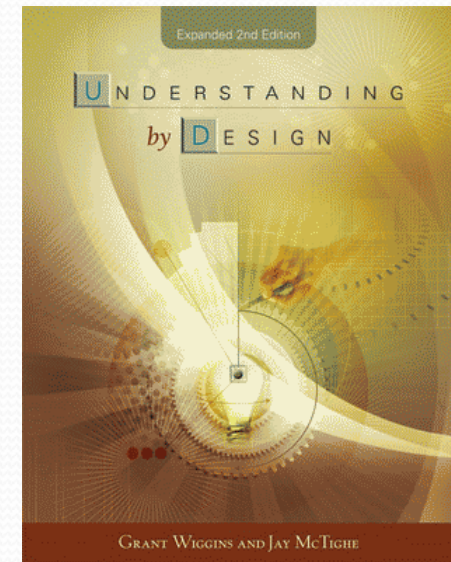


1. Identifying Desired Results
2. Determining Assessment Evidence
3. Developing a Learning Plan
4. Other Practical Issues



# Understanding by Design

- Establish Goals
  - Knowledge, Skills, Attitudes
- Assessment Evidence
  - Methods of Demonstrating What Was Learned
  - Criteria for Evaluating Performance
- Learning Plan
  - Class Experiences, Readings, Other Preparations



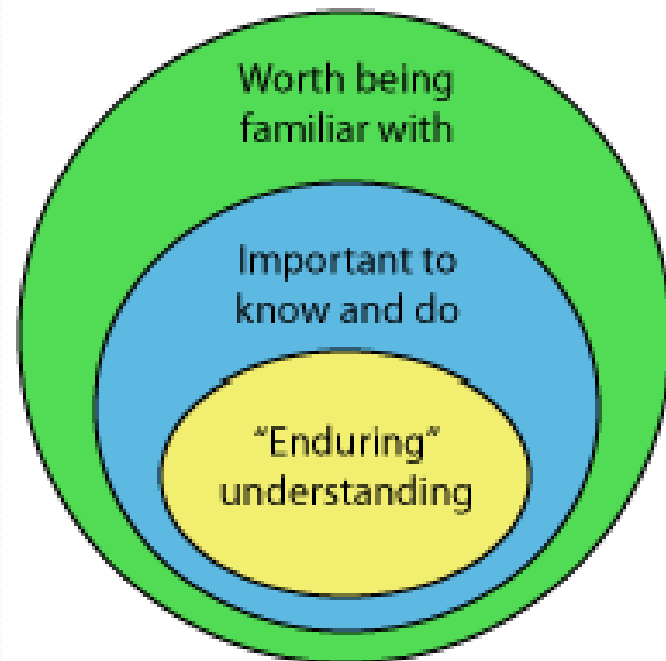
# Establishing Goals

- Bloom's Taxonomy of Educational Objectives – Revised



# Practice with Bloom's Categories

- Identify a few learning goals for your course.
- Write them on an index card.
- Swap cards.
- Identify the level of Bloom's taxonomy for the objectives on the card you receive.





# Determining Assessment Evidence



- What methods will show what your students have learned?
- What are the pros and cons of each method?

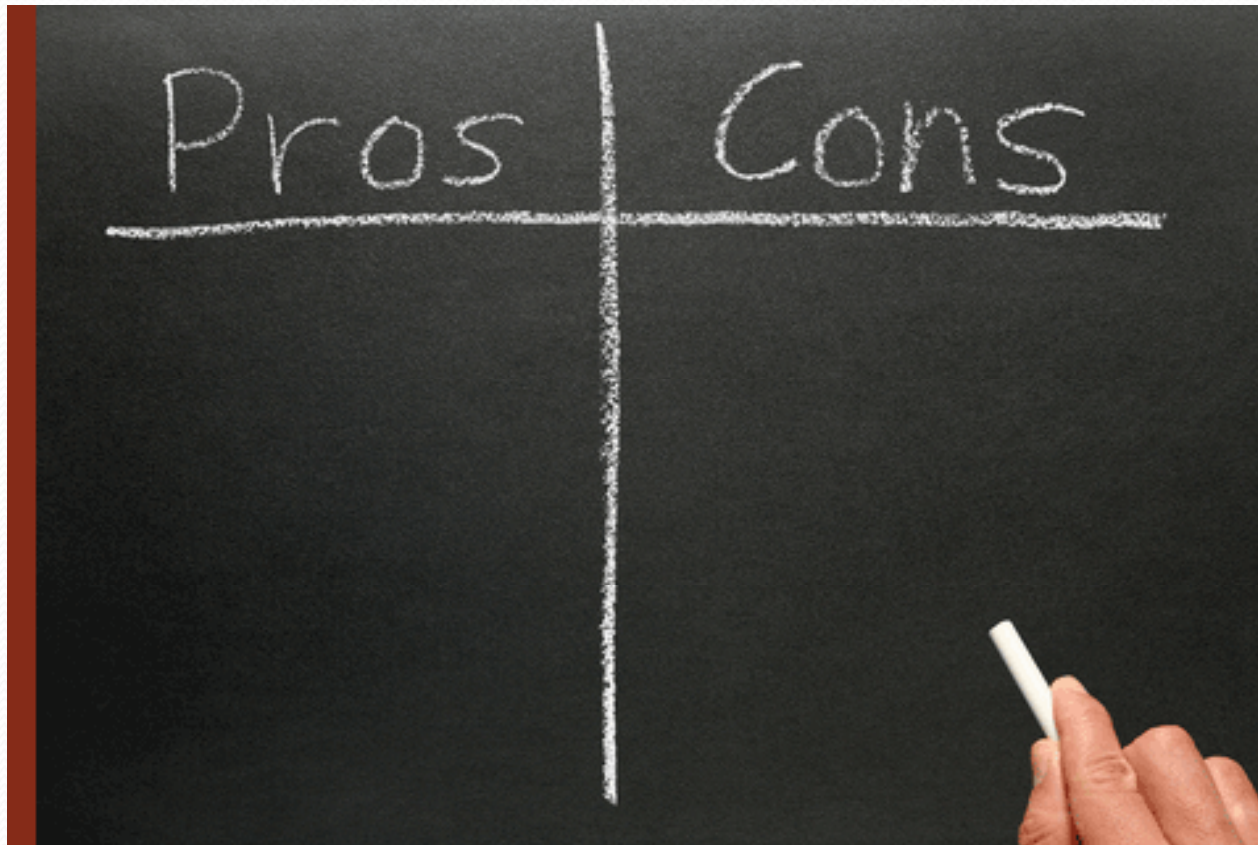


# Types of Assessment Evidence

- Homework problems
- Essays/ papers
- Quizzes and tests
- Term papers/reports
- Research projects
- Projects (not research)
- Case study analyses
- Presentations
- Reflections/journals
- Class discussion participation
- Online discussions
- Evaluation of performances
- Observations of field work
- Portfolios
- Multimedia projects



# Assessment Choices







# Aligning Objectives & Assessments

<b>Course Learning Objectives</b>	<b>Assessment Evidence</b>

# Evaluation Criteria

- How do you determine what grade the student should get?
- How will the student know WHY she got that grade? (and how to improve)
- Rubrics to the Rescue!





# Rubrics

		Levels of performance (scale)			
Rubric design		4	3	2	1
Criteria or Dimensions	Criterion 1	(Yes, and more!)	(Yes!)	(Yes, but..)	(No)
	Criterion 2	Performance descriptors			
	Criterion 3				
	⋮				
		[ ]	= [ ]	= [ ]	

# Linking Assessments to Grades

- Establish 4 point scale for each assessment.
  - $3.5 + 3.0 + 4.0 = 3.5$  (B+)
- Use other scale and convert each assessment (or average of all assessments) to 4 point scale.
  - $90\% = 4.0$  (A)
- Use raw points scale for each assessment and link total points to final grade.
  - $800 + 750 + 550 = 2100$  points = A (4.0)
- Grading Contracts





# Weighted Grading

## Method of Candidate Evaluation/Assessment

Name of Evaluation/Assignment	Weight	Grade	Total Points
1. ECERS-R	10%	4	0.4
2. Clinical supervision with teacher (3 times)	40%	3	1.2
3. Supervision Portfolio	30%	4	1.2
5. Attendance and participation	20%	3	0.6
			3.4

# Equal Weighted Grading

User ID	1	2	3	4	5	6	7	8	9	10	CP	Mid-term	Final	Class Participation	Course grade
22222	4	4	4	4	4	4	4	4	4	4	4	4	4	4.0	4.0A
33333	3	3	3	2	2	2	3	2	2	4	3	2.75	4	3.1	3.1B
44444	4	4	4	4	4	4	4	4	4	4	4	4	4	4.0	4.0A
55555	4	4	4	4	4	4	4	4	4	4	4	4	4	4.0	4.0A
66666	2	2	2	2	3	2	2	2	2	4	2	3	3.3	2.9	2.9B
77777	4	4	4	4	4	4	4	3	4	4	4	4	4	4.0	4.0A
88888	4	4	4	4	3	4	4	4	4	4	4	4	4	4.0	4.0A
99999	4	4	4	4	4	3	0	4	3	4	3	4	3.7	3.7	3.7A



# Linking Assessments to Program Review

- Aggregate all data from all sections using same assessment.
- Look for areas of strengths and weakness.

Scale	Percent at each level			Average
	No or little evidence	Some evidence	Much evidence	
Understands Content	3%	14%	83%	2.81
Understands Development	3%	5%	92%	2.90
Understands the Needs of Diverse Learners	2%	15%	84%	2.82
Understands and Creates Instructional Strategies/Methods	3%	15%	81%	2.78
Communicates Effectively	4%	6%	90%	2.86
Manages and Motivates	3%	10%	88%	2.85
Plans and Integrates	2%	9%	89%	2.87

# Developing a Learning Plan: Macro

- Sequence of topics
- Time on each topic
- Presentation of material
  - Lecture, group work, activities, etc.
- Readings and other preparation outside of class



Date	Topic	Reading or Out-of-Class Assignment	Class Activities/ Handouts/ Presentations
Class 1			
Part I			
Class 2			
Class 3			
Class 4			





# Developing a Learning Plan: Micro

- **Entrance** -- set tone and establish trust, established by greeting students, exchanging information.
- **Settle down** – shifting from focus on individual to group tasks, established by setting agenda for the day, dramatically grabbing attention, distributing a handout, posing a problem or thought for the day's class.
- **Work** -- working through the main substance of the material. Example:
  - Present concept
  - Provide example
  - Get student example (an active participation that resets attention)
  - Closure.
- **Clear Up** – reflection exercise, like one minute paper, or a summary by the instructor, or a connection to previous work.
- **Exit** -- clarify activities for the future, return material, make announcements, remind students of next assignment, explain what will be learned in next assignment.

# Techniques to Check for Understanding during Class

- **Classroom Assessment Techniques, CATs**





# Other Practical Considerations

- Academic regulations and policies
- Faculty Handout Elements
- Approved Course Outlines
- Professor information
- Philosophy of teaching
- Class policies for student behavior
- ADA statement
- NJCU Academic Integrity Policy
- Textbooks and alternatives
- Blackboard





Questions/Comments?