Anticipation Guide

Directions: Agree, Disagree, or Edit each statement.

1. Active learning focuses on problem solving and is used mostly in advanced classes.
2. Assessment focuses on determining what students know and can do.
3. Program assessment helps to determine if the curriculum is sound and if the teaching is effective.
Overview

1. Introduction
2. Learning First
3. Program & Course Integration
4. Instructional Strategies
5. Conclusion

Learning First
Activity #1

- Meaningful Learning
- Elaborative Learning
- Imagery
- Self-Generation
- Self-Reference Effect
- Encoding Specificity
  - State-dependent
  - Context-dependent
  - Transfer-Appropriate Processing

Processing
What we process we learn.

Cognitively

Behaviorally

Affectively

Socially

6 Principles for Developing Deep and Flexible Knowledge

1. Learning through practice at retrieval
2. Learning through varied tasks and purposes
3. Learning at the principle level
4. Learning awareness and control (metacognition)
5. Learning in response to developmental feedback
6. Learning embedded in prior knowledge & experience

(Engle, 2006; Halpern & Hakel, 2003; Mariano, Doolittle, & Hicks, 2009; Wagner, 2006)
Active Learning Strategies
Design → Strategy → Processing → Learning

1. 25-Word Summaries
2. Oral Explanations
3. Poster Sessions

25-Word Summaries
Fostering Deep & Flexible Knowledge

Learning Environment: Students create a 25-word statement addressing the essential ideas, focusing on explaining and integrating ideas, not listing topics.

Learning Artifact: Students read a chapter or article, or watch a video, and extract, organize, summarize, and integrate the reading's essential ideas into a clear and concise statement.

Learning Assessment: Summaries are assessed using a scoring guide focused on structural format, clarity of thought and expression, and delineation of core messages.
Radical constructivism views knowledge as constructed through repeated experiences reconfirmed or rejected through comparison over time; this structures our experiences, which we perceive as reality. [25 words]
25-Word Summaries

1. Learning through practice at retrieval
2. Learning through varied tasks and purposes
3. Learning at the principle level
4. Learning awareness and control (metacognition)
5. Learning in response to developmental feedback
6. Learning embedded in prior knowledge and experience

Oral Explanations

Learning Environment: Students create clear and coherently organized 10-15 minute videos that reflect the student’s understanding of the current topic under discussion, plus an application to their lives.

Learning Artifact Processing: Students analyze and interpret readings, notes, and discussions; organize concepts and ideas; apply to a life issue; create an oral explanation.

Learning Assessment: Video are assessed using a scoring guide focused on organization, clarity of thought and expression, essential content explanation and application.
Oral Explanations

Grading: Each Oral Explanation is worth 100 pts and will be graded using the following criteria:

1. Organization 20 pts
   a. are introductions and conclusions used effectively?
   b. do the expressed ideas follow a logical progression?
   c. are explanations and applications provided?

2. Clarity of Thought and Expression 20 pts
   a. are the ideas expressed well, well thought out, and integrated?
   b. are there clear and logical transitions between ideas?
   c. are correct grammar and syntax used?

3. Essential Content Explanation 30 pts
   a. does the content of the explanation accurately reflect the addressed constructivism?
   b. does the explanation explain, rather than just list, the main concept components?
   c. is the content of the explanation free from personal interjections?

4. Essential Content Application 30 pts
   a. is a problem, issue, or situation explained clearly?
   b. are concepts from the texts and class used to address the cited problem?
   c. is the application thorough, meaningful, and appropriate?

Oral Explanations

1. Learning through practice at retrieval
2. Learning through varied tasks & purposes
3. Learning at the principle level
4. Learning awareness & control (metacognition)
5. Learning in response to developmental feedback
6. Learning embedded in prior knowledge & experience
Poster Sessions

Learning Environment: Student groups produce conference-style posters and present the posters in a poster session.

Learning Artifact Processing: Students select, research, organize, summarize, and communicate specific energy content in a poster format.

Learning Assessment: Group posters are assessed using rubrics by peers, faculty, administrators, and the course instructor.
Poster Sessions

1. Learning through practice at retrieval
2. Learning through varied tasks & purposes
3. Learning at the principle level
4. Learning awareness & control (metacognition)
5. Learning in response to developmental feedback
6. Learning embedded in prior knowledge & experience

Course Embedded Assessment

artifacts
Purpose

Need

Goals & Outcomes

Learning Environment

C, B, S, & A Processing

Student Learning

Assessment (as an add-on)

SCALE UP
iClickers
Mentoring
Lecture/Discuss
PBL & CBL
Group Work
Design Projects
Field/Int'l Work

Active Learning Engagement
Hands-On Minds-On

Design Projects
Posters (Session)
Writing
Problem Solving
Case/Mini-Case Studies
Peer Review
Reading Responses
Video Creation
Reflections
25-Word Summaries
Oral Explanations
Problem Sets
Blog/Vlog Posts
MC—Interpretive—Analysis
MC Item Create/Evaluate
Design Critique
Presentation
Self-Created Artifact

Learning Assessment

Student Feedback

Learning Artifact

C, B, S, & A Processing

Student Learning

Course Embedded Assessment

Direct

Formative

Summative

Goals & Outcomes

Learning Environment

Purpose Need
Program Assessment (Education Major)

(Academic) Program Goals: Graduates have
1. Knowledge of educational concepts, student development, & teaching techniques; and,
2. Knowledge and skills sufficient to enter the K-12 education profession

Student Learning Outcomes: Students can
1. Describe fundamental educational concepts and purposes;
2. Explain student cognitive, social, linguistic, cultural, and physical development;
3. Create quality lessons, units, and sequences that align across ID components;
4. Implement strategies designed to foster learning across a diversity of students; and,
5. Demonstrate exceptional professional, legal, and ethical conduct.

Curriculum Map

<table>
<thead>
<tr>
<th>Course</th>
<th>O1</th>
<th>O2</th>
<th>O3</th>
<th>O4</th>
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I = introduced; R = reinforced; M = mastered; A = assessed
Program Assessment (Education Major)

Academic Program Goals:
1. Knowledge of educational concepts, student development, and teaching techniques;
2. Knowledge and skills sufficient to enter the K-12 education profession

Student Learning Outcomes:
1. Describe fundamental educational concepts and purposes.
2. Explain student cognitive, social, linguistic, cultural, and physical development;
3. Create quality lessons, units, and sequences that align across ID components;
4. Implement strategies designed to foster learning across a diversity of students; and,
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Purpose
Need
Goals & Outcomes
Student Learning
C, B, S, & A
Processing
Learning Environment
Learning Artifact
Learning Assessment
Course Embedded Assessment
Student Feedback
direct
formative
summative

Communication
Oral Explanation

Course to Program Translation

<table>
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<tr>
<th>Rubric Score</th>
<th>Composite Score</th>
<th>Scoring Guide</th>
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Student Learning Outcomes: Students can
1. Describe fundamental educational concepts and purposes.
2. Explain student cognitive, social, linguistic, cultural, and physical development;
3. Create quality lessons, units, and sequences that align across ID components;
4. Implement strategies designed to foster learning across a diversity of students; and,
5. Demonstrate exceptional professional, legal, and ethical conduct.

Gen Ed Shuffle

Reasoning in the Social Sciences
Outcome 2: Analyze human behavior, social institutions, and/or patterns of culture using theories and methods of the social sciences.

<table>
<thead>
<tr>
<th>Satisfying Course</th>
<th>Course Content</th>
<th>Course Pedagogy</th>
<th>Course Assessment</th>
<th>Assessment Grading</th>
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<tbody>
<tr>
<td>History</td>
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<td>Reading</td>
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<td>Geography</td>
<td>Blah, Blah</td>
<td>Media</td>
<td>Project</td>
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<tr>
<td>Psychology</td>
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<td>Lecture &amp; Discussion</td>
<td>MC &amp; Essay Test</td>
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<td>Sociology</td>
<td>Blah, Blah</td>
<td>Coop Lrn</td>
<td>Presentation</td>
<td>200 pts</td>
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Top Down & Bottom Up
Fully Integrating Learning and Assessment Practices

www.proactiveteaching.org/temp/aacu2activity.pptx

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