Anticipation Guide

Directions: Agree, Disagree, or Edit each statement.

1. Anyone can teach.

2. Active learning in students is fostered by note taking and discussions with fellow students.

3. Assessment focuses on determining what students know and can do.
Learning First

processing

Learning

```
<table>
<thead>
<tr>
<th>1-10</th>
<th>11-20</th>
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Learning

- 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

Processing Engagement

Active Learning

Hands On, Minds On
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)

Learning Principles
- Practice at retrieval
- Vary tasks and purposes
- Focus on principles
- Foster awareness & control
- Provide developmental feedback
- Embed in prior knowledge & experience

High-Impact Practices
- First-Year Experiences
- Learning Communities
- Writing-Intensive Courses
- Undergraduate Research
- ePortfolios
- Service Learning
- Capstone Courses

By Design — Not Magic
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.

25-Word Summaries
Fostering Deep & Flexible Knowledge

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

**Grading:** Each Chapter Summary Statement is worth 100 points and will be assessed using the following criteria:

1. **Structural Format**
   - a. Is the summary 25 words or less? 20 pts
   - b. Is the summary a coherent sentence, or sentences?
   - c. Does the summary avoid a simple listing of concepts, terms, or themes?

2. **Clarity of Thought and Expression**
   - a. Are the ideas expressed well, well thought out, and integrated? 40 pts
   - b. Does every word in the summary have a meaningful purpose?
   - c. Are correct grammar and syntax used?

3. **Delineation of Core Message**
   - a. Does the summary accurately reflect the reading’s central or essential message? 40 pts
   - b. Are the reading’s central or essential messages fully integrated?
   - c. Does the summary reflect an understanding of the reading?

**plus Feedback**

**with Dragon Dictate**

---

# 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
Integrating Programs & Courses

**Purpose**

**Need**

**Goals & Outcomes**

**Student Learning**

**Processing**

**Learning Environment**

**Assessment**

(as an add-on)

**clarity**

**alignment**
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 who complete the education major 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO1</th>
<th>SLO2</th>
<th>SLO3</th>
<th>SLO4</th>
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I = introduced; R = reinforced; M = mastered; A = assessed
Curriculum Map

<table>
<thead>
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Translation: Course to Program
90-100 → Exceeds (3)
70-89 → Meets (2)
0-69 → Below (1)

Goals & Outcomes → Learning Environment → Written Comments → Student Learning

Integrating Gen Ed & Courses

Clarity
General Education Goals & Outcomes (@ VT)

|-----------|---------------------|-------------------|-------------------|-------------------------|-------------------------|

Reasoning in the Social Sciences

1. Identify fundamental concepts of the social sciences.
2. Analyze human behavior, social institutions, and/or patterns of culture using theories and methods of social science.
3. Identify interconnections among and differences between social institutions, groups, and individuals.
4. Analyze the ways in which values and beliefs relate to human behavior and social relationships.

Curriculum Map

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SLO 1

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<th>Assessment</th>
<th>Scoring</th>
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### SLO 1

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| PSY202   | Lecture   | Presentation | 100 pts | 90 - 100 pts = 3  
|          |           |            |         | 60 - 89 pts = 2  
|          |           |            |         | 0 - 59 pts = 1    |
| PHL301   | Reading   | Paper      | 50 pts  | 45 - 50 pts = 3  
|          |           |            |         | 35 - 44 pts = 2  
|          |           |            |         | 0 - 34 pts = 1    |
| SOC311   | Discussions |          |         |              |
| EDU292   | Online Module | ePortfolio | 100 pts | 80 - 100 pts = 3  
|          |           |            |         | 60 - 79 pts = 2  
|          |           |            |         | 0 - 59 pts = 1    |

Translations should be determined by faculty, or faculty teams, and should involve norming of assessments across faculty and departments to increase scoring consistency (reliability).

### Reasoning in the Social Sciences

1. Identify fundamental concepts of the social sciences.
2. Analyze human behavior, social institutions, and/or patterns of culture using theories and methods of social science.
3. Identify interconnections among and differences between social institutions, groups, and individuals.
4. Analyze the ways in which values and beliefs relate to human behavior and social relationships.

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While the particulars may be different across departments, the categories may be the same: theories, theorists, methodologies, analyses, core knowledge, and common terms.

Translations should be determined by faculty, or faculty teams, and should involve norming of assessments across faculty and departments to increase scoring consistency (reliability).
Epilogue

Top Down and Bottom Up
Fully Integrating Learning and Assessment Practices

Peter E. Doolittle
Director, School of Education
Professor, Educational Psychology
Virginia Tech • Blacksburg • Virginia