Deep and Flexible Knowledge
Course Embedded Assessment
Instructional Assessment Strategies

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Anticipation Guide

Directions: Agree or Disagree or Edit?

1. Anyone can teach.
2. Active, or deep learning in students is fostered by note taking and discussions with fellow students.
3. Technology allows teachers to teach more powerfully, more efficiently, and with less effort.
Learning First

Workspace

1 = Difficult to Pronounce
5 = Easy to Pronounce

1 = Difficult to Image
5 = Easy to Image

1.  11.  
2.  12.  
3.  13.  
5.  15.  
6.  16.  
7.  17.  
8.  18.  
9.  19.  
10. 20.
Learning First

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

Workspace
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)
25-Word Summaries
Fostering Deep & Flexible Knowledge

- Opportunity to engage in critical thinking and extract the essential meaning from a reading, lecture, video, movie, activity, or experience

- Summarize the meaning clearly and concisely, based on student's understanding, in 25 words or less.

**Grading:** Each Chapter Summary Statement is worth 50 points and will be graded using the following criteria:

1. **Structural Format**
   - a. Is the summary 25 words or less? 10 pts
   - b. Is the summary a coherent sentence, or sentences? 10 pts
   - c. Does the summary avoid a simple listing of concepts, terms, or themes? 10 pts

2. **Clarity of Thought and Expression**
   - a. Are the ideas expressed well, well thought out, and integrated? 15 pts
   - b. Does every word in the summary have a meaningful purpose? 5 pts
   - c. Are correct grammar and syntax used? 5 pts

3. **Relevance and Integrative Message**
   - a. Does the summary accurately reflect the reading's central or essential message? 25 pts
   - b. Are the reading's central or essential messages fully integrated? 10 pts
   - c. Does the summary reflect an understanding of the reading? 10 pts

Post-modernism views knowledge as subjective and functional, not valuable itself. Reflective, needs-based knowledge creation in post-modernist education overcomes static, constrained modernist learning allowing complete education.

The summary is an excellent representation of the reading. You have captured multiple central ideas and express them well. That said, there are a couple things to think about as you move forward to other summaries. In the first sentence, the first part is quite clear, “postmodernism views knowledge as subjective and functional,” however the last phrase needs clarification for someone who has not read the article (“not valuable itself”). The article does reference that modernism views knowledge as independently valuable, but that postmodernism views the value of knowledge in context. Simply stating that postmodernism views knowledge as “not valuable itself,” can lead to misunderstanding. Perhaps rather than phrasing that last part in the negative, you could switch to a more positive phrasing, such as, “postmodernism views knowledge as subjective and functional, its value contextual.” Think about how you might rephrase the last part of the first sentence.

The second sentence has a similar pattern, where the first part of the sentence is very clear, yet the ending of the sentence seems murky, “allowing complete education.” What does that really mean? In what way is postmodern education more “complete” than a modernist education? By “complete” do you mean personally relevant? Socially useful? Both objective and subjective? How might this be clarified?

Finally, think about how the two sentences might be combined to increase their meaningfulness. The first sentence focuses on the subjective nature of postmodernism and the second sentence focuses on postmodernist education (an application). Is there a way to combine these or two sentences or transition between the two sentences to make the link between subjective knowledge and flexible education more apparent?
Course Embedded Assessment

Purpose

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/Ext Work

Active Learning Engagement
Hands-On Minds-On

Purpose Need
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>
<th>Program Lvl Interpretation</th>
</tr>
</thead>
</table>
| History           | Blah, Blah     | Reading        | Paper             | 100 pts            | 3 – Exceeds 90+  
|                   |                |                |                   | 2 – Meets  70-89  
|                   |                |                |                   | 1 – Below     < 70 |
| Geography         | Blah, Blah     | Media          | Project           | 50 pts             | 3 – Exceeds 40+  
|                   |                |                |                   | 2 – Meets  30-39  
|                   |                |                |                   | 1 – Below     < 30 |
| Psychology        | Blah, Blah     | Lecture        | Test              | 100 pts            | 3 – Exceeds 80+  
|                   |                |                |                   | 2 – Meets  60-79  
|                   |                |                |                   | 1 – Below     < 60 |
| Sociology         | Blah, Blah     | Coop Lrn       | Presentation      | 200 pts            | 3 – Exceeds 160+  
|                   |                |                |                   | 2 – Meets  140+   
|                   |                |                |                   | 1 – Below     < 140 |
Instructional Assessment Strategies

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
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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.

Chermak: Resources and the Environment Poster Rubric (DRAFT)

Group Number, Energy source: _____________________________ 20 points

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Poster Sessions

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Create Your Own Strategies

Do it. Fix it. Try it.
Tom Peters & Bob Waterman
In Search of Excellence (1982)

Don’t worry, be crappy.
Guy Kawasaki
Ex-Apple Engineer

Give them the third-best to go with;
the second-best comes too late,
and the best never comes.
Robert Watson-Watt
(also Arnold Wilkins)
Air Ministry, UK
(Academic) Program Goals: Graduates have
- Knowledge of educational concepts, student development, and teaching techniques; and,
- Knowledge and skills sufficient to enter the K-12 education profession.

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

Curriculum Map (Outcomes to Courses)

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<tr>
<th>Course</th>
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I-Introduced; R=Reinforced; M=Mastered; A=Assessed

Translation determined by faculty, individually or in teams, and may require norming across faculty members.