

University of North Carolina Wilmington
Watson School of Education
Master of Instructional Technology

Course Title: Assessment of Learning Outcomes (3).

Office Hours: Online

Course number MIT 531

Semester: Summer II 2009

Other times by Appointment

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Course Description:

Examination of the nature and purpose of measurement and assessment of learning outcomes. Particular attention is paid to the concepts of reliability, validity, norms, interpretation of scores, response sets, fairness in testing and performance assessment, and norm-referenced vs. criterion-referenced tests. A variety of instruments that are used to measure or assess human attributes and behaviors are studied.

Conceptual Framework

This course is aligned with the Watson School of Education's conceptual framework to develop highly competent professionals to serve in Instructional technology, teaching and other instructional leadership roles. Highly competent educational leaders make decisions based on information and data from reliable and relevant sources. For graduates of the Instructional technology program, this includes theories of learning and development and research documenting effective methods for promoting learning and development. Effective decisions also require ongoing collection and analysis of data about learners, including their current knowledge, skills, and capabilities as well as the outcomes of learning activities in which they participate. Thus, the course aims at training prospective instructional/educational leaders to continuously use a wide variety of assessment methods to collect and analyze data about learning outcomes and learner capabilities, enabling them to create environments and design instruction to meet the needs of diverse learners. Informed data driven decision making also implies for Instructional technology program graduates to continuously adjust and improve their practices based on data gathered through observation and assessment of learners. This course will help students develop competencies in learning outcomes assessment practices while developing capacities to use data for quality improvement.

Course Goals and Objectives

The objectives of the course are to help students:

- Examine the role and nature of outcomes assessment in learning
- Illustrate issues related to reliability and validity with respect to learning outcomes assessment and apply them at the course level or program level,
- Employ different assessment strategies
- Develop a variety of assessment instruments
- Align learning outcomes with assessment methods and techniques,
- Conduct data analysis methods

- Compare formative and summative assessment techniques, etc...

Course Expected Learning Outcomes

At the end of this course, students will be able to:

- Develop reliable and valid assessment strategies and instruments
- Distinguish formative and summative assessment
- Align course objectives with instructional approaches, and assessment methods
- Design an aligned assessment plan
- Demonstrate the use of assessment data for quality improvement

Course Organization meeting time, days and location

MIT 531 is a 3-credit course designed and organized as a seminar. This course will be taught in an interactive mode with emphasis on hands on activities, applied exercises and presentations. The course will be delivered online and we will have synchronous meetings through Wimba. This is a second summer session course

Course Requirements

Requirements of this course include:

Participation in Class Activities. This is a graduate seminar. Active participation is required and expected. Participation in this course ranges from completing the assigned readings, involvement and contribution to group work, attendance and completion of assigned projects on time. **(10 points)**

On-line Discussion via Web Forum: Since this is an online course students are expected to actively participate in online discussions. Students will be required to submit their projects to classmates online for review and comments in addition to weekly discussion topics. Discussion postings must be thoughtful. Approval such as “good job; great work etc....” are not considered acceptable responses. Responses and comments need to have some value added to the discussions. **(20 points)**

Assignment:

Students will be required to complete an assessment project. The assessment project will consist of identifying a program to assess and to develop an assessment plan detailing the purpose of assessment, learning outcomes, assessment strategies, and assessment instruments to be used, validity and reliability of those instruments, data collection and data analysis techniques. The final project is due the last day of class. The assignment will be broken down into pieces based on the course progress **and students will be required to give brief presentation on their work on regular basis**

- Assignments must be ready to turn in, or for presentation, at the beginning of the class on the due date.
- Students are expected to participate in each class session in a collegial, thoughtful manner; asking questions, offering comments and personal insights, engaging in discussions and providing critiques for classmates when invited to do so.

Final project submissions are to be typed in 12-inch font, double space **(100 points)**

More details will be provided

Attendance

Class attendance is expected and may be considered in the final grading. When possible, the professor should be notified by email in advance of an anticipated absence. Absences should be discussed with me as soon as possible in order to arrange for assignments or course content missed. I reserve the right to assign a grade of "I" or "F" if more than two absences occur.

1. As a UNCW graduate student you adhere strictly to the UNCW Honor Code (See Student Handbook, Code of Student Life)
<http://www.uncwil.edu/stuaff/doso/code/code.pdf> .
2. **Plagiarism**: As a graduate student, I expect that you complete your own work. If you use other people's work you must cite and reference them properly. See the university policy on plagiarism: <http://www.uncw.edu/policies/04-100-academichonorcode.htm>. If the policy is not clear to you, please ask me for clarification or examples.
3. Attendance at each class meeting is required. Students should be on time for each class meeting and stay until the class is dismissed.

WebCT Etiquette

Please remember to carefully consider your tone when posting messages to Blackboard Vista. Please pay careful attention to the manner in which messages are posted and refrain from using "e slang" when posting messages. Please use complete and coherent thoughts with appropriate punctuation and capitalization. Threaded discussions should be used for comments relative to the topic for discussion only. Spell check and edit all submissions prior to posting.

Meeting with the Instructor:

I expect and strongly suggest that you make appointment and meet with me should you have any questions, concerns or issues. It is your responsibility to request a time for the meeting, which can be in person or over the phone or Online.

Disabilities:

If you have a disability and need reasonable accommodation in this course, you should inform me of this fact in writing within the first week of class or as soon as possible. If you have not already done so, you must register with the Office of Disability Services in Westside Hall (extension 3746) and obtain a copy of your Accommodation Letter. You should then meet with me to make mutually agreeable arrangements based on the recommendations of the Accommodation Letter.

Final Grade

Course final grade will be determined by the percentage of points accumulated on class activities and final project. The total number of points for this class is 130 points.

130-123=A

122- 115 = A-

114-107 = B+
 106-99 = B
 98-91 = B-
 Less than 91 = C

Textbook:

Miller, M. D. ; Linn, L. R & Gronlund, N.E. (2009) Measurement and Assessment in Teaching (10th ed.). Columbus: Pearson, Merrill/Prentice Hall

Note : Additional readings will be provided by the instructor (online)

Course Outline

Modules	TOPICS	READINGS & ASSIGNMENTS
Module 1	Nature and Purpose of learning outcome assessment	Miller, Linn & Gronlund chapters 1 and 2
Module 2	Designing learning outcomes	Miller, Linn & Gronlund chapter 3
Module 3	Assessment Strategies and Techniques	Miller, Linn & Gronlund chapters 6 , 11, 12, 13,
Module 4	Construction of assessment instruments	Miller, Linn & Gronlund chapters 4 -5, 7, 8, 9
Module 5	Data collection, analysis	Miller, Linn & Gronlund chapter 19