Syllabus
Enhancement and Redesign

Faculty Workshop
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Poll

What **type of assignments** do you use to assess student learning?
How do we know they know?
Align Assessment $\leftrightarrow$ Learning Objectives

Evaluate Web 2.0 Tool Affordances

Select Web 2.0 Tools for Assessment
Aligning Assessment ↔ Learning Objectives

What are my assessments?

Student Learning Outcome 2: Identify and explain basic concepts of the selected disciplines within the arts and humanities.

Assessment: Students will:

a. Label and interpret a written music score with regards to note names, performance path, basic music symbols, tempo, and prescribed mood (if applicable).

b. Write a reasoned summary of the major characteristics of six periods of western music history (Middle Ages, Renaissance, Baroque, Classical, Romantic, and Twentieth Century) including period dates, two key period composers and/or performers, and related musical forms or genre.

(Mortenson, Music Appreciation)
Aligning Assessment ↔ Learning Objectives

Are my learning objectives measurable?

COURSE OUTCOMES

Upon successful completion of this course, students will:

1. Analyze audiences and purposes for various technical documents
2. Write and edit effective technical documents, such as descriptions, instructions, progress reports, and formal reports
3. **Demonstrate** how audience needs affect the organization, design, and style of documents
4. Insert eye-catching graphics, charts, and tables that illustrate key points

(Hopper, Technical Writing)
Aligning Assessment ↔ Learning Objectives

Do my learning objectives support Higher Order Thinking Skills (HOTS)?

**Student Learning Outcome 2:** Identify and analyze global issues including how multiple perspectives impact such issues.

**Assessment:** On individual assignments, group assignments, computer projects, quizzes, and exams, students will:

a. Develop an understanding of the process of globalization from multiple perspectives by examining the economic, political, and social interrelationships between nations.

b. Apply trade theory learned in class to real world trading patterns to help understand shifts in inputs, production, and trade between countries.

c. Demonstrate an understanding of the gains and losses from regional and multilateral trading agreements and examine real world agreements from the multiple perspectives of those included in, and excluded by, such agreements.

d. Apply the concept of the Balance of Payments equilibrium to demonstrate an understanding of the movement of real goods and services and the associated financial flows.

(Talley, International Trade and Finance)
Aligning Assessment ⇐ ⇒ Learning Objectives

Are my learning outcomes measurable?

Bloom’s Digital Taxonomy from http://edorigami.wikispaces.com/home
Aligning Assessment ↔ Learning Objectives

Do my learning objectives support Higher Order Thinking Skills (HOTS)?

Bloom’s Digital Taxonomy from http://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy
## Module # 1. Collaboration in the Online Environment

<table>
<thead>
<tr>
<th>Goals</th>
<th>Standards</th>
<th>Outcomes</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Understand the fundamental elements of effective online collaboration | **NETS-T 1d.** Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments. | • Analyze how learning theories inform teaching, learning, and collaboration in an online environment  
• Identify outcomes of online collaboration that contribute to successful online learning in the context of constructivist learning theories  
• Define ‘social presence’ and its contribution in an online learning environment  
• Summarize the elements of effective online groups and describe their significance to community building  
• Illustrate the relationship between ‘community’ and ‘collaboration’ by diagramming connections between their elements and identifying factors that contribute to successful learning communities and online collaboration | **Learning Resources**  
Read Collaborating Online Ch. 1, pp. 3-18  
Read and explore the Learning Guide materials  
**Learning Activities**  
Contribute to the ‘Successful Online Collaboration’ Wiki  
**Self-Assessment**  
Post to the “Effective Online Groups” Discussion Forum  
Submit the ‘Virtual Team Assignment Reflection’  
**Evaluation (Assignment)**  
Complete the ‘Virtual Team Graphic Organizer’ Assignment |

**Do my assessments align with learning outcomes/objectives?**
Graphic Organizer

- create a graphic organizer that illustrates the relationship between 'community' and 'collaboration, diagramming connections between the elements and identifying factors that contribute to successful learning communities and online collaboration.
Scenario/Roleplay:
- Your school has just launched an online program, allowing students to meet certain course requirements from home. However, online teachers as well as your school administrators have noted difficulties for students when it comes to group and team work. prescribe solutions addressing online collaboration challenges incorporating practices that lead to positive outcomes... identifying four major collaboration challenges
<table>
<thead>
<tr>
<th>Goals (School Level)</th>
<th>Standards (Program/Dept. Level)</th>
<th>Objectives/Outcomes (Course Level)</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>(Must be measurable – use Bloom’s Taxonomy)</em></td>
<td></td>
</tr>
</tbody>
</table>

Do my assessments align with learning outcomes/objectives?
1. Clarify the learning intent
2. Evaluate media affordances

- **Tools** – blog, wiki, voicethread
- **Tasks** – search, analysis, observation, data manipulation

**Pedagogical Affordance** – organization, creativity, dialogues, collaboration, interaction, reflection, inquiry

Siemens & Tittenberger, 2009 – Handbook of Emerging Technologies for Learning
Evaluating Tool Affordances

Categorize

Text

Audio

Visuals

Games & Simulations

Siemens & Tittenberger, 2009 – Handbook of Emerging Technologies for Learning
## Evaluating Tool Affordances

### Categorize

<table>
<thead>
<tr>
<th>Organization</th>
<th>Communication/Collaboration</th>
<th>Presentation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphic Organizers</td>
<td>Discussion Forums</td>
<td>Audio</td>
<td>Quizzes, Tests,</td>
</tr>
<tr>
<td>Bookmarking</td>
<td>Blogs</td>
<td>Video</td>
<td>Rubrics</td>
</tr>
<tr>
<td>File Management</td>
<td>Wikis</td>
<td>Screencasting</td>
<td>E-portfolios</td>
</tr>
</tbody>
</table>

- **Organization**
  - Graphic Organizers
  - Bookmarking
  - File Management

- **Communication/Collaboration**
  - Discussion Forums
  - Blogs
  - Wikis

- **Presentation**
  - Audio
  - Video
  - Screencasting
  - Narrated slideshow
  - Image Sharing

- **Assessment**
  - Quizzes
  - Tests
  - Rubrics
  - E-portfolios

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Manning & Johnson, 2011 – The Technology Toolbelt for Teaching
### Evaluating Tool Affordances

#### Match Tool to Problem

<table>
<thead>
<tr>
<th>Tool Name</th>
<th>Audacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tool Type</td>
<td>Communication and Collaboration; content presentation</td>
</tr>
<tr>
<td>Problem It Solves</td>
<td>This tool helps humanize the learning experience for distance learners and meets instructional objectives pertaining to students' abilities to listen and speak</td>
</tr>
<tr>
<td>Cost</td>
<td>Free</td>
</tr>
<tr>
<td>Description</td>
<td>Audacity is an open-source, multitrack audio tool that is easy to use for editing audio and exporting the files to universal formats</td>
</tr>
<tr>
<td>Platform</td>
<td>Web</td>
</tr>
<tr>
<td>Best used for</td>
<td>Sharing content that is optimally delivered using audio, such as language, music, instructor announcements, and more</td>
</tr>
<tr>
<td>Level of Experience</td>
<td>Teacher: Intermediate; Student: Basic</td>
</tr>
</tbody>
</table>
Strategies for selecting Web 2.0 Tools

3. Select media

http://thebigquestion.edublogs.org/

Siemens & Tittenberger, 2009 – Handbook of Emerging Technologies for Learning
Selecting Web 2.0 Tools for Assessment
Welcome to CELLS alive!

Pseudomonas aeruginosa

KUDOS
"I LOVE your site (and so do my Biology students). Thanks!" - CL, Australia

RNA Sequencing Data
IPA Enables You to Analyze & Visualize RNA-Seq Data
www.ingenunity.com

3D cell culture plate
Nano-scaled patterning scaffold technology for spheroid culture!
www.scvax.com/cell/

Sony Technolook Microscope
Inspection, measurement, rework taking pictures, digital microscope
www.sonytechnolook.com

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Is Hell endothermic or exothermic?
Google vs. Facebook on Privacy and Security

With the launch of Google+, Google and Facebook now compete in even more areas than ever, such as:

**FACEBOOK**
- Games
- Messages
- Photos
- Videos
- Calendar

**GOOGLE**
- Games
- Gmail
- Calendar
- Photos
- YouTube

**INCOME**

Google: $29.32 BILLION
Facebook: $4.27 BILLION

**UNIQUE VISITORS**

Google: 166.8 MILLION
Facebook: 156.3 MILLION

By simply using these products you are placing your trust in these companies to protect your information.

**FACEBOOK** blocks anywhere from 250,000 to 600,000 hack attempts a day.

**SECURITY CHECKLIST**

<table>
<thead>
<tr>
<th>Feature</th>
<th>Facebook</th>
<th>Google</th>
</tr>
</thead>
<tbody>
<tr>
<td>HTTPS enabled on entire site</td>
<td>YES, optional</td>
<td>YES by default</td>
</tr>
<tr>
<td>Remote logout</td>
<td>NO, forever</td>
<td>YES, 60 days</td>
</tr>
<tr>
<td>Add your mobile number</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Two-factor authentication</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Suspicious activity alerts</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Offers tips on creating passwords</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Stores your data for a limited time</td>
<td>NO, forever</td>
<td>YES, 18 months</td>
</tr>
</tbody>
</table>

Hacktivist group Anonymous had reportedly threatened to hack the Facebook network on November 5th, 2011 but failed to follow through, meaning that Facebook is a target but your data is safe for now.

#OP_FB

NOV 5, 11
Align Assessment ↔ Learning Objectives

Evaluate Web 2.0 Tool Affordances

Select Web 2.0 Tools for Assessment
Acknowledgements

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