

Preliminary Syllabus
[To be further updated]
30514: Learner-Centered Assessment (1 credit)
Fall 2004

Location:

Clark University

Instructor:

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INTRODUCTION TO COURSE

This course will focus on the fundamental elements of learner-centered assessment in higher education. We will explore the contrasts between the traditional teacher-centered paradigm (which focuses on what is taught) and a learner-centered paradigm (which focuses on what students learn). The assessment process plays a key role in shifting to a learner-centered approach by asking such questions as “What have our students learned and how well have they learned it?” Assessment is the process of gathering and discussing information from multiple and diverse sources to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences. The assessment process culminates when results are used to improve subsequent learning. Students in the course will develop learner-centered intended learning outcomes, devise appropriate classroom assessment techniques, incorporate course assignments/activities that address intended learning outcomes and construct grading rubrics designed to focus on and promote student learning. The course will include readings, lectures, discussions, and individual and group activities.

Prerequisite: Successful completion of IDG 501: Seminar in College Teaching or permission of instructor.

COURSE OBJECTIVES

This course is intended to aid students in further development of their course design for the Teaching Portfolio project included in the Seminar in College Teaching.

At the successful completion of this course, students will:

1. Integrate the 4 steps of the assessment process in their course syllabus and course materials.
2. Incorporate the elements of the Integrated Course Design model in their course curriculum and materials.
3. Exhibit the key principles a Learner-Centered Paradigm as contrasted with the traditional Teacher-Centered Paradigm in course materials.

4. Develop learner-centered Intended Learning Outcomes in the course syllabus to form the basis of assessment of student learning.
5. Develop a repertoire of effective CATs (Classroom Assessment Techniques) which will provide feedback from students about their learning.
6. Develop effective grading rubrics for key components of the course to provide expectation guidelines, assess student work and promote student learning.

COURSE MEETINGS

The course will consist of 4 weekly classroom meetings (face-to-face format) and two weekly asynchronous web-based learning components utilizing Blackboard. Class meetings will be held on four Tuesdays from 4:15-6:15 p.m.: September 7, 21; October 5, 12. The web-based, asynchronous sessions will occur during the weeks of September 13 and September 27. An amount of course content equivalent to that engaged in the face-to-face format will be included in the online instruction during the weeks between the class meetings. The final due date for all course projects is Friday, October 29.

REQUIRED TEXTS:

1. A "Course Pack" of readings from selected sources will be utilized throughout the course. (Purchase at Curry Printing on the Clark University campus.)
2. Angelo, T. & Cross, K.P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass. (Purchase at Clark University Bookstore. Used copies may be available through Amazon.com, also.)

Supplemental articles related to course content will be distributed in class.

RELEVANT WEBSITES:

<http://www.aahe.org/assessment/web.htm>

OTHER COURSE MATERIALS

Course materials and assignments will be posted using Clark University's Blackboard system.

GRADING PROCEDURES

Grade allocation is as follows. Please note that Final Project components are graded separately.

Final Project – Using Integrated Course Design Model

Project Components:

Intended Learning Outcomes Statements	20%
Linkage: Evidence on Connection (Outcomes and Course Components)	20%
Classroom Assessments to support Learning Outcomes	20%
Rubrics for Assessing Course Components	20%
Total Project	80%

Online participation - Responses to Reflection Questions
and weekly asynchronous sessions 20%

Assignments will be graded with number grades. Your final course grade will be determined as follows:
90-100%=A; 80-89.9=B; 70-79.9=C; 60-69.9=D; below 60% is an F.