

Individual Assessment for R C 400 - Winter 2017

Assessment name

Memory, Retrieval and Learning

Created by



Cory Martin
March 2, 2017

Outcome to assess

Discuss the prevalent theories of memory, learning and development as applied to the child and adult learner.

Briefly describe the teaching methods (e.g. lessons, activities, etc.) that you used to help students learn the course outcome.

Students are oriented to the subject using a brief video introduction from the instructor along with learning objectives. The learning module teaches the main principles of schema theory, cognitive load theory, and cognitive information processing. Each subject is taught using PowerPoint with audio narration, followed by a short instructional video from the instructor, and then a formative “self assessment” learning exercise using an online, low-stakes quiz. At the end of the module, students then complete the summative assessment exercise in the form of an essay, and then post thoughts on the discussion board for reflection.



“Cory, it appears that you are having students discuss this material through the discussion forum and an essay. This would meet the verb of “discuss” in the outcome.” — EBremen April 12, 2017

Briefly describe the assessment method (e.g. quiz, test, paper, survey, practicum, etc.) you used to measure whether the student met the outcome, including your established level of student proficiency.

Formative assessments are provided by three, low-stakes quiz, and then there is a reflection “discussion board” exercise at the end of the unit. These exercises provide points toward the class grade, and allow opportunity for instructor/student interaction. The summative assessment is in the form of an essay assignment, including grading rubric. The minimum level of proficiency is 75% (2.0) per syllabus.



“You are measuring what the student is writing about in the forum and the essay. Nice work!” — EBremen April 12, 2017

How many students met the outcome? How many did not?

Sections to assess - no section history

3049 Online

Outcome Met

9

Not Met

0

Percent Met

100

Reflect on the effectiveness of your teaching and/or assessment methods. What worked and what did not?

This is a weekly module unit, and the three subjects introduced were largely foreign to the learner. I'm using visual (PowerPoint and instructor video), aural (PowerPoint audio and instructor video), asynchronous writing exercises (essay, discussion board), formative assessments (mini-quizzes with multiple attempts), and two summative assessments (writing essay, and discussion board). Direct interaction is provided by the discussion board and multiple comments attached to each essay providing feedback.

Area of improvement:

I spend much of my grading time adding multiple comments to multiple essays during the quarter, but noticed (since teaching 100% online) that students almost never reply to my comments once they submit their work. I decided to enhance “interaction” so that students connect back with me concerning their ideas and interests after I've attached comments to their assignments. This mimics “dialogue” that occurs naturally in the face-to-face classroom.

I would also like to add more written work (articles, research, best practices) to each subject with the module.



“This was very thorough.” — EBremen April 12, 2017

Did you change or do you plan to change your teaching methods and/or assessment methods in response to the data you've collected? If yes, please describe these changes.

Yes No

Yes.

In a subsequent essay assignment for this course, I added my comments to their essay and asked each student to read and respond to my comments letting me know whether they agreed or disagreed with my notes. This "improved form" of interaction worked very well and provided me (and hopefully the students) greater insight into their thoughts on the subjects taught and learned within the learning module. This subsequent learning module was on intrinsic and extrinsic motivation in education.



"You discussed future plans for this assignment. Bravo!" — EBremen April 12, 2017

Viewable by 

Campus community

Submitted for review

March 2, 2017

Reviewed

April 12, 2017 by EBremen



"This assessment will be featured as an example of best practices at Highline" — EBremen April 12, 2017