

Instructional Strategies and Assessment Methods

UNIVERSITY OF WISCONSIN - STOUT



To get back to where you were, [click here](#).

EDUC 766 Instructional Strategies and Assessment Methods

Online Course 3 semester hours graduate credit

Prerequisite EDUC 765

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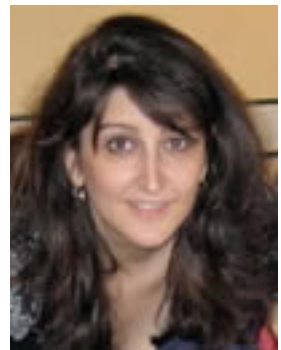
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**Virtual
Office
Hours:**

10 AM - 2 PM CST.
Other days/times, leave a message or
email, and I will get back to you within
24 hours.

**Virtual
Guide in
Videos:**

Dr. Susan Manning, Course Author



What You Will Learn

- How objectives, instructional strategies, and assessment are linked. The critical nature of triangulation.
- The importance of sequencing material at the various levels of instructional objectives, lessons, and topics.
- Instructional strategies: when and how to include activities for direct instruction, practice, and transfer of learning. Examples include narrated PowerPoint, video, podcasts, and screencasts, drill and practice, case studies, self-assessments, games, and simulations.
- Assessing learning: methods for traditional and alternative assessments, including authentic assessments, self and peer evaluation, rubrics, online surveys, e-portfolios, tests and mini-quizzes for self-paced tutorials. The role of feedback in learning.
- How assessment informs evaluation. Appropriate use of formative and summative data for decision-making and future development.

Description

Development of instructional goals, objectives and assessment of outcomes. Methods for assessing learner performance and mapping appropriate assessment methods to instructional strategies and learning objectives. Performance-based assessment and evaluation tools to assess learner performance. Design of formative and summative evaluation methods.

NOTE: This is course one of the required courses for individuals pursuing the [Graduate Certificate in Instructional Design](#). The prerequisite is EDUC 765 Trends and Issues in Instructional Design.

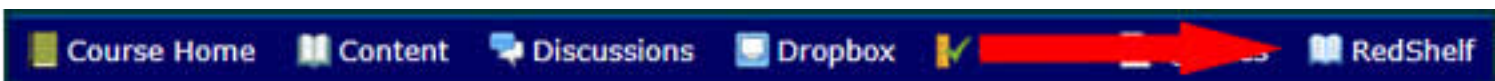
e-Textbook

An e-textbook is provided as part of your course tuition after you login to the course.

Horton, William. (2011). [E-Learning by Design](#) (2nd ed.). Pfeiffer. ISBN: 0470900024

When you log in to the course, you will access the e-textbook to read online from your tablet, laptop or desktop. The e-textbook software is compatible with an iPad, Kindle Fire or fully Internet-capable device. It is not compatible with a Kindle Reader.

e-Textbook



When you log in to the course, select **RedShelf** to access the e-textbook to read online from your tablet, laptop or desktop. The e-textbook software is compatible with an iPad, Kindle Fire or fully internet-capable device. It is not compatible with a Kindle Reader.

You can highlight info and organize info in the e-book (i.e., adding a note stating something like "reference in my discussion posting") and print only what you want for use as a study guide. You may share notes and highlighting with peers in the class.

[RedShelf e-Textbook Frequently Asked Questions](#) — **NOTE:** this page will open in a new window. Close the window to return to the Syllabus page.

Printing from an eText

As you work, you may find it helpful to print parts of your etext.

Directions for printing can be found here: [Printing from your eText](#). To return to this page, click on the link at the top or bottom of the page.



Additional recommended web-based articles will be available via the course modules.

What you need to know to succeed...

[How the course works](#)

[What you'll learn](#)

[Course schedule and calendar](#)

[The assignments](#)

[How we'll communicate](#)

[How you'll be graded](#)

[More about the final project](#)

[Additional policies](#)

How the course works

There are eight modules, one per week. New modules begin each Monday morning and conclude on the following Sunday. During the module, there are assigned readings, introductory videos, small group discussions, and an individual assignment that helps you build design skills and is part of the final project. Because this class is asynchronous and open to you 24/7, you may participate from your home or work computer during hours that are best for your work and family schedule. The class is highly interactive with a significant discussion component. All projects/assignments will be submitted via the course Dropbox and Discussion Board.

Three times during the term, a synchronous class session is offered as an option. It is recorded for those who cannot attend.

Dialogue among class members adds a great deal of interest and value to the learning experience. Much of your learning will take place as you exchange ideas with your colleagues. The earlier in the week you post to the discussion forums, the more peer feedback you will receive from your classmates. Also, you will have more time to respond to the ideas generated by the discussion. This helps you feel connected to the group. There are deadlines and policies in place to discourage everything from happening on the final day of the module.

One of the critical skills of a professional is communication in written form. To demonstrate this skill, each student is required to meet high standards of clarity and correctness in all work submitted during this course.

Please review these pages:

- [Student Expectations and Responsibilities](#) – **NOTE:** This link will open in a new window. Close the tab to return to this page.
- [Discussion Board Etiquette](#)
- [Discussion rubric](#)

Although most of the links in our course lead to sources outside the UW-Stout server, some are housed locally. To make these easy to use, the page, like the one linked immediately above, will include this message in both the top and bottom navigation bars:

To return to the previous page, [click here](#).

The message speaks for itself. Rubrics and tutorials are likely to have this kind of link.

Citations

No more than 10% of a discussion posting or paper may be directly quoted.

Tips for documenting direct quotations in a discussion posting or paper:

<https://owl.english.purdue.edu/owl/resource/560/02/>

See: "short quotations" and "long quotations" and "summary or paraphrase."

Objectives

Upon completion of the course, students will be able to:

1. Design well-defined instructional goals and learning objectives for all three domains.
2. Evaluate and select instructional strategies based upon front end analysis which includes a focus on providing equitable access to digital tools and resources for culturally and linguistically diverse learners.
3. Align appropriate instructional strategies with learning objectives.
4. Evaluate a variety of assessment methods for learning including authentic assessments, self and peer evaluation, rubrics, online surveys, e-portfolios, tests and mini-quizzes for self-paced tutorials.
5. Demonstrate research-based practices for choosing assessment models and align assessment methods with instructional strategies, objectives and learning outcomes and justify selected assessment choice.
6. Develop tools to evaluate instruction using formative and summative assessment methods.
7. Evaluate instruction based on nationally recognized quality standards for online instruction.

Course objectives are aligned with the following teaching standards.

National Board Teaching Standards:

- Use effective communication techniques, media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
- Use instructional technology to enhance student learning.
- Use formal and informal assessment strategies to evaluate student progress.

Course Schedule

[Here is the course calendar.](#) You are encouraged to bookmark this page.

Just a reminder . . .

To return to the previous page, [click here](#).

Week One: Overview

Terminal Objectives

1. Become familiar with the course
2. Build community that includes instructor
3. Analyze and assess definitions of “instructional strategies” and formulate your own definition/opinion.
4. Prepare for final project

Week Two: Objectives

Terminal Objectives

1. Preview the general schema for Horton.
2. Establish a reasonable scope and objectives for final project.
3. Describe what is meant by alignment.

Weeks Three and Four: Assessment

Terminal Objectives

1. Consider various assessment methods
2. Align assessment to objectives
3. Write appropriately challenging test questions
4. Differentiate between assessment and evaluation.

Week Five: Absorb Activities

Terminal Objectives

1. Analyze objectives to determine appropriate use of “absorb” activities and corresponding delivery medium
2. Effectively plan “absorb” activities (instructional strategies) that align with objectives.

Week Six: Do + Connect Activities

Terminal Objectives

1. Analyze objectives to determine appropriate use of “do” and “connect” activities and corresponding delivery medium
2. Effectively plan “do” and “connect” activities (instructional strategies) that align with objectives.

Week Seven: Universal Design

Terminal Objectives

1. Design instruction that meets basic principles for universal design.
2. Coordinate different types of activities for a specific objective.

Week Eight: Putting it all Together

Terminal Objectives

1. Personalize and integrate course content for "best practices."

The Assignments

Want to see all the assignments in one place? [Visit this page.](#)

How we'll communicate

The primary methods for communicating with students will be via...

- **Course News (instructor to students)**
Updates, instructions, advice and tips will be posted in the Course News. Remember to check it each time you login to your course. Please log in at least four times a week.
- **Discussion (students to students with instructor)**
Check the Discussion Board posts and responses regularly (a couple times a week) and remember that your level of Discussion Board participation and the quality of your initial post will be factored into your grade. Get to know the [discussion rubric](#).
- **Your UW-Stout Email Account (student to instructor)**
Check the university email at least every other day. Daily is better. No course communication will be sent to your home/work personal email accounts.
Mobile Phone Access to Your Email
You may configure your mobile device to receive your university email automatically. Directions are provided at:
<https://kb.uwstout.edu/page.php?id=56145>

Click on the appropriate link for directions that match your device.
If you need assistance, please call 715-232-5000.

About the instructor's schedule

In general, the instructor will login to the course early each morning and again in the evening. All new posts are read. Email is checked several times a day.

Assessment

Assignment Due Dates: Review the [Course Calendar](#). A link is available on each course content page.

140 points total [All assignments here](#)

28% Discussion participation, often judged by [discussion rubric](#). Measures ability to apply course material in written form and critically discuss core concepts.

28% Other activities such as partner review (you are expected to provide timely, meaningful feedback for a partner) and short quizzes (formative, you can take as often as you want).

44% Final Project, judged by [final project rubric](#). Measures ability to work through instructional design process and present an executive summary, plans for topic including activities, a series of activities, and plans for assessment.

Grading Scale

A	100-94
A-	93-91
B+	90-88
B	87-84
B-	83-81
C+	80-78
C	77-74
F	73 or below

Each course is the prerequisite for the next course. Successful completion with a GPA of 3.0 or higher in each course within the certificate sequence is required for registration in the next class.

<http://www.uwstout.edu/soe/profdev/instructionaldesigncert.cfm#curriculum>

More about the final project

Students are always curious about the final project. [You can learn more about it here.](#)

Additional Policies

Late Policy

This class runs on a 24/7 weekly schedule. Within each module you are free to choose your own time to participate.

You can choose your own rhythms for thinking, learning, and responding. Some weeks you may login every day. At other times you may use the weekends to either catch up or work ahead. Because you are not on a fixed schedule it is your responsibility to develop the discipline and schedule time to be an active learner in this environment.

No credit will be awarded for work submitted after the deadline (unless you receive prior permission from the instructor.) Exceptions will only be made in extreme emergencies; therefore, it is always best to plan ahead.

Emergencies are defined as serious events which are not planned. Emergencies cannot be written on the calendar in advance. Examples of emergencies are: heart attacks, car accidents, serious health crises of the student or in the student's immediate family. Examples of non-emergencies are: family weddings, vacations, or any other event which can be planned around. If the family calendar looks busy at a particular time, plan to work ahead on your coursework.

Prompt submission of assignments for assessment allows the instructor to provide guidance and timely feedback. Due dates for each module are published on the course calendar at the start of the class. Work turned in by midnight on the due date will be considered on time and will receive full credit.

Excused Makeup Work - If a late submission has been requested and approved in advance of the due date, there will be no deduction of points from the assignment grade. Send an e-mail to the instructor requesting an extension and to discuss an alternate due date.

Social Media

During the class we will use public social media tools, such as Google Docs, Google Forms, Flipgrid, Twitter, etc. to share information.

These tools are outside of the university's Learn@UWStout learning management system, and your postings may be viewed by individuals who are not class participants. We encourage your participation in these activities and expect that you are respectful and professional in all social media interactions with peers and faculty.

Options will be offered to use an alternate profile if you prefer not to use your name. You will not be required to release any personal information on a public site (i.e., email address, mailing address, cell phone number, birth date, or photo).

Safe practices to protect your privacy and suggested security settings will be discussed during the introduction to the first social media activity.

No instructor feedback will be posted on social media that might indicate your grade, course enrollment, and class schedule as per the Family Educational Rights and Privacy Act (FERPA).

Social media tools routinely collect, store, and share data about their users. These data are usually maintained in aggregate, but personalization techniques are used and bring exposure (in the forms of direct advertising, for example) to the user by third party sites or tools.

University IT Acceptable Use Policy

— <https://www.wisconsin.edu/regents/policies/acceptable-use-of-information-technology-resources/>

Videos and recordings of synchronous sessions

You are encouraged to watch! The videos reinforce content.

The synchronous sessions do as well.

Accommodations

If you believe the course requirements create a conflict with your observance of religious holidays, please notify the instructor within the first two weeks of the semester so that appropriate alternative options can be arranged.

Accessibility

UW-Stout strives for an inclusive learning environment. If you anticipate or experience any barriers related to the format or requirements of this course please contact the instructor to discuss ways to ensure full access. If you determine that additional disability-related accommodations are necessary please contact the Disability Services office for assistance 715-232-2995 or contact the staff via email at this website: [Disability Services](#).

Academic Dishonesty

"Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions."

Definitions of academic dishonesty as provided by the National Association of Student Personnel Administrators include:

- **Cheating** – The use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
- **Plagiarism** – The use of others' ideas and words without a clear acknowledgement of the source.
- **Fabrication** – The intentional and unauthorized falsification or invention of any information or citation in any academic exercise.
- **Assisting** – The facilitation or assistance in academic dishonesty.

UW-Stout also considers academic dishonesty to include forgery of academic documents, or intentionally impeding or damaging the academic work of others.

Academic misconduct in the University of Wisconsin System is defined by UWS Chapter 14. ["Student Academic Misconduct / Disciplinary Procedures - UWS"](#)

Technology Requirements and Assistance

Complete the system checkup on this website – <https://uwstout.courses.wisconsin.edu/> – by clicking on the link that says: Check your system.

For help with your university email account, password, and login process: <https://kb.uwstout.edu/>.

Madison Help Desk

If you have any questions about these preferences, please call the Madison Help

Desk at one of the numbers listed below and indicate that you are a UW-Stout student needing help with Learn@UW-Stout. Help is available seven days a week.

- 1-888-435-7589 select option 3

or

- 1-608-264-4357 select option 3

Ask5000 Help Desk

Call 715-232-5000 for technical assistance such as forgotten passwords, email, storage, and problems logging in to Access Stout to view tuition billing or final grades.

Library Services

To access UW - Stout's Library Services visit <http://www.uwstout.edu/lib/>. In addition to traditional and online services, the library maintains many helpful videos on searching and use of the online research tools.

To get back to where you were, [click here](#).

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Credits: Logo design by Carlo Vergara

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<http://www.uwstout.edu/soe/profdev/idassess>