

Dashboard

Forms

Launch Pad



Assessment Annotation for Undergraduate Courses

Course Designation and Title EDU 201 21st Century Education

Semester/Year Fall 2011

Instructor Julia Naugle

Assessment Activity

Briefly describe your Assessment Activity After some initial instruction on educational objectives, the students completed an assignment which asked them to write three objectives for literacy for students in grades 1-3. The students submitted the objectives, with the domain and level of the objective listed, to the course web site.

In assessment of Student Learning Outcome(s) [write out course objective(s) and number(s)] 5. Define the specific types of knowledge, and create learning objectives for each.

Core Knowledge & Skills [Applicable to ALL Courses]

- 2. Demonstrate critical thinking skills and proficiency in acquiring, evaluating, communicating and applying information.
- 5. Demonstrate an understanding and application of the knowledge and skills necessary for serving Christ in the Church and Society.

Information Literacy Objective(s) [Applicable to ALL Courses]

1. Determine the nature and extent of the information needed. (Knows)

Results of Activity

Briefly describe the Results of the Activity All 26 students participated in this assessment. Almost all of the students earned either an "A" or "B" on the assignment. There were 19 "A's" and 7 "B's" and 1 "C". Most students wrote objectives in the cognitive domain.


Analysis of Results

Briefly describe your Analysis of the Activity Overall the students did well on this assignment; they wrote good objectives and correctly labeled the domain and level. On several assignments, however, I noted that students were adding "activity" phrases ("write a sentence" or "in a class discussion") into their objectives. Also I noticed that students were having trouble with the affective objectives. Those that attempted objectives in this domain wrote cognitive ones, but labeled them as affective. I hypothesized that students might simply be picking a verb and plopping it into a statement without thinking about what the objective was asking of the student.

Actions to be Taken

Briefly describe the Actions to be Taken based on the Analysis of Results On individual student assignments, I gave specific feedback to help the student be successful at his next set of objectives. Also I shared the results of this assignment with the class and mentioned the items that we needed to improve upon. I created a PowerPoint to reteach the difference between cognitive-affective and objective- activity.

35 empty fields were not displayed.

| | |
|-----------------------|---|
| Date Submitted | Oct 19, 2011 02:06 PM |
| Browser |  Firefox 3.6.3  Windows 7 |
| IP Address | 66.146.237.193 |
| Unique ID | 57261707 |
| Location | 40.075401306152, -76.318901062012 |