

EDUC 6083

eLearning Evaluation & Assessment

Course Description

Explores the use of a range of formal and informal assessment methods to plan for e-instruction, to monitor and evaluate student progress, to involve students in the assessment process, and to report student achievement to various audiences.

Course Prerequisites

No prerequisites are required

Required Materials

Required materials are available in each Canvas weekly module overview. There is no textbook required for purchase.

Primary texts include:

Conrad, D., & Openo, J. (2018). *Assessment strategies for online learning: Engagement and authenticity*. Athabasca University Press. <https://www.aupress.ca/books/120279-assessment-strategies-for-online-learning/>

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. The university's teacher education programs are also approved by the South Carolina State Board of Education.

Program Learning Outcomes

1. Connect instructional design theories to real-world applications for effective online teaching and e-teaching.
2. Exhibit requisite skills required for online e-technologies and instructional design.
3. Demonstrate a working knowledge of digital devices and media design.

4. Participate in, promote, and model life-long learning relative to e-learning and instructional design.
5. Integrate Christian Ethic of Care in all Instructional Design leadership and development capacities by:
 - o promoting digital citizenship;
 - o modeling the safe and effective use e-technologies;
 - o promoting design for a culturally responsive society.

Course Learning Outcomes

Course Learning Outcome	Program Learning Outcome	ISTE Standards
1. Develop tools and measures for the assessment of learning using formative and summative assessment.	1, 5	(1) Learner, (5) Designer
2. Compare and analyze strategies for whole course or program assessment.	2, 3	(1) Learner, (6) Facilitator
3. Compare quality review standards for online curriculum.	4, 5	(1) Learner, (3) Citizen, (7) Analyst
4. Assess online curriculum using an established quality review standard.	2, 4	(2) Leader, (4) Collaborator, (5) Designer

Course Learning Assignments and Assessments

Grading	
Grading Category	Percentage
Discussions	30%
Assessment Analysis	10%
Evaluation & Assessment Plan	30%
Quality Standards Peer Review	30%

Assignment Descriptions

Discussions - 30%

In an online learning community, discussions are imperative to both the success of the individual student as well as the greater good of the group. Therefore, monitoring and engagement in discussions throughout the course is expected. Through interactions with peers and the instructor, the student will question, encourage, promote critical thinking, elaborate, clarify, probe and

prompt. Personal examples and resources should be openly shared. The discussion forum is a safe place, and professionalism and Christian ethic of care are expected. Some examples include:

- Suggest why you might see things differently.
- Ask a probing or clarifying question.
- Share an insight from having read your peer's posting.
- Offer and support an opinion.
- Validate an idea with your own experience.
- Make a suggestion.
- Expand on a peer's posting.
- Ask for evidence that supports the posting.

The instructor has only what the student posts to determine preparation and level of understanding. Therefore, it is imperative that the student clearly states responses to the prompts, including personal experiences, connections to course resources (readings, videos, etc.), and questions related to further exploration or application of the topic.

The following format must be used for online discussion:

Initial post is due Thursday by 11:59PM/EST

- 1st paragraph answers prompt using citations/substantiation from course resources (APA format)
- 2nd paragraph ties theory to practice with examples from own placement
- APA References

Monitoring and engagement through replies to peers plus instructor must be evident throughout the discussion window: Initial post Thursday; interactions Friday OR Saturday; interactions on Sunday. Failure to interact and/or respond will result in a lower grade. Submitting the minimum number of posts does not automatically mean maximum number of points.

Assessment Analysis - 10%

Using an online course that you have developed, you will analyze your assessments using a provided template.

You will complete all elements of the template using the assessments found in your online course (target to have analysis of at least 5 assessments)

Your table should include the following:

- **Assessment:** Assessment name and type
- **Outcome Alignment:** What learning outcome is the assessment measuring?
- **Formative or Summative?:** Identify if the assessment is formative or summative
- **Analysis:** Evaluate the assessment currently and review any modifications you would like to make. Some questions to address (not all elements must be addressed - these are questions to spur your analysis approach):
 - Is the assessment authentic?

- What is your rationale for including this assessment?
- How does the assessment relate to our readings in this course?
- What adjustments might you make?

Evaluation & Assessment Plan - 30%

Continuing from your work on previous coursework projects, you will develop an evaluation and assessment plan. If you have completed EDUC 6073, it is highly recommended that you extend the work on the same project in which you developed a strategic plan for social media and digital marketing,

Key areas to address include:

- How you will evaluate the effectiveness of the project.
- Consider both learner performance and also project effectiveness
- Detail what instruments you will use for evaluation.
- How you will report your evaluation & to what key stakeholders
- Timeline for assessment
- Consider a full lifecycle of a project with multiple iterations

This project will be scaffolded with the following benchmarks:

- Week 2: Outline(10%)
- Week 4: Draft plan (20%)
- Week 6: Final plan (70%)

Quality Standards Peer Review - 30%

At this point in the program, you should have at least two major projects that you have been working on for some time.

With a partner, select a course review standard and submit your project for evaluation using the standards. Your project will consist of the following:

Your submission should include:

- Final project: The course delivered in a way that is accessible to your peer reviewer and all classmates
- Project review summary: Provide a version of the course review completed by your partner

- Areas addressed: Either on the summary or in another form, ensure that you document how you addressed review elements.
- Summary: Provide a short write-up sharing insights from the process

This project will be scaffolded with the following benchmarks:

- Week 3: Review tool selection (10%)
- Week 5: Peer review completed (30%)
- Week 7: All project elements submitted (60%)

Grade Equivalency Table

All grades are reported in a system of eleven letter grades designated as “A” through “F” with appropriate plus and minus additions reflecting the following scheme:

Percentage Value	Letter Grade	Numeric Value for GPA
96-100	A	4.0
93-96	A-	3.7
90-93	B+	3.4
87-90	B	3.0
84-87	B-	2.7
81-84	C+	2.4
78-81	C	2.0
75-78	C-	1.7
73-75	D+	1.4
70-73	D	1.0
<70	F	0.0

Course Policies

Attendance Policy

Regular attendance is a key to success in the course. Please refer to the Attendance Policy outlined in the Catalog for full details of the SWU policy on attendance.

Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each week. Online activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

Late Assignment Policy

Assignments

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Assignments are due by midnight on the days specified.

In the case of extenuating circumstances (such as hospitalization, child birth, major accident, injury, military obligation, or bereavement), it is the responsibility of students to contact the instructor as soon as practicable. The instructor may waive the penalty for late work if the circumstances are justified.

Students must submit final course assignments no later than the last day of the term. No assignments are accepted after the last day of the term.

Discussions

Students must submit discussion board postings during the time frame indicated.