

Assessment in AC 230 Hybrid Course

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Course Learning Objectives

- utilize multimedia technologies including the Internet, digital images/video, presentation software, HTML editor;
- integrate multimedia technology into the curriculum;
- identify and address issues of integrating technology into curriculum;
- explain the phases for developing multimedia projects: design, production and distribution;
- manage and evaluate student-produced multimedia projects

NETS for Teachers (2008)

- Facilitate and Inspire Student Learning and Creativity
- Design and Develop Digital Age Learning Experiences and Assessments
- Model Digital Age Work and Learning
- Promote and Model Digital Citizenship and Responsibility
- Engage in Professional Growth and Leadership

Strategies

- Aligning assessment with the levels of learning objectives; aligning learning activities with the assessment.
- Using diverse assessment methods
- Using authentic tasks
- Assessing learning process
- Using rubrics
- Using assessment to adjust instruction, provide individualized instruction and direct student learning

Course Grading

Reflective blog & comments	25%
ePortfolio	20%
Online discussions	4%
Smartboard lesson plan	3%
Video editing & production	3%
Group work & presentation	15%
Attendance	10%
Final exam	20%

Sample Assignment

- Blog/Self-reflection
- Discussions
- ePortfolio
- Group project

Sample Rubric

- Blog/Self-reflection
- Discussions
- ePortfolio
- Group project

Sample Student Work

- Blog
- ePortfolio
- Digital images
- Digital videos
- SoftChalk
- Concept maps
- Online discussions

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Discussion Grading Rubric

Criteria	3	2	1	0
Timely discussion contributions (20%)	Actively participate in the discussion, post the original threads and respond to peers and instructors in a timely manner	Post the initial thread or/and respond to peers near the deadline.	Wait for the deadline to post or/and comment on peer's postings.	No post.
Responsiveness to discussion topics and demonstration of knowledge and understanding gained from assigned readings (30%)	Very clear that the readings were understood and incorporated well into postings.	Show understanding to most of the readings; some areas are not clear.	It is not evident that readings were understood or/and not incorporated into discussion.	
Evidence of critical thinking, problem solving or application (25%)	Show application, analysis, synthesis or evaluation of concepts; arguments are well supported.	Beginning of critical thinking, but the analysis is lack of depth.	Posting shows only a description.	
Responses to other students and Instructor (25%)	Interact with more than 2 peers and instructor; show development of ideas; the comments are thoughtful.	Interact with at least 2 peers or instructor; the responses show some development of ideas.	Interact with peers only once. The message is simply "I agree with you".	

Group Project: Integrating Social Media or Multimedia into Curriculum

Purpose:

Encourage students to work collaboratively to explore emerging technologies, such as social media, and use them effectively to promote learning.

Why group project?

Group project is in line with constructivist learning. Studying and working in a group affords the context for knowledge construction. Nowadays team work is required in almost any company or organization. This group project provides opportunities for you to experience group work process, understand the value of learning and working in small groups, and learn essential skills and strategies for working effectively in groups.

Why social media and multimedia?

With the advancement of technology, social media and multimedia are more and more integrated in people's everyday life. They have great potential to engage students actively in learning as they provide many opportunities for interactions among students, between student and the subject content, and between students and teachers. Many social media platforms and multimedia production tools are free or at little cost.

Details:

Your group project should include the following components (each on one wiki page):

1. Description of the social medium or multimedia tool you are exploring; including the name of the tool or medium, how it works, features or functions, how one can get it.
2. Who are using it and what are they doing with it?
3. Describe some scenarios that you can use it in teaching and learning (at least two).
4. Explain why you think it is a good social medium or multimedia tool for teaching or/and learning. Support your statements with the learning theories and/or study results from research papers.
5. Are there any downsides? If yes, are there any strategies to address the downsides?
6. Conclusions and prediction about its future directions.
7. Present the project on your group wiki site and in class via PowerPoint and live demo.

Evaluation criteria (on a range of 0 – 5)

- Significance of the social medium or the multimedia tool your group is investigating
- Support of the ideas and statements with learning theories and/or research literature
- Participation in learning communities to explore creative applications of technology to improve student learning (NETS.T – 5a)
- Clarity of the conclusion and the vision to the future
- Quality of communication in the Wiki site and presentation (NETS.T – 3c)

- Collaborative knowledge construction and engagement in learning with peers in face-to-face and virtual environments (NETS.T – 1d)
- Collaborate with peers using digital tools and resources to support student success and innovation (NETS.T – 3b)

Possible multimedia technology tools and social media platforms:

- Pixlr (<http://pixlr.com/>) online photo editor
- Xtranormal (<http://www.xtranormal.com/>) online movie maker from the scratch
- Diigo (<http://www.diigo.com/>) social bookmarking, annotation, and more
- PeralTrees (<http://www.pearltrees.com/>) a visual tool to collect, share and organize everything on the web
- Twitter (<http://twitter.com/>) information exchange and more
- Google docs (<http://docs.google.com>) online documentation creation and sharing
- Prezi (<http://prezi.com/>), scribd, SlideShare/voicethread online presentation
- Google+ (<https://plus.google.com/>)
- Some other tool/platform your group wants to explore (you need to talk with me first).

Presentation details: You will present your group project in the class using PowerPoint and live demo of your scenarios. Your PowerPoint should include at least 6 slides in addition to the title slide; each presents one component of your project (see the “**Details**” section). The title slide should list the title, group members’ names, and date. You may use more than one slide for one component. In addition to text, you are expected to add graphics, tables, charts, images, or videos in your presentation when appropriate.

Project Deadline: 4/5/2012

Presentation Date: 4/2/2012

Suggested Timeline:

3/5: group formation and brainstorming the tool or platform the group will explore. The group also needs discuss about the group rules, communication channels and select a leader.

3/5 – 3/18: search for and collect information about the tool or platform your group selected, come up with ideas (scenarios) for the use of it in teaching and learning.

3/19: form group consensus on each of the components in the project.

3/20 – 4/1: work on the group wiki site and the presentation. Create all text and multimedia content.

4/2: complete the presentation.

4/5: complete the group wiki.

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Grading Rubric:

Criteria	4 - 5	2 - 3	0 - 1
Significance of Theme (5%)	The way that a particular technology is investigated has great impact on teaching and learning.	The way that a particular technology is investigated has some impact on teaching and learning.	The way that a particular technology is investigated does not have impact on teaching and learning.
Support of the ideas & statements (15%)* Quotation cannot exceed 15% of the wiki text	The ideas and statements are supported by learning theories or/and research literature. The references (more than two) are relevant and correctly cited.	Most of the ideas and statements are supported by learning theories or/and research literature. Most references (more than two) are relevant and correctly cited.	References are seldom cited to support statements. References are not relevant or no reference list.
Creativity and effective use of technology to improve learning (15%) NETS.T 5a	The use of the technology is creative and effective to improve student learning. The effectiveness can be illustrated in the scenarios and demo.	Show some creativity in the use of technology or it is not very clear that the use of the technology will improve student learning.	No creativity. It is not clear that the use of the technology will improve student learning.
Clarity of the conclusion & vision (5%)	The conclusion is tied to the central focus and vision is significant. Both are clearly stated.	The conclusion is tied to the central focus, but does not contain vision. Or the vision and conclusion lack of clarity.	The conclusion is missing or not tied to the central focus. There is no vision.
Wiki site presentation (15%) NETS.T 3c	Wiki site navigation is clear and easy to follow, has TOC. Multimedia is used appropriately.	Wiki site navigation is clear and easy to follow but no TOC. Most of the multimedia is used properly.	Wiki site navigation is not clear and is hard to follow. Multimedia is not used properly or only text.
Quality of in-class Presentation (15%) NETS.T 3c	Presentation is well designed with proper multimedia (e.g., graphics, charts, videos, animations) and conveys the ideas clearly. Speak at a good pace and volume. Maintains eye contact.	Presentation is designed with multimedia but the ideas are not clearly conveyed. Speak a little faster or slower than necessary. Not maintain eye contact, relied too much on the notes.	The main idea is not clearly conveyed. Having paid little attention to speaking pace and volume. Read nearly word for word from notes.
Participation and quality of contribution (30%) NETS.T 1d & 3b	Communicate with team members promptly; cooperative; complete the assigned work on time and with good quality.	Communicate with team members promptly most of the times; cooperative; complete the assigned work on time with acceptable quality.	Not communicate with team members often; not cooperative; do not complete the assigned work on time.