

THE COUNCIL OF
INDEPENDENT COLLEGES

A Learner-Centered Approach to Faculty Development

Model Plan & Assessment

Need to be addressed

- Students aren't prepared for class discussion because they haven't kept up with the textbook reading.

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Pedagogical implications*

- Good practice communicates high expectations (#6)
- Good practice emphasizes time on task (#5)
- Good practice gives prompt feedback (#4)

*Based on Chickering & Ehrmann's "Seven Principles"

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LCFD Goal - Pedagogy

- Faculty need to hold students accountable for assigned readings and to help students regularly assess their understanding of text readings.

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LCFD Goal - Tool

- As a result, they need to learn how to use the online quizzing function of the Course Management System as a tool for achieving this goal. Specific functions that help achieve this goal are the ability to turn off submission of quiz results prior to the class and the ability to provide feedback on quiz answers.

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Necessary Skills/Objectives

- Pedagogical
 - How to write good evaluation questions
 - How to use feedback to help students assess their understanding

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Necessary Skills/Objectives

- Technical
 - How to prepare a question for delivery online, including:
 - How to format a question to upload into the CMS or how to use the quiz area of the CMS to create a question.
 - How to select the answer that is correct
 - How to assign a point value to correct and partially-correct answers
 - How to provide feedback for each response

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Necessary Skills/Objectives

- Technical
 - How to prepare a question for delivery online, including:
 - How to use a set of questions to generate different versions of the test for each student and for students taking the quiz more than once
 - How to use the quiz settings to set the time of release of the quiz and the time at which the quiz will turn off

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Necessary Skills/Objectives

- Technical
 - How to prepare a question for delivery online, including:
 - How to use the quiz settings to allow multiple attempts, to indicate how the item will be scored and to set the amount of time that must pass between attempts
 - How to use the quiz settings to provide feedback to the student after the quiz has been evaluated by the system

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Assessing Attainability

- Does this goal fit institutional priorities?
- Achievable within institutional resources?
 - Technical
 - Network reliable to provide 24/7 access?
 - Can all students get access in time?
 - IT staffer to maintain the CMS and provide technical help for faculty?
 - Help desk workers prepared to help users?

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Assessing Attainability

- Achievable within institutional resources?
 - Financial
 - Have we purchased a license that provides enough students access to meet demand for this term?
 - This academic year?
 - Can we raise the limit when necessary to prepare for success?

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Assessing Attainability

- Achievable within institutional resources?
 - Human
 - Do we have someone who can lead faculty workshops ?
 - Is the person available to help faculty one-on-one as they need "hand holding"?
 - What resources are available to help support that person?

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Assessing Attainability

- Do we have a plan with concrete objectives and strategies?
 - Who does What?
 - Who is responsible for the faculty development sessions?
 - Who is responsible for technical support of the CMS?
 - Who is responsible for training the help desk staff on how to field questions?

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Assessing Attainability

- Do we have a plan with concrete objectives and strategies?
 - When?
 - When will sessions be offered? When in the term? How many times will they be offered?
 - Will the TLM be available other times to provide individual help or respond to questions?
 - At what times are tech and help desk help available?

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Assessing Attainability

- Do we have a plan with concrete objectives and strategies?
 - Which tools and resources?
 - What materials will the TLM use for the workshop or make available to faculty?
 - If faculty will use a word processor to create the quiz, what tools are available to change the file into a format the CMS will recognize?
 - Any third party tools available to help with the process?

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Assessing Attainability

- Do we have a plan with concrete objectives and strategies?
 - Which faculty?
 - What are the abilities of your faculty?
 - Is there a base level of skills the faculty participating should have?

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Assessing Attainability

- Do we have a plan with concrete objectives and strategies?
 - Create ownership and leadership for the plan
 - What can you do to get faculty interested in trying this approach?
 - What venues are available to showcase faculty who have had successes with the technology?

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Seven Principles

1. Good practice encourages contacts between students and faculty.
2. Good practice develops reciprocity and cooperation among students.
3. Good practice uses active learning techniques.
4. Good practice gives prompt feedback.
5. Good practice emphasizes time on task.
6. Good practice communicates high expectations.
7. Good practice respects diverse talents and ways of learning.

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Multiple Choice - Blackboard

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Multiple Choice – Blackboard (2)

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Multiple Choice - WebCT

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Multiple Choice (2) - WebCT

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Multiple Choice - Jenzabar

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Answer Feedback – Blackboard

The screenshot shows a Blackboard interface for a quiz. At the top, there are four radio button options: "franchising authority.", "licensing authority.", "broadcast domain.", and "federal communications authority.". Below these is an "Options" section with a text input field for a response. A "Current Response" shows the selected answer: "Exactly. The cable systems are given that is called a 'quot;franchise.quot;". An "Incorrect Response" shows the correct answer: "hey, that's not correct. It's not the correct answer, check Peabody's discussion on p. 425". A "Submit" button is at the bottom.

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Answer Feedback - WebCT

The screenshot shows a WebCT interface for a quiz. It displays the question and two answer options. "Answer 1" is selected and shows the text: "franchising authority.". Below it, the feedback indicates it is incorrect: "Exactly. The cable systems are given that is called a 'quot;franchise.quot;". "Answer 2" is shown as "licensing authority." and is also marked as incorrect.

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Answer Feedback (2) - WebCT

The screenshot shows a WebCT interface for a quiz. It displays the question and three answer options. "Answer 2" is selected and shows the text: "hey, that term would probably be too confusing with the FCC's authority in broadcasting. Check Peabody's discussion on p. 425 for the answer.". The feedback indicates it is incorrect: "hey, you remember your high school Social Science, but that term refers to the right of government to take private property for public use. Not quite the right idea here.". "Answer 3" is shown as "broadcast domain." and is also marked as incorrect.

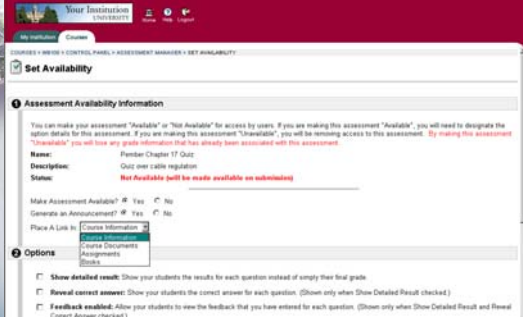
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Answer Feedback - Jenzabar

The screenshot shows a Jenzabar interface for a quiz. The question is: "In Everett Rogers' 'Diffusion of Innovation' model, there are five adopter categories. Which of the following is not one of those categories?". The options are: "Innovators", "Early Adopters", "Early Majority", "Late Majority", "Luddites", and "Laggards". The selected answer is "Luddites". The feedback indicates it is incorrect: "Although those who are Luddites may be Laggards, that is not a category title that Rogers includes in his model.". There are "Finish" and "Cancel" buttons at the bottom.

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Quiz Settings – Blackboard



Set Availability

Assessment Availability Information

You can make your assessment "Available" or "Not Available" for access by users. If you are making the assessment "Available", you will need to designate the date details for this assessment. If you are making the assessment "Unavailable", you will be removing access to this assessment. By making this assessment "Unavailable" you will lose any grade information that has already been associated with this assessment.

Name: Pember, Chapter 17 Quiz

Description: Quiz over cable regulation

Status: **Not Available (will be made available on submission)**

Make Assessment Available? Yes No

Generates an Announcement? Yes No

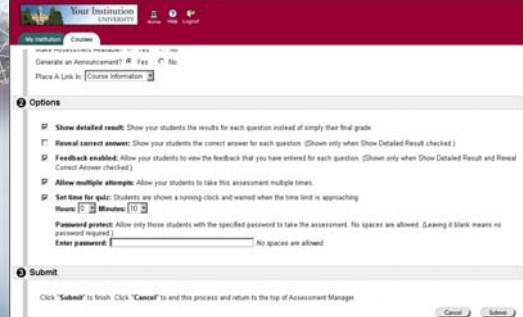
Place A Link In: **Course Information**

Options

- Show detailed result: Show your students the results for each question instead of simply their final grade.
- Reveal correct answer: Show your students the correct answer for each question. (Shown only when Show Detailed Result checked.)
- Feedback enabled: Allow your students to view the feedback that you have entered for each question. (Shown only when Show Detailed Result and Reveal Correct Answer checked.)
- Allow multiple attempts: Allow your students to take this assessment multiple times.
- Set time for quiz: Students are shown a running clock and warned when the time limit is approaching.
 - Hours: Minutes:
- Password protect:** Allow only those students with the specified password to take the assessment. No spaces are allowed. Leaving a blank means no password required.
 - Enter password:

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Quiz Settings – Blackboard (2)



Options

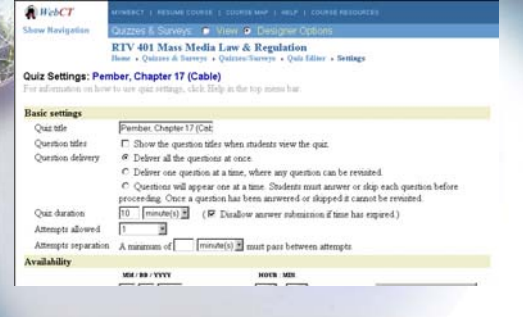
- Show detailed result: Show your students the results for each question instead of simply their final grade.
- Reveal correct answer: Show your students the correct answer for each question. (Shown only when Show Detailed Result checked.)
- Feedback enabled: Allow your students to view the feedback that you have entered for each question. (Shown only when Show Detailed Result and Reveal Correct Answer checked.)
- Allow multiple attempts: Allow your students to take this assessment multiple times.
- Set time for quiz: Students are shown a running clock and warned when the time limit is approaching.
 - Hours: Minutes:
- Password protect:** Allow only those students with the specified password to take the assessment. No spaces are allowed. Leaving a blank means no password required.
 - Enter password:

Submit

Click "Submit" to finish. Click "Cancel" to end this process and return to the top of Assessment Manager.

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Quiz Settings - WebCT



Quiz Settings: Pember, Chapter 17 (Cable)

For additional information on how to use quiz settings, click Help in the top menu bar.

Basic settings

Quiz title: Pember, Chapter 17 (Cable)

Question titles: Show the question titles when students view the quiz.

Question delivery: Deliver all the questions at once.

Deliver one question at a time, where any question can be revisited.

Questions will appear one at a time. Students must answer or skip each question before proceeding. Once a question has been answered or skipped it cannot be revisited.

Quiz duration: 10 minutes(s) (If Disallow answer submission if time has expired.)

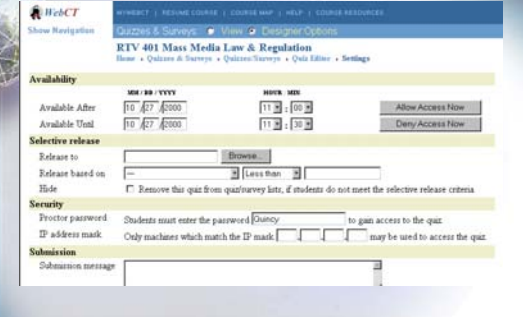
Attempts allowed: 1

Attempts separation: A minimum of 1 minute(s) must pass between attempts.

Availability

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Quiz Settings (2) - WebCT



Availability

Available After: 10/27/2000 11:00

Available Until: 10/27/2000 11:30

Selective release

Release to:

Release based on: Less than

Hide: Remove this quiz from quiz/survey lists, if students do not meet the selective release criteria.

Security

Proctor password: Students must enter the password to gain access to the quiz.

IP address mask: Only machines which match the IP mask may be used to access the quiz.

Submission

Submission message:

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Quiz Settings - Jenzabar

RIVMIBD - Media Convergence - Spring 2001

Add Coursework

Description: This is a quiz over the readings on theorists who have developed conceptual frameworks with which to understand what happens when technological change is introduced.

Times Given: 2 (max. number of times coursework administered to each student)

Time Limit: 10 (minutes)

Display Corrected Coursework to Student

Randomize Questions for Each Student

Randomize Choices for Each Student

Save Cancel

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