The CONCEPTUAL FRAMEWORK of the Lamar University undergraduate and graduate educator preparation programs illuminates the vision of the faculty. The programs prepare educators for a changing world by requiring as outcomes general education, pedagogical content knowledge, content proficiency, pedagogical strategies, communication skills, values, and analytical abilities. Critical thinking is required for responding to the diverse needs of P-12 students in myriad and changing settings. Lamar University educator preparation candidates also develop dispositions and habits of mind needed for “self-learning” and lifelong learning”, that will equip them to encounter problems and change with confidence.

Course Name: EDLD 5367 Assessing Digital Learning and Instruction

Instructor:
Dr. Dwayne Harapnuik,
Adjunct Professor
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Fax: (409) 880-7788
E-mail: dwayne@harapnuik.org
Virtual Office Hours: TBA
Class Location: Online

Learning Philosophy:
An old adage states: “Tell me and I forget, show me and I remember, involve me and I understand.” I like to take this a step further by adding, “challenge me and I learn. Learning is an active and dynamic process in which learners construct new ideas or concepts based upon their current/past knowledge. The making of meaningful connections is key to the learning and knowing. (You can review my full Learning Philosophy statement at http://www.harapnuik.org/?page_id=95)

As your instructor my goal for this course is to engage and challenge you. I want to help you see how this material relates to your career as well as personal development.

Course Description:
Overcome the common misperception that abstract concepts such as learning are immeasurable.

Revised September 15, 2014
Using practical measurement solutions, professional educators learn to quantify and assess student-learning in digital learning environments.

**Course Goal:**
Learners will be able to quantify any uncertainty, compute the value of reducing that uncertainty by measurement and then apply these methods to assessing digital learning environments.

**Learning Outcomes:**
Aligning learning outcomes/goals with activities and assessment:

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Assessment Activities</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundational</strong></td>
<td>Reflection Analysis</td>
<td>Read: How to Measure Anything: Finding the Value of Intangibles in Business and write a reflective paper on your reaction to this work.</td>
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<tr>
<td></td>
<td>Discussion</td>
<td>Use video to illustrate the necessity of assessment in order to measure.</td>
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<tr>
<td><strong>Application</strong></td>
<td>Reflective Analysis and development of learning outcomes.</td>
<td>Review, selected articles, videos and other resources on measurement and assessment.</td>
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<td></td>
<td>Compare and contrast formative and summative assessment</td>
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<tr>
<td></td>
<td>Discussion</td>
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<tr>
<td><strong>Integration</strong></td>
<td>Case study review</td>
<td>Develop assessments strategies for a student-centered significant digital learning environment.</td>
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<tr>
<td></td>
<td>Develop and defend your assessment strategy/philosophy</td>
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<tr>
<td></td>
<td>Discussion</td>
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<tr>
<td><strong>Human Dimensions</strong></td>
<td>Reflective Analysis</td>
<td>Review/Watch the Video Play Passion &amp; Purpose &amp; 7 Skills students need for their future</td>
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<tr>
<td></td>
<td>Discussion</td>
<td></td>
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<tr>
<td><strong>Caring</strong></td>
<td>Reflective Analysis</td>
<td>Read: Schooling Beyond</td>
</tr>
</tbody>
</table>
Learners will analyze and assess the impact our “test culture” and attitudes toward “rigor” have on significant learning environments.

Discussion
Measure and Standardized Testing
Read: Separating Wheat Children from Chaff Children

Learning How to Learn
Learners will locate, evaluate and compile web-based resources, experts and communities that will help them to assessing digital learning environments.

Portfolio Blog
Develop a Blog that will enable you to compile the resources that you need to assessing digital learning environments and also where you can reflectively blog about these resources.

Standards: (i.e. NCATE, NETS-A, ISLLC, etc.)
ISTE Standards•C (PDF)
http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-C_PDF.pdf
Digital age coaching
ISTE Standards (formerly the NETS) for Coaches (ISTE Standards•C) are the standards for evaluating the skills and knowledge that education coaches need to guide and support teachers in an increasingly connected and global society.
1. Visionary leadership - a, b, c & d
2. Teaching, learning, and assessments - a, b, c, d, & f
3. Digital age learning environments - b, c, & g
6. Content knowledge and professional growth - a & b

Texas State Board for Educator Certification
http://www.tea.state.tx.us/index4.aspx?id=3460
Standards I, II, III, V, IX, X & XI

2011 ELCC Standards for Advanced Programs in Educational Leadership
http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf
Standards - 1.1, 1.2, 1.3, 1.4, 5.1 & 5.2

CAEP Standards for Advanced Programs

Course Prerequisites:
Admittance to master’s program in Educational Leadership

Required Text/Article:
ISBN 1118539273


Revised September 15, 2014
Supplementary Text:

Course Expectations:
Participation/Attendance
There are no actual class times or meetings in online learning. You will not hear the word “tardy” all semester; however, this course will require your regular participation from the first day of classes. Since learning modules represent our online class meetings, your presence in class can only be perceived through your participation in the discussion groups. To encourage regular “attendance,” our online class will follow departmental policy stating that students must attend 80% of the class meetings in order to receive credit for the course. This means that students who fail to participate in more than one module during the semester will not pass the class.

Academic Honesty
Academic honesty is expected on all assignments. All work submitted must be your own work. Plagiarism must be avoided. This includes plagiarism of both published and unpublished information. All work submitted must be your own work. Clearly cite references when using another’s ideas and use American Psychological Association (APA) sixth edition format for referencing both in body of a paper and in the reference section.

Special Accommodations
It is the policy of Lamar University to accommodate students with disabilities, pursuant to federal and state law, and the University’s commitment to equal educational opportunities. Any student with a disability who needs accommodation should contact Lamar University’s Office of Services for Students with Disabilities. The Office of Services for Students with Disabilities (SFSWD) offers a variety of services designed to assure qualified students with disabilities (SWD) access to the university’s activities, programs and services. To receive academic adjustments and/or accommodations, contact the SFSWD Director at 409-880-8347 or email SFSWD@lamar.edu to make an appointment to submit documentation of disability and to discuss disability-based academic adjustments/accommodations. Services are provided free of charge for qualified students who have provided proper documentation and completed the intake process.

Electronic Portfolio
TK20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required key assessments, projects, work samples, and dissertation steps are processed, or archived through the TK20 secure portal. All signature assessments will be graded via TK20 by the professor.

It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use TK20. The account activation fee is considered a
professional expense incurred as a part of an educator preparation program. The user account may be utilized for seven years from the activation date.
http://lamar.tk20.com

Failure to submit required course artifacts to Tk20 will result in the assignment of an incomplete for the course. Receiving an incomplete in the course may result in a hold on your enrollment in subsequent courses.

**Grading and Evaluation:**
The following are a sample of the activities that will be used to evaluate the mastery of application of the course concepts.

**Discussions: 10% of final grade.** You are expected to participate in the discussions for each week. Your contributions provide a way of interacting and responding to the course readings, videos and to your colleagues.

**Assignments: 70% of final grade.** Through the module projects you will have the opportunity to apply the concepts you have learned to your own unique educational circumstances and to demonstrate how you plan on improving your learning environments. The value of each weekly assignment toward your final grade and grading rubric will be provided in the assignment page for each module.

**ePortfolio: 20% of your final grade.** You are expected to post to and incorporate your assignments to your portfolio blog on weekly basis. A final blog post reflecting on the learning goals for the course and how you plan to move forward with this new knowledge will also contribute to your ePortfolio grade.

**Grading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79</td>
<td>C</td>
</tr>
<tr>
<td>Below 70</td>
<td>F</td>
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</tbody>
</table>

A course grade that is less that “C” is unacceptable for credit in the Lamar University Master’s Program in Educational Leadership. A course grade of less than “C” will require the student to retake the course. Students must maintain a cumulative 3.0 GPA to remain in the program.

**Students must maintain a 3.0 GPA (cumulative) to remain in the program.**

**Assignment Submission Policy – All assignment are due on the last day of the week, which is Sunday (11:59 PM CST).**

**Late Work**
Because of the unique nature of online learning, unexcused late work cannot be accepted. Students unable to complete tasks and discussion posts on time will be unable to contribute
meaningfully to their group. For online discussion to work, all group members need to be completing the same readings and assignments at roughly the same time. Work or travel commitments are not a justifiable excuse for late or incomplete coursework. Students who know they will be unable to complete an assignment should contact the instructor ahead of time to make arrangements to complete work before it is due. Since online collaborative in nature, your presence will be missed even in our virtual class. Please plan to have your work turned in on time.

The Professor retains the right to implement a “grace period” for extenuating circumstances such as health issues, family crisis or other significant life events. You must request the use of the grace period and contact your Professor as soon as possible to make arrangements.

Course Plan

Syllabus Subject to Change
While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

Academic Continuity Plan
In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University’s website’s homepage www.lamar.edu for instructions about continuing courses remotely.

Course Outline
Note: Throughout this course you are required to post items to your eportfolio, which can also be referred to as your blog. You can use an eportfolio that you created in another course. If you haven’t created an eportfolio prior to this course please use any blog site (WordPress, Blogger, Typepad, etc.) to create a blog site that you can use for the purpose of pulling together resources, links, articles and related materials that will support your continued learning. Full instructions on creating and using the eportfolio/blog can be found at the end of the Week 1 module on the course website.

This outline provides only a general overview of the readings, media, activities, and assignments that are fully detailed on the course website.

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Overcoming misperceptions</th>
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</thead>
<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td></td>
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<tr>
<td>• How to Measure Anything: Finding the Value of Intangibles in Business – Preface &amp; Chapters 1-3</td>
<td></td>
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<tr>
<td><strong>Video/Media</strong></td>
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</tbody>
</table>
### Module 2  Clarifying the problem leads to clear outcomes

**Readings:**
- How to Measure Anything: Finding the Value of Intangibles in Business - Chapter 4 & 5
- A self-directed guide for designing courses for significant learning.
- Effective use of performance objectives for learning and assessment.
- Formative and summative assessments in the classroom.
- Understanding learning: Lessons for learning and teaching research

**Video/Media**
- Creating Student Learning Outcomes
- Rick Wormeli: Formative and Summative Assessment

**Discussion**
- Discussions are directly related to the video components of each module.

**Assignments**
- Learning outcomes
- ePortfolio/Blog posts

### Module 3  Creating assessment strategies

**Readings:**
- How to Measure Anything: Finding the Value of Intangibles in Business – Chapter 8
- A self-directed guide for designing courses for significant learning.

**Video/Media**
- Creating learning objectives
- John Hattie: Visible Learning Pt 1. Disasters and Below Average Methods

**Discussion**
- Discussions are directly related to the video components of each module.
### Module 4  
**21st Century Skills require 21st Century Assessment**

**Readings:**
- Q&A With The Authors of A New Culture of Learning

**Video/Media**
- 7 Skills students need for their future - Tony Wagner
- The Seven Essential Life Skills, With Ellen Galinsky | Big Think Mentor

**Discussion**
- Discussions are directly related to the video components of each module.

**Assignments**
- Reflective analysis
- ePortfolio/Blog posts

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### Module 5  
**Will this be on the test?**

**Readings:**
- Schooling Beyond Measure
- Standardized Testing Separating Wheat Children from Chaff Children

**Video/Media**
- Fatal Flaws of Tougher Standards

**Discussion**
- Discussions are directly related to the video components of each module.

**Assignments**
- Reflective blog post OR Presentation
- ePortfolio/reflection