EDUC 5013Q Research and Assessment to Improve Student Learning

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**Course Coordinator:**
Dr. McNay

**Calendar Copy:**
EDUC 5013Q Research and Assessment to Improve Student Learning
Teacher Candidates learn how to gather information about their own students to serve in planning and assessment. They learn to use the iterative process of inquiry and data-based decision making to facilitate student learning and to use research in reflecting on their own practice. 2 hours per week, 9 weeks, .25 credit.

**Learning Outcomes:**
By the end of this course students will be expected to have acquired the knowledge and skills to:

1. Explain, describe, and differentiate between various types of assessment and choose appropriate assessments for particular learning goals and success criteria.

2. Explain their role as teacher inquirers/researchers in seeking further understanding of their students and their own practice to enhance student learning.
3. Understand the wide range of sources of data, how to collect and analyze these data, and how to use their findings to inform pedagogical practice.

4. Implement assessment strategies and tools related to setting learning goals, developing success criteria, establishing feedback mechanisms, and interpreting evidence of learning.

5. Demonstrate an understanding of the role of current research in teaching and learning and describe the significance of educational research to support teaching practice and student learning.

**Course Content:**

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
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| Week 1 | October 19, 2017 | • Review syllabus  
  • Discuss desired learning outcomes  
  • Set policies for class |
| Week 2 | October 26, 2017 | • Why we assess and does it matter?  
  • How can assessment support student learning?  
  • Assessment of, for, as learning |
| Week 3 | November 02, 2017 | • Descriptive feedback, use of questions & self-assessment  
  • Rubrics  
  • Documentation for all types of learning  
  • Review of Growing Success and Achievement Charts |
| Week 4 | November 09, 2017 | • Assessing inquiry |
| Week 5 | November 16, 2017 | • Using appropriate assessment strategies  
  • Ensuring assessment is culturally appropriate |
| Week 6 | January 11, 2018 | • Research to inform practice and learning  
  • Using and analyzing data  
  • Develop understanding of research and analysis  
  • Communities of Practice in the classroom |
| Week 7 | January 18, 2018 | • Action research in your classroom part one |
| Week 8 | January 25, 2018 | • Action research in your classroom part two |
| Week 9 | February 01, 2018 | • Special topics in research & assessment  
  • Building on what we know and considering future steps |
Course Materials:
All materials will be made available to students either via OWL or through internet access.

The following texts will be of significant use, but do not need to be purchased.

\noctentay, B.C.

Ministry of Education. (2010). Growing success-assessment, evaluation, and reporting in
Ontario schools. Ontario Ministry of Education.

Ontario Ministry of Education. (2013a). Differentiated instruction educator’s package -
facilitators guide - assessment for learning - getting to the core of teaching and learning.
Ontario Ministry of Education.

Ontario Ministry of Education. (2013b). Learning for all - a guide to effective assessment and
instruction for all students, Kindergarten to Grade 12. Ontario Ministry of Education.
**Assignments and Other Course Requirements:**

<table>
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<tr>
<th>Assignment</th>
<th>Weighting</th>
<th>Due Date</th>
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<tbody>
<tr>
<td><strong>Personal Assessment Experiences</strong></td>
<td>20%</td>
<td>November 9th</td>
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<tr>
<td>You will complete an analysis of two moments in your educational life. You are asked to think about one time when assessment supported your learning and one time when assessment did not support your learning. For each moment (two in total), you will discuss the context of the event, why it helped or did not help your learning, and how you felt. Include a comment about how the disappointing assessment experience could have been changed. This may include specific ideas and concepts. This assignment is not a ‘formal’ paper in that you do not have to have references, etc., but proper grammar and structure are important. Your paper should be 500-700 words. As an alternative, you could use a presentation format (Google Slides, PowerPoint Presentation, Prezi etc.), or create a video.</td>
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<td><strong>Action Research Poster</strong></td>
<td>20%</td>
<td>January 25th</td>
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<td>In small groups, create a poster presentation about an action research project that you would like to do one day in your own classroom. This poster must include the reason for the specific type of action research, why it is important, and what you would hope to learn or gain through the process of completing this type of action research project (i.e. what is the benefit to the students). As well, you will need to present your work to the class in small groups. This assignment will include a portion where you reflect on your own contribution to the work. As well, your peers will be assessing your presentation during the sharing session.</td>
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<tr>
<td>Completing the peer-assessment for 4 Action Research poster stations.</td>
<td>4%</td>
<td>January 25th</td>
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<tr>
<td><strong>Creating a Resource Tool</strong></td>
<td>5% Check-in 1</td>
<td>November 9th</td>
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<td>Using the Capacity Building Series as a model (<a href="http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/capacity">http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/capacity</a> building.html), create your own resource. This may focus on any area that we have explored during the course (e.g., types of assessment, pedagogical documentation, assessment tools, action research, etc.) or it may focus on the global themes of the course. It is expected that that resource will be 5 pages in length and will utilize formatting that makes it appealing to practicing educators. The resource must follow APA 6th Ed. formatting and include a reference section (page 5 will be for references). The resource should be easy to navigate and useful. This resource will be evaluated on its coherence of presentation, usefulness to others in your field, level of analysis of the</td>
<td>10% Check-in 2</td>
<td>January 11th</td>
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<td>15% Final</td>
<td>February 9th</td>
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theme(s), use of important external resources, and usefulness as a resource tool for other educators. There will be two check-in points prior to the final resource tool being completed.

Check-in 1: topic, brainstorm, and a summary (5%)
Check-in 2: research notes, resources etc. (10%)
Final Submission: professional, shareable, final product (15%)

**Exit Cards**
To be completed at the end of class and handed in before leaving, with the exception of January 25th.

16%  
(8 classes x 2%)
Due at the end of each class

**Self-Assessment**
You will review all of your exit cards, (eight in total) and assess your growth in the course. Consider your questions and perspectives when you started in October, and your knowledge base now. Describe your improvement in this course and give specific examples about your growth and development.

10%  
February 4th

### Policy Statements:

**ACCESSIBILITY**: The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: [http://www.edu.uwo.ca/programs/preserviceeducation/documents/policies/Accessibility_Western.pdf](http://www.edu.uwo.ca/programs/preserviceeducation/documents/policies/Accessibility_Western.pdf)

**ATTENDANCE**: The B.Ed. program is an intense and demanding program of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities.

Read more about the Faculty’s attendance policy on-line: [http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf](http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf)

**EXCUSED ABSENCES**: If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

**UNEXCUSED ABSENCES**: Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being
referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

**LANGUAGE PROFICIENCY:** In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

**LATE PENALTIES:** Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 5% per day, and will not be accepted more than 5 days after the due date unless prior arrangements have been made with the instructor.

**ACADEMIC OFFENCES:** Scholastic offences are taken very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: 
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

**PLAGIARISM:** Plagiarism means presenting someone else’s words or ideas as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found here: 
https://www.lib.uwo.ca/tutorials/plagiarism/index.html

**PLAGIARISM-CHECKING:**

a. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com) [j10] and [j11]
b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

**USE OF LAPTOPS & NOTEBOOKS IN CLASS:** As a courtesy to members of the class, please put your cell phone on ‘vibrate’ or turn it off during class. Lap tops and other electronic devices may be used in a professional manner to facilitate your activities in the course, but out of courtesy to colleagues and the instructor, please do not engage in personal networking and non-course communication during class time – save it for before or after class, or for the break.
SUPPORT SERVICES

A variety of support services are available at Western. If you need advice or assistance, do not hesitate to get in touch with any of these services.

FINANCIAL ASSISTANCE: Registrarial Services (http://www.registrar.uwo.ca)

WRITING SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

LEARNING SKILLS SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

INTERNATIONAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

ABORIGINAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)

SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernusc.ca/services/).

EMOTIONAL or MENTAL DISTRESS: Students who are in emotional or mental distress should refer to Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

B.Ed./Dip.Ed. PROGRAM ISSUES: zuber@uwo.ca, Teacher Education Office, room 1131

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1131