Agenda

Welcome

Sign In: SHEET

Getting to know everyone

Overview

Designing and Implementing Curriculum

Questions and Answers

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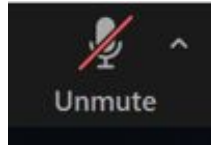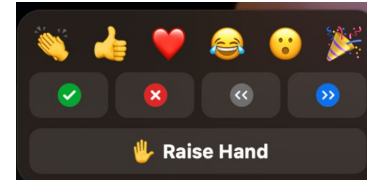Marshall Islands

Housekeeping

Use the **chat box** for questions, comments, and to participate in activities.
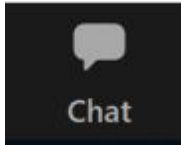
Please remain on **mute** when you're not speaking. Click **unmute** when you want to speak.

Share your **Reactions throughout the presentation.**

Note: This session is being recorded. The recording and PowerPoint will be made available after the session.

Getting to know us

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Mike Menchaca

Dr. Mike Menchaca is a professor in the Department of Learning Design and Technology at the University of Hawaiʻi at Mānoa specializing in distance education. He conducts research on e-learning, the integration of technology, and social justice with technology. He has been teaching online since 1997. In his spare time, he likes to spend time with his family, travel, and play Scrabble. Soon, we will travel again!

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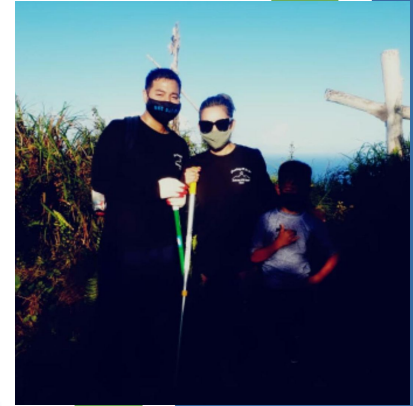American Samoa Hawaii | Republic of the Marshall Islands

Rita A. Sablan

Dr. Sablan is a certified school administrator with a doctoral degree in educational leadership and organization. She is an experienced educational leader in public education in early childhood, elementary and secondary, including special education and special programs. She is also an entrepreneur and educational consultant who provides coaching and mentoring to teachers, school administrators, and other school personnel.
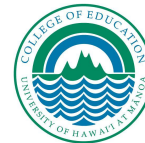
Tara Cruz

Tara Cruz is an ELA/literacy instructional coach with the Guam Department of Education . Tara Cruz brings a wealth of experience of teaching in the secondary and postsecondary education field. Her area of study and research focuses on identifying how Micronesians learn in Western influenced classroom settings. She is a current doctoral candidate who wishes to expand her research in Micronesia to help strengthen and improve the learning experiences based on research and study in classrooms on Guam. In her spare time, she tries to fulfill her five F's in life: Faith, Family, Fun, Fitness and Food!

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Getting to know you

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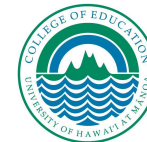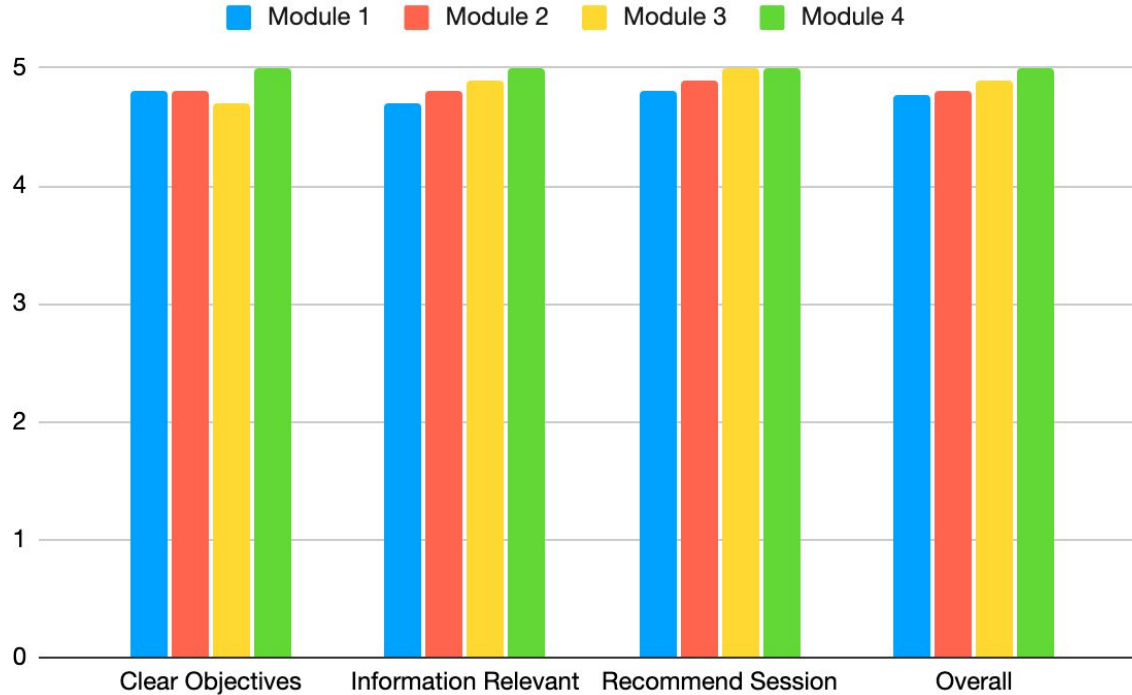
Summary

» Most of you are returnees (65% vs. 35%). Thanks!

» Almost all new to online teaching (over 80% at 0–1 years)!

» Mostly K–12 teachers (just over 50%).

» Rest an even distribution of administrators, specialists, and higher education (e.g., librarians, principals, college instructors, etc.).

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First to Fourth Module Evaluations

What was most useful?

» All the information in general as always something new
» Variety of technology resources shared
» Taking some time to provide step by steps
» The fact that presenters are current or former teachers

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Recommendations and Interests

» None, presenters are doing a wonderful job

» Assembling a collection site for all the apps in the modules

» Keep the breakout discussions

Objectives: Participants will...

» Review contemporary assessment approaches

» Explore assessment best practices

» Differentiate between formative and summative practices

» Apply Bloom's Taxonomy to assessment practices

» Discuss personal assessment perspectives

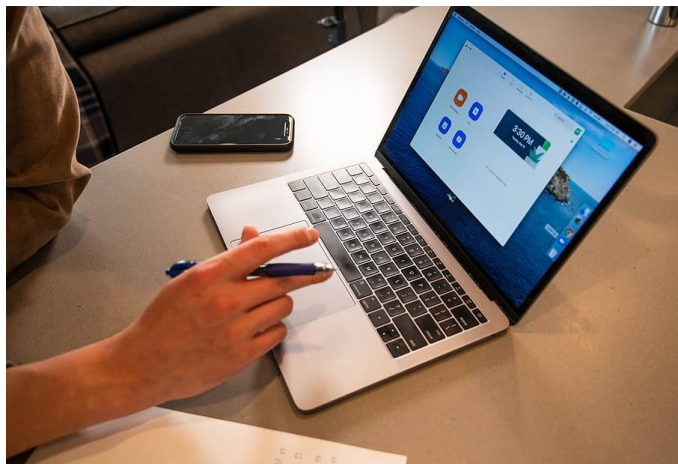» Consider adapting assessment for distance settings

Rethink Assessments in Online Learning

≫ There is no need to assess everything

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Rethink Assessments in Online Learning

≫   There is no need to assess everything

≫   Decide on what is "need to know" vs "nice to know"

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Rethink **Assessments in Online Learning**

≫ There is no need to assess everything

≫ Decide on what is "need to know" vs "nice to know"

≫ Assign **performance** tasks to *apply* knowledge, not tests that are dependent on recalling information

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Global Learning Academy Tips: Use Bloom's

» Questions to guide your design:

> How can my students **apply** their knowledge?

> How can my students **create** something as a way to demonstrate their understanding?

> How can I create opportunities for students to **justify** a stand or decision?

» Assessment Examples
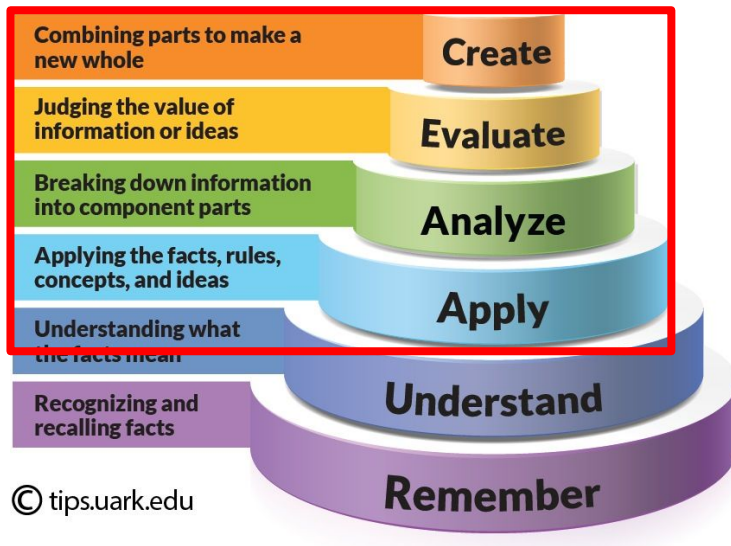
Bloom's Taxonomy

Designing Online Assessments

GOA

Summative Assessments are Aligned to Learners and Learning Goals: Summative assessments reflect the perspectives, interests, and personalized learning needs of individual students and offer student voice and choice.

Formative Assessments are Iterative: Online tools like quizzes, asynchronous discussions, instructional videos, and collaborative documents are used in a way that allow for multiple attempts, support students working at their own pace, and reward the student's best performance.

Diversifying Feedback: Feedback takes a number of forms: Teacher-to-Student, Teacher-to-Student(s) (class or groups), Student-to-Student, and Student-to -Teacher.

Teaching Feedback: Students receive instruction on and practice giving and getting effective feedback.

Reflection: Students have time to compose and share reflections and self-assessments that capture what and how they have learned.

Best Practice: Demonstrated Learning

≫ Student-centered

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Best Practice: Demonstrated Learning

≫ Student-centered

≫ Check-in (polls / quizzes / SEL)

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Best Practice: Demonstrated Learning

》 Student-centered

》 Check-in (polls / quizzes / SEL)

》 Connect to real world / authentic environments

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Best Practice: Demonstrated Learning

» Student-centered

» Check-in (polls / quizzes / SEL)

» Connect to real world / authentic environments

» Project / problem-based

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Best Practice: Demonstrated Learning

» Student-centered

» Check-in (polls / quizzes / SEL)

» Connect to real world / authentic environments

» Project / problem-based

» Data over time

Culminating experiences

≫ Integrative: design, implement, & evaluate

Lesson Plan: Let's Talk Story

Print version of this lesson plan.

By Jamie Lynn K. Fegurgur

Elementary School Educator, Daniel L. Perez Elementary School, Guam

Guampedia

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Culminating experiences

≫ Integrative: design, implement, & evaluate

≫ Cultural and / or regional considerations

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≫ Tied to professional / local standards

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Guampedia

Culminating experiences

≫ Integrative: design, implement, & evaluate

≫ Cultural and / or regional considerations

≫ Tied to professional / local standards

≫ Examples

> Traditional stories

> Knowledge synthesis

> Service oriented

Lesson Plan: Let's Talk Story

Print version of this *lesson plan*.

By Jamie Lynn K. Fegurgur

Elementary School Educator, Daniel L. Perez Elementary School, Guam

Guampedia

Culminating experiences

≫ How can this lesson be adapted online?
Put your thoughts in the chat

Questions or Assessment   Guampedia

- Why was oral storytelling important in the development of the CHamoru culture and other Pacific Island cultures?
- Students will present their PowerPoint to the class.
- Ask students why oral storytelling was important in the development of the CHamoru culture, and other Pacific Island cultures.
- Explain to students how their story connects to their culture as a means of knowing who they are and where they come from. Show "Isles of Micronesia" video as closing.

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Break

The process of formative assessment depends on a classroom culture where students feel safe to say what they know and what they do not understand, to give and receive constructive feedback from peers, and to take risks in their learning.
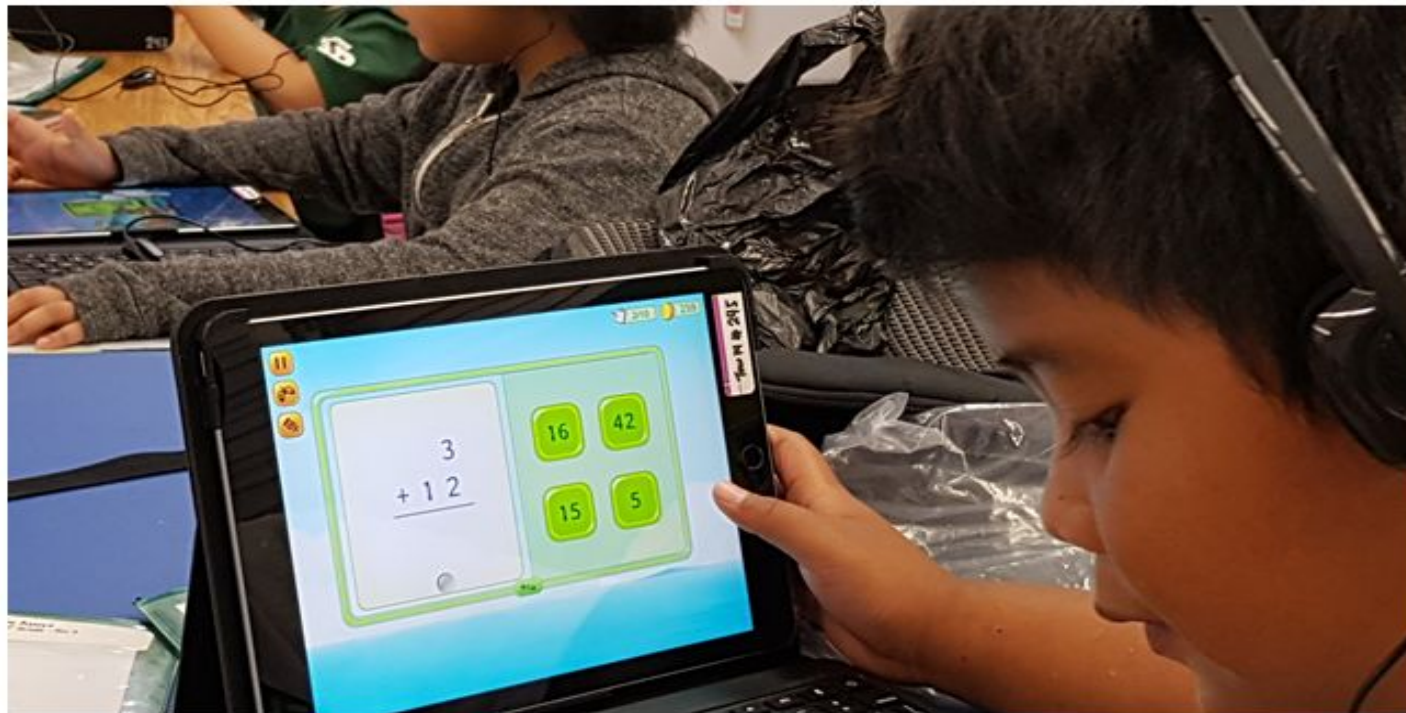
Rita A. Sablan
Formative Assessment

Formative Assessment

» My Story

» WHY Formative Assessment

» Pacific Cultural Focus

» Formative Assessment Tools

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My Formative Assessment Story

School District - Accountability, Policies, Implementation of Curriculum, Instruction and Assessment

School Administrator - reviewed lesson plans and ensure that assessment was inclusive and how teaching and learning are evaluated

Teacher - formative assessment strategies observation, cooperative learning groups, quizzes, presentation of reports and projects.

Student — feedback and dialogue is an important process of formative assessment

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WHY Formative Assessment

≫ WHY Assess

≫ Bloom's Taxonomy

...we need to do a better job of using our assessments to support equity, as opposed to equality or standardization. We should be working toward assessments—and assessment systems—that help us improve our practices to support student growth and student diversity…In all cases, the important thing is for educators to learn what students are learning (or not learning) as we challenge them to build knowledge, attitudes, dispositions, skills, and practices. (Milner, 2018)

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WHY Formative Assessment

>> **Role of Teacher:** Improve Student Learning, and when students are engaged in the process of formative assessment, motivation and achievement increase

Role of Student: Engage in the learning process, monitor progress, and identify strengths and areas of challenges/concern.

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Using Bloom's Taxonomy to Design Assessment

Lesson Planning

Organized set of objectives in the lesson plan

Appropriate instruction

Design assessment tasks and strategies

Make sure that instruction and assignment as aligned with the objectives

Designing Assessment

Example: Online Quiz

Simple Quick Knowledge test – multiple choice, true/false, matching or fill-in-blank.

Example: Performanced-Based

Create or make a storyboard video using technology device

Pacific Cultural Context
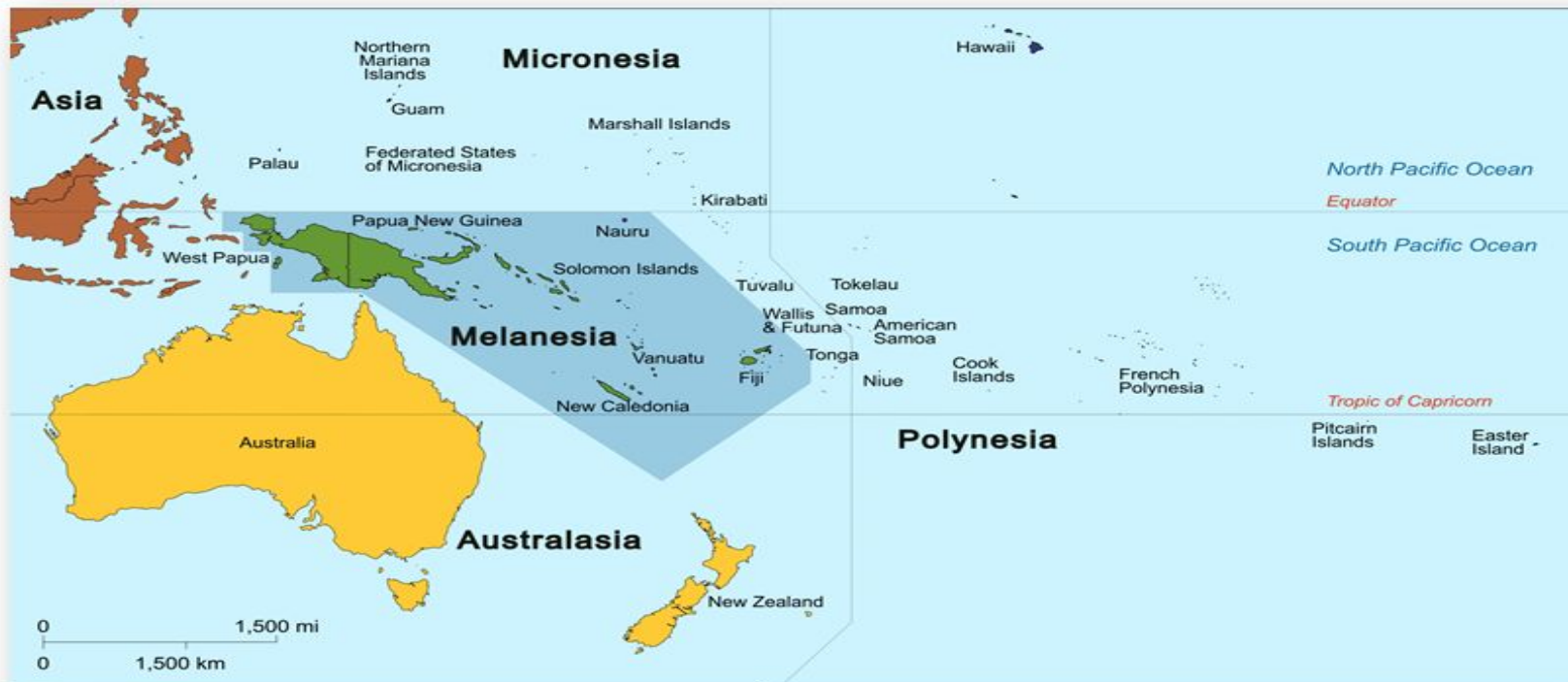
Pacific Cultural Context

Connecting to Cultural Context: Relationship

Students and staff are deliberately nurtured and a key reason for student success

Sense of purpose and belonging Students believe the staff genuinely cares about them and encourages them to achieve at high levels

Assessing within Cultural Context

Relevance

Students understand how and what they are learning is relevant and meaningful

Rigor

Classroom expectations and experiences are academically and personally challenging

>>

Formative Assessment Tools: Purpose

» There are many digital tools and apps that are available in the market to support formative assessment in the classroom

» Integrating technology to enhance learning experience/ease the boredom of assessment

» To check for understanding

» Make sure that the assessment tool you select fits your purpose. For example - to see students' process, select a tool that can capture that, such as Animoto or Flipgrid. If you need to check their content knowledge, try Kahoot or Quizlet.

Formative Assessment Tools: Benefit

» By upgrading the tech tools used in the assessment process, teachers can simplify and shorten the feedback loop, becoming increasingly accustomed to using data to drive their instruction

» Timely, relevant and supportive feedback contribute to improve learning (Gipps, 2005)

» Flexibility

» Student motivation - tech allows them to gain, and demonstrate, skills and understanding

» Feedback can be connected to resources

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Formative Assessment Tools: **Example**

Kahoot! - a game based learning platform, can create questions and answers, add images and videos to encourage attention and motivation; can be assigned independently or in groups of students. Can be used remotely for assignments. Immediate feedback and makes learning fun.

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Summative Assessment

» Balanced Assessment and Triangulating Data

» What is Summative Assessment?

» Pacific Cultural Focus:
Geography and Micronesia
Reading: Local Excerpts as Literature
Writing: Storytelling "My Stories"

» Focus: Bloom's Taxonomy

» Summative Assessment Tool: Digital Interactive Notebook/Portfolio
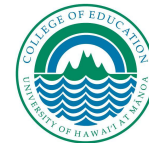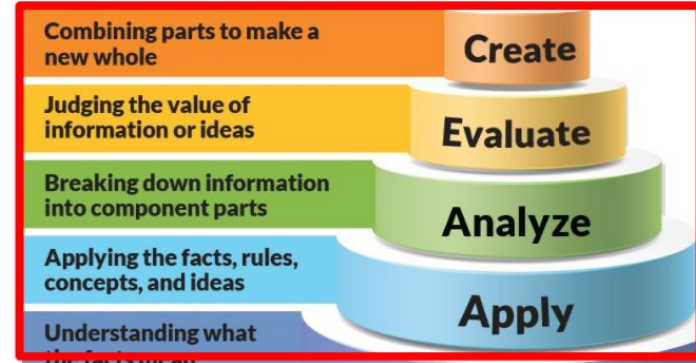
WHY DIGITAL INTERACTIVE NOTEBOOKS?
Triangulating Assessment Data
Digital Notebook Portfolio
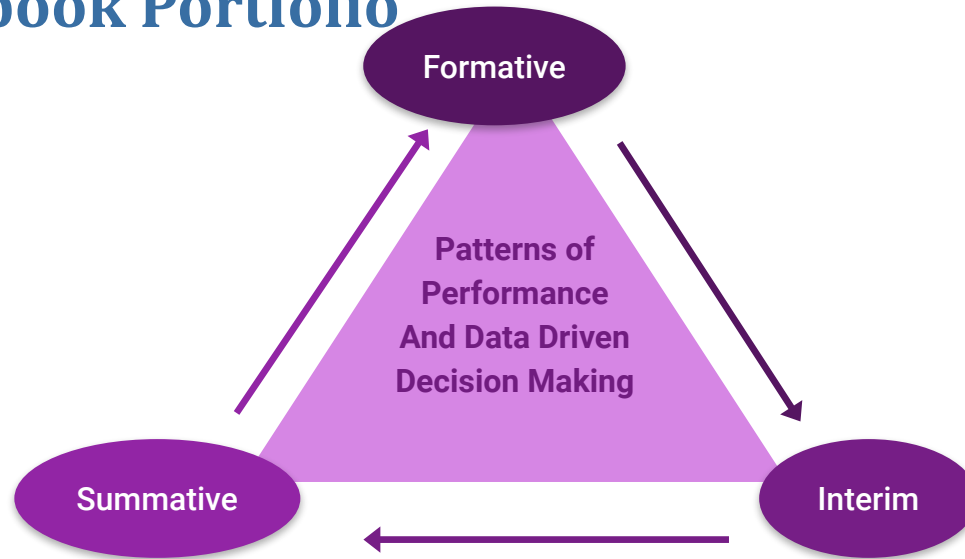
A Balanced Assessment System

Shifting the Summative Assessment Landscape

Hands-on/Real world tasks

Voice/Choice

Personalized learning

Short, intentional and meaningful tasks
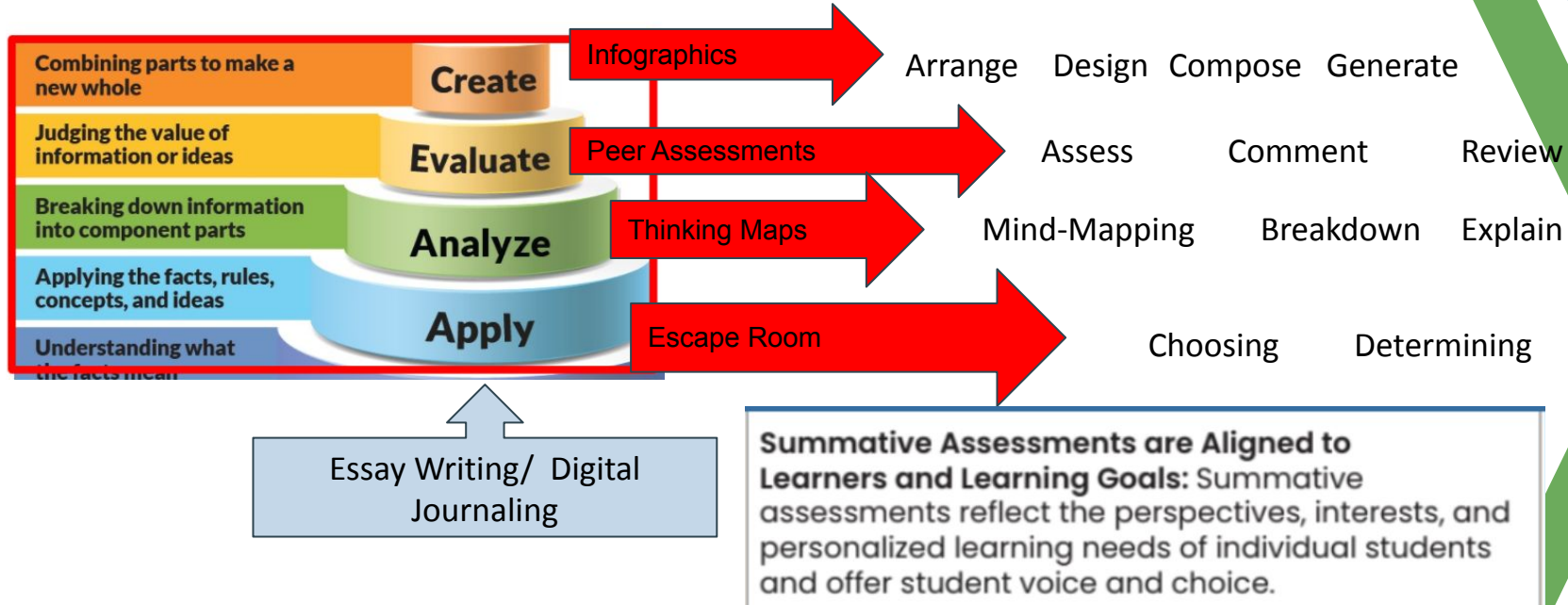
A Piece of a Balanced Assessment System

Summative Assessments are Aligned to Learners and Learning Goals: Summative assessments reflect the perspectives, interests, and personalized learning needs of individual students and offer student voice and choice.

Planning for Summative Assessments

Learning Goals/Targets/Objectives/PSSTs

Evidence
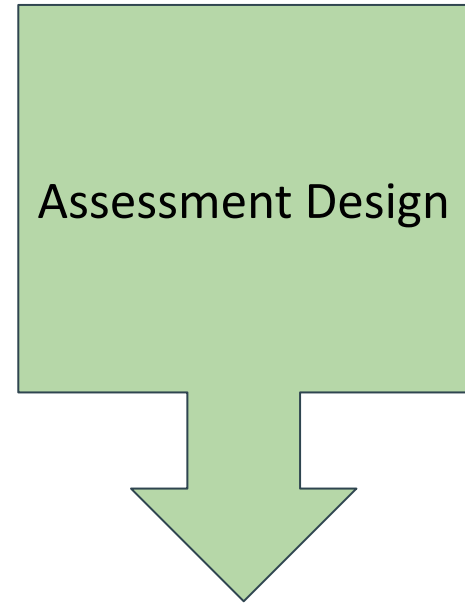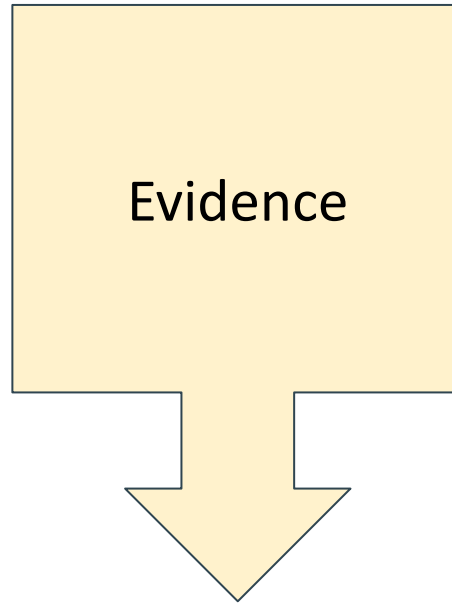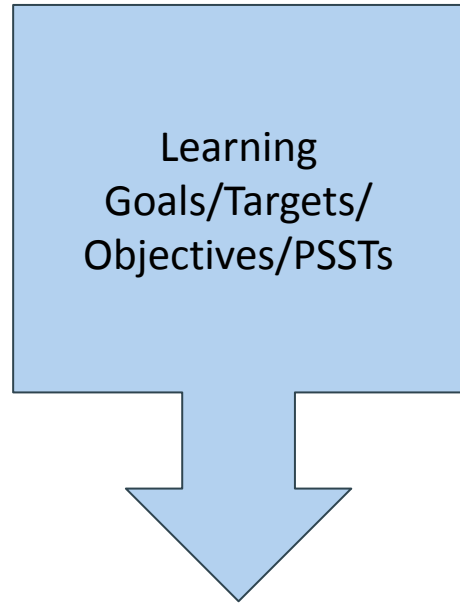
Assessment Design

Evidence-Centered Design
Understanding by Design

Digital Interactive Notebook: Summative Assessments

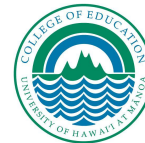| Bloom's Level	Description
Create	Combining parts to make a new whole
Evaluate	Judging the value of information or ideas
Analyze	Breaking down information into component parts
Apply	Applying the facts, rules, concepts, and ideas
	Understanding what the facts mean

Infographics → Arrange   Design   Compose   Generate

Peer Assessments → Assess   Comment   Review

Thinking Maps → Mind-Mapping   Breakdown   Explain

Escape Room → Choosing   Determining

Essay Writing/ Digital Journaling

Summative Assessments are Aligned to Learners and Learning Goals: Summative assessments reflect the perspectives, interests, and personalized learning needs of individual students and offer student voice and choice.

Let's move with **GoNoodle!**

Real-time Collaboration: Breakout Rooms
25 minutes in breakout plus 15 mins to share with everyone (elect a speaker)

Share some of your favorite assessments with each other (just verbally). Discuss how these might be adapted to online settings?

Wrapping Thoughts

» Bloom's Taxonomy can be helpful in planning assessment

» Assessment in distance education requires some adaptation

» Formative assessment should support students' learning throughout

» Summative assessment should be personalized and applied

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Resources

Evidence-based practices
- » Global Online Academy ([link](#))
- » Bloom's Taxonomy ([link](#))
- » Suggested Bloom's Taxonomy article ([link](#))
- » Suggested assessment literacy article ([link](#))
- » GoNoodle website ([link](#))

Images
- » Unless otherwise specified, all images are creative commons zero (CC0), no attributes required including presenter provided photos

References
- » The Lesson Plan example shown in slides 26-30 is from Guampedia and used by permission
- » Gipps, C. (2005). What is the role for ICT-based assessment in universities? *Studies in Higher Education.* 30. 10.1080/03075070500043176 ([link](#))
- » Lock, J., & Johnson, C. (2015). Triangulating assessment of online collaborative learning. *Quarterly Review of Distance Education*, *16*(4), 61–70.
- » Milner, H. R. (2018). *Confronting equity / assessment for equity.* Educational Leadership. http://www.ascd.org/publications/educational-leadership/feb18/vol75/num05/Assessment-for-Equity.aspx
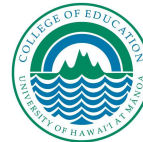- » Wiggins, G. & McTighe, J. (2018). *Understanding by design.* ASCD.

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Participant Feedback Form

Help us improve our practice by providing us with some feedback.
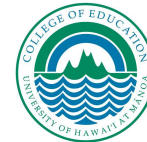
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Thank you!

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