

EDG 6356 – Teaching, Learning, and Assessment
EDG 6356 Class # 23531 & 25006; SCE 5765 Class # 28184

Credit Hours: 3

Tuesdays | Period 10 – E1 (5:10 – 8:10 PM)

Zoom Link:

PW: Provided in Canvas

Learning Management System – Canvas: <https://ufl.instructure.com>

Technology Support: UF Computing Help Desk or onlinesupport@coe.ufl.edu.

Office Hours: Tuesdays, 12:00 – 2:00 PM and by Appointment – via zoom

Instructor: Dr. Rose M. Pringle

Contact Info: rpringle@coe.ufl.edu

Introduction

A variety of international developments have created an extremely strong need to improve the quality of our educational systems and programs. At the same time a wealth of new ideas on teaching, learning, and assessment have emerged in the last few decades that offer us unusual opportunities to make creative response to this situation. In addition, the explosion of science knowledge, revolution in digital technologies, the pressure to develop high-performing educational systems to meet the demands of twenty-first century globalization, and the drive among excellence, equity, and social justice all combine to question our approach to teaching, learning, and assessment. In this doctoral seminar, you will critically examine the relationship among teaching, learning and assessment. We begin the course with the surfacing of your own beliefs – a practice consistent with contemporary beliefs about how learning occurs. With the focus on global perspectives and demands of the twenty-first century societies, we will construct personal philosophies, generate research questions, and raise questions about taken for granted practices in our education system. This seminar is therefore, specifically designed for doctoral students and other advanced graduate students both inside and outside the College of Education who have an interest in curriculum-related issues. This seminar therefore aims to challenge and empower graduate students as they critique and explore theoretical, practical, and research-related issues associated with teaching, learning, and assessment.

Course Learning Goals:

We will:

1. Examine global perspectives and relationship among teaching, learning and assessment and the implications for 21st century education.
2. Discuss the legacies of behaviorism and the move to contemporary beliefs about teaching, learning, and assessment.
3. Develop significant learning experiences consistent with contemporary beliefs about teaching, learning, and assessment.
4. Engage in critical review of teaching, learning and assessment toward the development of personal philosophies.
5. Prepare a position paper that reflects contemporary beliefs about teaching, learning, and assessment for public consumption.

Required Readings:

Text

Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. John Wiley & Sons.

Brown, S. (2015). *Learning, Teaching and Assessment in Higher Education: Global Perspectives*. New York, NY: Macmillan.

Book Chapters: (Will be supplied by instructor)

Williams, E., & Standish, P. (2015). Learning and Philosophy. In D. Scott & E. Hargreaves (Eds.). *The Sage Handbook of Learning* (5th ed., pp. 51-61). Thousand Oaks, CA: Sage

Harasim, L. (2017). Learning theories: The role of epistemology, science, and technology.

Learning, design, and technology, np, Springer, Cham.

Davis, B. (2009). *Inventions of teaching: A genealogy* (pp 63-90). New York, NY: Routledge.

Davis, B. (2009). *Inventions of teaching: A genealogy* (pp 113-144). New York, NY: Routledge.

Stiggins, R. (2005, September). Assessment for learning defined. In *Presentation at ETS*

Assessment Training Institute's International Conference: Promoting Sound Assessment in Every Classroom. Portland, OR. Available Online: <http://ati.pearson.com/downloads/afldefined.pdf>.

Pellegrino, J. W. (2006). Rethinking and redesigning curriculum, instruction and assessment:

What contemporary research and theory suggests. *Commission on the Skills of the American Workforce, Chicago*, 1-15.

Duckworth, A. L., & Yeager, D. S. (2015). Measurement matters: Assessing personal qualities other than cognitive ability for educational purposes. *Educational Researcher*, 44(4), 237-251.

Marshall, B. (2017). Learning, Pedagogy, and Assessment. In D. Scott & E. Hargreaves (Eds.).

The Sage Handbook of Learning (5th ed., pp. 254 - 262). Thousand Oaks, CA: Sage

Course Organization, Expectations & Assignments

Course Organization

The doctoral seminar EDG 6356 – Teaching, Learning, and Assessment, will be both synchronous and asynchronous to be conducted on Canvas Learning Management System and on Zoom. The class meets on zoom each week on **Tuesdays**, Period 10 – E1 (5:10 – 8:10 PM). Other course activities will be facilitated on Canvas. The course will be organized and delivered in weekly modules that will be housed on canvas <https://ufl.instructure.com>.

In a seminar, you are expected to demonstrate a level of participation consistent with the requirements of graduate studies. This will include but not limited to taking lead roles in class discussions and other activities per the directions of the course. You will be expected to read and analyze the assigned materials, make contributions to the list of readings, and show a depth of familiarity and understanding as you make connections to your particular area of studies.

Attendance is required for all the class sessions on zoom. Excused absence in this class is consistent with the university policies in the [Graduate Catalog](#) and require appropriate documentation. A reasonable amount of time will be provided to complete assignment tasks due during the period of excused absence. Additional information can be found in [Attendance Policies](#). In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music

performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) will be excused.

Work Submission Policy

All assignments are due on the day identified in this syllabus or negotiated at the beginning of the semester. Late work without excused absence will be accepted but it will accrue a half letter grade deduction (B+ → B) for every day that it is late. Please note that the deduction is based on days, not class periods.

You are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Assignments

1. Attendance and Participation (10 %): Students are expected to attend and contribute to all zoom meetings. You are expected to be prepared for and be actively engaged in class discussions. Preparation includes reading all assigned materials and submit questions for discussion prior to class as indicated in the weekly modules. You will also engage in both small and whole group discussions during zoom sessions and in forum discussions on canvas.

2. From Philosophy to Practice (50%): This assignment occurs in **three parts** each with its own due dates. Each essay should be developed within the context of your discipline, or area of interest and should include critical attention to specific issues in your field. **Due dates: TBD**

Part 1 (30 Points): Personal Learning – In this essay,

- a. You will first discuss the theory of learning that best supports your ideal and reflects your learning in the first segment of the course. You will provide a description of the theory and justify any claims made using your own experiences (2-pages).
- b. Guided by the parameters of the theory you have identified in part (a), prepare a 2-page position paper to be shared with colleagues and administrators in your field who are about to reorganize an

educational program. Your paper should make a strong case as to how and why this theory of learning should be used as a framework to inform and provide guidance to the program's development.

Part 2: (20) Points): Personal Philosophy of Education. Details will be provided later in the course.

Part 3: Final Assignment (30 Points): A critical review of TLA in higher education

You will write an essay titled, *21st Century Teaching, Learning, and Assessment in Higher Education*. With reference and examples from your field or discipline, your beliefs at the beginning of the semester, and any changes that may have occurred, your essay should include 1) a well-developed philosophical position that best aligns with your beliefs and practices about good teaching, meaningful learning and assessment in higher education, 2) a brief synopsis of the work of the philosopher(s) and or theorist(s) that aligns with your current beliefs, and 3) the role of significant learning experiences within the triad of teaching, learning, and assessment (~10 pages and double line spacing).

Discussion forums (40%) - 64 points)

Forum # 1: Each week before the Zoom lesson, you will complete the assigned readings and post a response along with at least two questions on canvas. These questions will be shared and used to support the class discussion. The initial response to the readings can be a synopsis or a reaction to the content.

Forum 1 post is due in canvas before the Zoom lesson.

Forum # 2: After the zoom meeting reflect on the day's discussions. What made sense to you? What are some lingering thoughts? Write a brief reaction to the day's discussion and list your lingering question(s). **Forum 2 post is due in canvas latest Thursday, after the Zoom lesson.**

Assessment, Evaluation, and Grading

Assessment and evaluation and the resulting grades are inherently subjective, and the nature of expectations for this course makes numerical grades rather arbitrary. Furthermore, as learners, I encourage you to engage in self-assessment. I have therefore provided two sets of criteria of goodness against which you can evaluate each of your assignments. Note a detailed rubric will be provided for each of the three assignment tasks.

Criteria for Evaluation

Forum Discussion and Class Presentation

- Thoughtfulness of comments
- Evidence of preparedness and understanding of content under discussion
- Ability to engage in scholarly argumentation including critique of authors, peers and positioned to present alternative viewpoints
- Insightful questioning to elevate discussion
- Quality presentation
 - Demonstrate level of preparedness
 - Generates discussion
 - Clear and effective communication skills

Research Paper Assignments:

- Clear description
- Clarity of expression and criticalness
- Logical development of ideas

- Application to personal experiences and or discipline
- Connectedness to topic
- Appropriate source of information - inclusion of scholarly references
- Copies made available to class where applicable

While all course assignments will be graded on the point system, I have provided a qualitative description of each letter grade to assist you in your self-evaluation.

- A** Evidence of *excellent* work and performance; a standard by which other professionals in the field can be evaluated. This category is reserved for outstanding work.
- B** Evidence of *good* work and performance; demonstrates professional growth and achievement. The instructor expects at least good work from graduate students and so this category will subsume average performance.
- C** Evidence of *fair* work and performance; meets minimum standards. This category will be used for below average work that still satisfies basic requirements.
- D** Evidence of *poor* work and performance; meets only some of the basic requirements.
- E** Fails to fulfill the objectives and requirements.

Table 1: Assignments – Points and Weights

Assignment	Weight %	Points	Due Date
Participation	10	16	
Philosophy to practice	50	80	TBD
Forum Discussion	40	64	
	100	160 pts.	

Grades:

A	93 or above	A-	90 – 92
B+	87 – 89	B	83 – 86
B-	80 – 82	C+	77 – 79
C	73 – 76	C-	70 – 72
D+	67 – 69	D	63 – 66
D-	60 – 62	E	59 or below

More information on UF grading policy may be found at:

[UF Graduate Catalog](#)
[Grades and Grading Policies](#)

Tentative Course Outline		
Dates	Lesson Topic	Readings
Learning and the Examination of Theories		
Aug. 24	Introduction: Organization, reflection, and goal setting	
31	Theories and Philosophy of Learning	Williams, & Standish (2015). Pp. 51-61 Brown (2015). pp. 1– 31 <i>Learning Theory resource: Harasim, L. (2017).</i>
Sept. 7	Taxonomy and the creation of significant learning experiences	Fink, (2013). pp. 1 - 65

14	Designing Significant learning experiences – Getting started	Fink, (2013). pp. 66 – 111`
21	Design and Management of Significant learning experiences – Shaping the learning experiences	Fink, (2013). pp. 113 – 172 Brown (2015). pp. 75 – 105
Assignment Due –		
Teaching and the Evolution of Practice		
Sept. 28	Thinking Philosophically about Teaching	TBA Views of Teaching Activity
Oct. 5	Inventions of Teaching – the Ideal	Brown (2015). pp 32-74
Oct. 12	Rationalism V Empiricism: Teaching as instructing and Training	Davis, B (2009) pp. 63 - 90
Oct. 19	Structuralism V Poststructuralism: Teaching as facilitating and empowering	Davis, B (2009). pp. 113- 144
26	Revisiting how we teach	Fink, (2013). 173 – 219
Assessment		
Nov. 2	Assessment and Feedback	Brown, (2015). pp. 106 – 150)
Assignment Due –		
9	Assessment for Learning	Stiggins (2005)
16	Rethinking Assessment	Pellegrino (2006).
23	No Class	
30	Teaching, Learning, and Assessment	Duckworth & Yeager, (2015) Fink, (2013). 273 – 292 Marshall, (2015). pp 254 - 262
Dec. 7	Looking Back and Looking Forward: Self-Assessment	

UF Policies

University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

Students are required to be honest in all of their university class work. In the fall of 1995, the UF student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity.

The Honor Code: *“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment.”*

Because we, as educators and future educators, are held to a higher ethical standard as teachers, the School of Teaching & Learning takes infringements of academic honesty very seriously. For the first violation of academic dishonesty in a course, the student will receive a zero on that assignment and no opportunity for makeup. If the student has an additional violation in the course, the student will fail the course and meet with the Director to establish a Performance Improvement Plan that will need to be completed before the student can enroll in additional coursework.

The University of Florida also has a formal process for addressing issues associated with academic dishonesty that you are also welcome to use. You can learn more about this formal process at:

<http://www.dso.ufl.edu/judicial/academic.php>

Statement on Plagiarism: Plagiarizing has become easier and more prevalent in today's educational systems. Recent events indicate this is a problem at all levels of the educational system— in K-12 and in higher education. The University of Florida Academic Honesty policy includes plagiarism. In STL, we want to emphasize this policy to ensure students are aware of what plagiarism is and of steps to take in avoiding plagiarism. Merriam-Webster's Online Dictionary states that to plagiarize is: to steal and pass off (the ideas or words of another) as one's own; use (another's production) without crediting the source; to commit literary theft; to present as new and original an idea or product derived from an existing source.

Examples of plagiarism/academic dishonesty include:

- Using words, sentences, ideas, and/or organization from a source (book, webpage, etc.) without providing the proper citation
- Submitting the same paper for multiple classes
- Submitting an assignment obtained from commercial firms, websites, fraternity or sorority files, or any other group or individual.

Often education students believe they can use materials that are not their own by claiming their actions are protected by the Fair Use section of the Copyright Laws. This is often not the case. All materials put in a tangible form after January 1, 1978 are copyrighted. A work does not need the copyright symbol © to be copyrighted. In the 1976 Copyright Act, educators have been given fair use guidelines. In order to be able to claim fair use, you must meet all four of the following factors:

Purpose of the use is for nonprofit educational reasons to claim fair use, you must meet all four of the following factors:

1. Purpose of the use is for nonprofit educational reasons
2. The nature of the work and spontaneity
3. Amount and substance of the work
4. Financial impact on the market

Additional information about Copyright can be found at the Copyright Office (<http://www.copyright.gov/>), Stanford University Fair Use website (<http://fairuse.stanford.edu>), and the University of Texas at Austin (<http://www.utsystem.edu/ogc/intellectualproperty/cprtindx.htm>).

The University of Florida Library system has a website for students about plagiarism (<http://web.uflib.ufl.edu/msl/subjects/Physics/StudentPlagiarism.html>).

Campus Resources:

Health and Wellness:

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

- Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161. *University Police Department*, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>
- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department*: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Academic Resources

- *E-learning technical support*: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process](#).

Students Requiring Accommodations

- Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here](#).

Disclaimer

This syllabus represents my current plans and goals. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.