

EDG 6356 – Teaching, Learning, and Assessment

Class sections: ASE1, EON1, IED1, SED1

Credit Hours: 3

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Office Hours: By appointment, please email or send a Canvas message.

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

Course Introduction

Global developments have created a strong need to enhance the quality of educational systems. At the same time, new ideas on teaching, learning, and assessment have emerged, offering opportunities for creative responses. The explosion of scientific knowledge, advances in digital technologies, pressures for high-performing systems, and the pursuit of excellence, equity, and social justice all challenge traditional approaches to education.

In this seminar, we will critically examine the relationship among teaching, learning, and assessment. With a focus on global perspectives and 21st century demands, we will develop personal philosophies and question familiar practices in education. Designed for advanced graduate students within and beyond the College of Education, this seminar challenges and empowers participants to critique and explore theoretical, practical, and research-based issues in teaching, learning, and assessment.

Course Learning Goals

We will:

1. Examine global perspectives and relationships 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 within your discipline of interest consistent with contemporary beliefs about teaching, learning, and assessment.
4. Engage in critical reviews 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. **(must purchase)**

All other readings and resources will be available in Canvas.

Course Schedule

This schedule is tentative and subject to change. Changes will be announced via Canvas, and students will be responsible for obtaining information regarding any changes.

Module	Topic	Readings
LEARNING AND THE EXAMINATION OF THEORIES		
M-1 Aug. 21 - 31	Course introduction, meet the instructor	"Making the most of learning with Perusall"
M-2 Sep. 2 - 7	Theories and philosophies of learning	Williams & Standish (2015). pp. 51-61 Harasim (2017). Learning theory resource
M-3 Sep. 8 - 14	Taxonomy and the creation of significant learning experiences	Fink (2013). pp. 1 - 65 Synchronous Group Discussion
M-4 Sep. 15 - 21	Designing significant learning experiences – Getting started	Fink (2013). pp. 66 – 111
M-5 Sep. 22 - 28	Designing and managing significant learning experiences – Shaping the learning experiences	Fink (2013). pp. 113 – 162 Synchronous Group Discussion
TEACHING AND THE EVOLUTION OF PRACTICE		
M-6 Sep. 29 - Oct. 5	Thinking philosophically about teaching	Biesta & Stengel (2016). pp. 1-27 "Views of Teaching" activity
M-7 Oct. 6 -12	Andragogy: Teaching the adult learner	Merriam (2021) Knowles et al. (2015) Midterm Reading Journal Check

M-8 Oct. 13 - 19	The genealogy of teaching: Rationalism vs empiricism	Davis (2009). pp. 63-90
Philosophy to Practice Part 1—Due Sunday, October 19, 2025		
M-9 Oct. 20 - 26	The genealogy of teaching: Structuralism vs poststructuralism	Davis (2009). pp. 113-144 Synchronous Group Discussion
M-10 Oct. 27 – Nov. 2	Inventions of teaching - the ideal	Brown (2015). pp. 32-74
ASSESSMENT		
M-11 Nov. 3 - 9	Assessment and feedback across the globe	Brown (2015). pp. 106 – 126
M-12 Nov. 10, 12- 16	Assessment for Learning	Brown (2015). pp. 127 – 150 Synchronous Group Discussion
Philosophy to Practice Part 2—Due Sunday, November 16, 2025		
M-13 Nov. 17 - 23	Looking back and looking forward at teaching, learning, and assessment; Self-assessment	Pellegrino (2006) Fink (2013). pp. 273 – 292
Nov. 24 - 30	No Class - Thanksgiving	
Philosophy to Practice Part 3 & Final Reading Journal Check —Due Wednesday, December 10, 2025		

Course Assignments

Readings and Annotations (30% of grade): You will use Perusall to read and annotate course texts, and periodically participate in small group synchronous discussion activities based on course material. [See the course schedule for group discussion dates](#). All annotations are due by Sunday at 11:59PM EST during the module week, unless otherwise noted. The Perusall grading scheme for each assignment is as follows: *Comment content* (35% of grade, 6 high quality comments); *Opening assignment* (5% of grade); *Reading, watching, or listening to the end* (30% of grade); *Active engagement time* (30% of grade, 45 minutes engagement).

Here are some helpful Perusall resources:

- [Perusall's student support pages](#)
- [Perusall's student webpage](#)

Reading Journal (25% of grade): You will complete a weekly reflection on course readings in a digital journal. You may select from secure, free tools such as Google Docs for text-based or mixed-media journals, Miro for graphic and drawing-based work, or Padlet for multimedia and interactive layouts. Choose the platform that best suits your style, but ensure that your journal is kept private from others and shared with your instructor for review. Your journal will be reviewed twice this semester: once at the midpoint and once at the end. See rubric for additional details.

From Philosophy to Practice (45% of course grade): This assignment occurs in **three parts** each with its own due date. 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: October 19, 2025; Nov 16, 2025; Dec 10, 2025**

Part 1 (18 Points): "Personal Learning." **Due Sunday, October 19, 2025**

This 2-part essay asks you to first *understand and reflect* on a learning theory in relation to your own learning, and then *apply and advocate* for that theory in a professional, programmatic context.

In Part 1, your tasks are to:

- (Personal Reflection and Theory Explanation) First choose one learning theory that best supports your ideal and reflects your learning in the first segment of the course (modules 1-5). Then, explain it clearly, providing a well-developed description of the theory and justifying any claims made using *your own professional and personal experiences*. Part 1a should be no more than 2-pages, double spaced.
- (Practical Application & Advocacy): Using the same theory identified in Part 1a, write a position paper directed at colleagues and administrators who are reorganizing an educational program in your field. Your task is to advocate for this theory as the best framework to guide program design, explaining clearly how and why it should inform future decisions. Part 1b should be no more than 2-pages, double spaced.

Part 2 (11 Points): "Personal Philosophy of Education." **Due Sunday, November 16, 2025**

Your teaching philosophy is not just personal—it serves as a foundation for how you teach and why. This assignment helps you reflect on your growth and clarify your theoretical understanding of teaching's process and purpose. You will complete two connected tasks:

Reflective Analysis of Your Teaching Beliefs (2-3 pages, double spaced; 6 points)

Look back at what you believed about teaching at the start of the semester and how your perspective has developed. Write a critical analysis that covers:

a. What has Changed?

Identify any new influences or shifts in your thinking. What experiences, readings, or discussions changed your ideas about teaching?

b. What has Stayed the Same?

Note any core beliefs that have remained consistent. Why do you still hold these views?

c. How Did Change Happen?

Analyze why and how your perspectives evolved. Discuss any connections between your previous views and your current beliefs, including what led to transformation or reinforcement.

Personal Philosophy of Teaching Statement (3-4 pages, double spaced; 5 points)

Based on your self-analysis above, write an **updated, thoughtful philosophy of teaching** that is supported by course materials. Your statement should include:

- Your core perspectives and beliefs about teaching.
- How these beliefs influence your actions and choices as a teacher.
- Evidence of how you integrate past and newly acquired ideas, with consideration for how they will shape your future teaching practice.
- Support your personal philosophy of education essay by making explicit connections to relevant educational theories and course resources.

Part 3 (22 Points): “21st Century Teaching, Learning, and Assessment in Higher Education.” Due **Wednesday, December 10, 2025**

For this assignment, you will write a conference-style essay titled *Contemporary Perspectives on Teaching, Learning, and Assessment in Education*. Your essay will explore current beliefs and research about how teaching, learning, and assessment work best at the level of your profession (e.g., high school/college/university levels), drawing connections between theory and real examples from your field. Your work should demonstrate your ability to understand, synthesize, and critically analyze major contemporary perspectives.

Your essay will include four main sections:

1. **Effective Teaching Practices in Education** (2-3-pages, double spaced)

- Explain and analyze what makes teaching effective at your chosen level (e.g., high school, college) today, referencing key theories, research, and approaches.
2. **Meaningful Learning in Education** (2-3-pages, double spaced)
 - Discuss what makes learning meaningful for students at your chosen level, referencing cognitive, emotional, and social perspectives.
 3. **Assessment in Education** (1-2 pages, double spaced)
 - Examine current approaches for evaluating what students have learned at your chosen level. Address both formative (during learning) and summative (at the end) assessments and the reasons for their use.
 4. **The Role of Significant Learning Experiences** (1-2 pages, double space)
 - Explain what “significant learning experiences” are and why they matter. Illustrate with concrete examples from your field.

Throughout your essay, be sure to:

- Integrate relevant philosophical and theoretical foundations in each section.
- Use evidence from scholarly sources (research articles, books) to support your analysis.
- Apply ideas to real situations and examples from your discipline.
- Write for an audience of higher education professionals.
- Stay within 10 double-spaced pages (references up to 2 pages, following the citation style of your academic field).

Course Policies

All formal communication, including assignment submissions and schedule changes, is done through Canvas. Students are required to check regularly.

Evaluation of the Instructor

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at

<https://evaluations.ufl.edu>. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>

Statement on the Use of Artificial Intelligence (AI)

Using generative AI or AI-assisted software tools, including such technologies as ChatGPT, is encouraged, but students are the authors of their work, not the technology. Any such use must be appropriately acknowledged and cited, following the guidelines established by [the APA Style Guide](#), including the specific version of the tool used. Paraphrasing or quoting smaller samples of AI generated content must also be appropriately acknowledged and cited, again following the guidelines established by [the APA Style Guide](#). Authorship implies responsibilities and tasks that can only be attributed to and performed by humans. An author is accountable for the accuracy and integrity of the work, ensuring that it is original and does not infringe on any third-party rights (i.e., copyrights). These technologies should only be used to improve the readability and language of your work and not as a replacement for key authoring tasks such as producing insights, drawing conclusions, or providing recommendations. Applying the technology should ALWAYS be done with human oversight and control. All work should be reviewed and edited carefully because AI will generate authoritative-sounding output that is incorrect, incomplete, and biased. Students are solely responsible and accountable for the contents of their submitted work. Authors should disclose the use of generative AI and AI-assisted technologies in their submitted work. Doing so supports transparency and trust between authors and readers and facilitates compliance with the terms of use of the relevant tool or technology. This statement is a modification of the policy provided by [Elsevier](#).

Grading Policy

This course will use the following grading scale and follow UF's policy on grades and grading.

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A, 93 – 100; A-, 90 – 92.99; B+, 87 – 89.99; B, 83 – 86.99; B-, 80 – 82.99; C+, 77 – 79.99; C, 73 – 76.99; C-, 70 – 72.99; D+, 67 – 69.99; D, 63 – 66.99; D-, 60 – 62.99; E, 0 – 59.99

University Policies & Resources

Current academic policies and resources can be found at <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

Academic Policies

- Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.](#)
- Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [See the “Get Started With the DRC” webpage on the Disability Resource Center site.](#) 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.
- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:
 - o The email they receive from GatorEvals
 - o Their Canvas course menu under GatorEvals
 - o The central portal at <https://my-uf1.bluera.com>
- Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

The University's Honesty Policy regarding cheating and plagiarism

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [See the UF Conduct Code website for more information.](#) If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-Class Recording

Students 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 education 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 deliver by an 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 guest 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.

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. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- [Academic Resources](#): 1317 Turlington Hall, Call 352-392-2010, or to make a private appointment: 352- 392-6420. Email contact: teaching-center@ufl.edu. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information](#).

- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage](#) for more information.
- UF Student Success Initiative: Visit <https://studentsuccess.ufl.edu/> for resources that support your success as a UF student.

Campus Health and Wellness Resources

- UF Whole Gator Resources: Visit <https://one.uf.edu/whole-gator/discover> for resources that are designed to help you thrive physically, mentally, and emotionally at UF.