



EDCI 597 51 E
Effective Feedback and Formative Assessment
Fall 2015

Instructor: Jennifer Dyer Sennette, PhD

Office Location: MPLX

Office Hours: Tuesdays (alternating) at the MPLX & CHEC in McKinney & by appointment

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***THIS CLASS MEETS face-to-face at the CHEC in McKinney
September 8, 22 October 13, 27 and December 1***

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Popham, James W. (2008). Transformative assessment. Alexandria, Virginia: ASCD. ISBN 978 1 4166 0667 3

Clarke, Shirley, (2008). Active learning through formative assessment. UK: Hodder Education, Bookpoint Ltd., 130 Milton Park, Abingdon, Oxon) X14 4SB. ISBN 978 0 340 97445 2
www.hodderheadline.co.uk

Additional textbook(s): (Students will select one book to read)

Fisher, D., & Frey, N. (2007). Checking for understanding: Formative assessment techniques for your classroom. Alexandria, VA: ASCD. ISBN-13:978-1-4166-0569-0

Schultz, K. (2009). Rethinking classroom participation: Listening to silent voices. New York: Teachers College Press. ISBN: 0807750174

Greenstein, Laura, (2010), What Teachers Really Need to Know About Formative Assessment, ASCD, Alexandria, Virginia. ISBN 978 1 4166 0996 4

Marzano, R. J. (2009), Formative Assessment and Standards-based Grading. Solution Tree , ISBN 0982259220

Recommended:

APA Style Guide Manual

Course Description:

The purpose of this course is to build understanding of the fundamentals of formative assessment and its connection to the improvement of teaching and learning. The course will include the definitions, history and purposes of formative assessment with a strong emphasis on providing feedback which leads to students recognizing their next steps and how to take them in the learning process. How formative assessment is linked with summative assessment and the ideal

learning culture (active learning, growth mindset, effective questioning and dialogic talk; belief in learning potential of every child) needed for maximizing learning will be emphasized.

Student Learning Outcomes:

Course Objective and Competencies. The primary objective of this class is for students to

- 1) become more fully aware of the purpose, definition, and value of formative assessment and how it fits into the big picture of overall assessment processes;
- 2) the need for a growth mindset and what the ideal learning environment and culture should be for formative assessment to flourish
- 3) document results of field-testing feedback and formative assessment techniques;
- 4) develop opportunities and abilities to think, discuss, and question in our students as they take more ownership and responsibility for their work and progress;
- 5) contrast currently used approaches to formative assessment; and 6) adjust instructional practices to achieve a constant process of review and improvement.

By the conclusion of the term, the student is expected to

1. Define formative assessment and understand various techniques and how they should be implemented into the overall assessment plan
2. Demonstrate teaching with a growth mindset and design the classroom environment/climate to support this mindset
3. Plan and implement student opportunities to think deeply about their learning and progress, discuss their understandings and processes, and ask questions that help them to make advancements toward their learning objectives
4. Compare various formative assessments approaches and plans
5. Create a formative assessment plan for their classroom and implement a variety of effective feedback techniques

COURSE REQUIREMENTS

Students will be expected to complete assigned readings, participate in class activities/discussions, and complete the specified assignments. Details regarding the class assignments shall be provided during the first class session.

The grading scale will constitute: A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (59% or below).

Class Dates and Times: Selected Tuesdays 4:30-9:00

Assignment Submission Policy: The instructor reserves the right to change course assignments, projects, and examinations throughout the semester. Each assignment/project must be completed and turned in by the due date given. **All assignments are due by 11:59 midnight on the date indicated on the calendar. All assignments are submitted electronically on Ecollege.**

The instructor maintains a strict late work policy. **Late assignments shall be subject to letter grade reductions (usually a 70 or half credit) or non-acceptance at the instructor's discretion. Students electing to withdraw from the course must contact the registrar by the university's official deadline for withdrawal. In the case of unexpected emergencies, students must provide written documentation regarding their missed assignments.** The instructor reserves the right to deny make-up opportunities, especially in cases of negligence. It is expected that all course assignments/projects (inside and outside of class and including

examinations) will be completed at mastery level (as designated by the instructor). If (in the professional opinion of the instructor) an assignment/project is not satisfactorily completed, it may be returned to the student, and the student may be required to re-do the work until it is at mastery level. The instructor reserves the right to limit the number of times an assignment/project may be re-submitted and to establish a reasonable time frame for resubmissions. If any course assignment/project is not completed at a mastery level by the final resubmission deadline, the instructor reserves the right to assign the student a grade of "I" or "F" for the assignment and/or course--at the instructor's discretion.

TECHNOLOGY REQUIREMENTS

Due the nature of the course, students are required to have continuous on-line access. All students must have access to email and adequately functioning computer equipment. To use the university's online resources, students need a computer and an Internet service provider (ISP). Students also need an Internet browser, an email program, and a word processing program. A working familiarity with hardware and software is advantageous before entering the program.

Hardware

Both Macintosh and Windows systems are acceptable. Students do not need to purchase a new system to begin online learning at the university.

Windows

98/NT/2000/ME/XP

Pentium (2 GHz or greater)

128 megabytes (MB) random access memory (RAM)

2 GB or greater hard drive

Macintosh

OS 9.1 to OS X; G3, G4, or higher

128 megabytes (MB) random access memory (RAM)

2 GB or greater hard drive

Software

Word Processor

Microsoft Word is preferred. Microsoft Works, WordPerfect, and AppleWorks are acceptable.

Connectivity

Reliable Internet access through an established Internet service provider (ISP) is key to the online learning experience. Students should choose a DSL or cable-modem service where high-speed internet is available. If you have dial-up, you may experience problems.

Web Browser

Internet Explorer (version 6.0 or greater) or Netscape (version 7.0 or greater) is required. These browsers are available for free in the download at www.microsoft.com and www.netscape.com, respectively.

Adobe Acrobat Reader

Available at www.adobe.com, this free program (Adobe Reader 8) allows you to view and print many forms and some full-text documents from online library databases.

Adobe Flash Player 9.0 Available at www.adobe.com. This allows you to view any content delivered in Flash.

Video Players/Plugins: It is available for free download Quicktime, www.apple.com/quicktime. RealPlayer, available at www.real.com, and Windows MediaPlayer 11.0, available at www.microsoft.com/windows/windowsmedia/download.

Real Player

Lecture files will be viewed using Real Player. A free copy can be downloaded from www.real.com.

Java Applet

Since the online classroom is interactive and dynamic, it is important that students' Internet browser be Java-enabled. The Java Virtual Machine can be downloaded for free at <http://java.com/en/index.jsp>.

Virus Protection

Viruses can be transmitted to computers as email attachments. Once a virus is resident on a computer, it can hinder performance, crash the computer, or damage files and hard drives—permanently. To protect their systems, students should purchase up-to-date antivirus software from a local computer store and regularly check their computers for viruses.

Note: Students should keep their antivirus software current by downloading updates from the software company's Web site. Antivirus software is usually licensed for one year, with free updates. Most antivirus software can be configured to download virus definitions (or updates) automatically when the computer connects to the Internet. Students should download virus updates weekly or more frequently. Commercially available programs such as Norton Antivirus or McAfee can be configured to update virus definitions automatically at least once a week.

ACCESS AND NAVIGATION

The course requires the use of ECollege accessible through students' My Leo accounts. To login, students will need their valid student ID number and password.

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511. If you have a dial-up connect, you may experience problems uploading and downloading. If you feel your connection is not adequate, please use the lab at your site to upload documents.

COMMUNICATION AND SUPPORT

Technical Support:

Texas A&M University- Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

Chat Support: Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1- 866- 656- 5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...).

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact via email.

Other Questions/Concerns: the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00a.m. - 5:00p.m. Monday through Friday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Instructor Policies:

The instructor reserves the right to change course assignments, projects, examinations, and due dates throughout the semester. Each assignment/project must be turned in by the due date given. Late assignments/projects will be subject to a point deduction or non-acceptance at the instructor's discretion. Class participation and attendance will be considered in assigning the final course grade. Students who elect to drop the course must make arrangements with the registrar. This is the student's (not the professor's) responsibility.

Student Conduct:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

Professional Communications:

Ground rules for discussions and assignments: Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to precede. We may refer directly to them if the situation arises.

1. Respect

- We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
- When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved.
- Show courtesy.
- In interpreting others' comments, we should be fair-minded and understanding.

2. Comfort

- Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.

- I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
- No question is stupid! We all learn at different paces and by asking questions.

3. *Honesty*

- You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
- All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation. (See APA Manual)
- World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.

Attendance:

You will be required to work as a team via various activities. **The quality of your contributions and regular participation in weekly activities will be considered attendance.** It is strongly encouraged that you attempt to log into the course each day – Monday through Friday. Please check your MyLeo email for messages in order to keep current. If we do synchronous sessions via ClassLive PRO, **these sessions will not be required.**

Scholarly Expectations:

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Dropping the Class:

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades:

Per university policy, you must visit with the instructor, develop, and sign “A Plan for Completing the Grade of X” before you may receive an incomplete for the course. The reason for such requests is limited to “circumstances beyond student’s control which prevented student from attending classes during Finals Week or the preceding three weeks” (Policy A 122.07,1998). You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

University Specific Procedures:

Academic Honesty:

Please see the *TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2001)* for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.

“Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material.” (*Texas A&M University –Commerce, Graduate Catalog*).

Plagiarism:

Plagiarism WILL NOT be tolerated and will result in an automatic **F** in the course. In a nutshell, the term “copyright” refers to a form of protection provided by the laws of the United States in Title 17 of the United States Code. Copyright protection is provided to authors of “original works of authorship” including literary, dramatic, musical, artistic, and other intellectual works. One aspect of copyright that complicates things is that no publication, registration, or other action is required to secure copyright protection under U. S. Law. Copyright is secured automatically when the work is created.

Academic dishonesty in an online learning environment could involve:

Having a tutor or friend complete a portion of your assignment. Having a reviewer make extensive revisions to an assignment. Copying work submitted by another student to a public class meeting. Using information from Online information services without proper citations.

ADA Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

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