

Lesson Plan

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Lesson Title:

Effective Uses of Formative Assessment Practices in Blended Learning and Distance Education

Overview:

The goal of this lesson is to train middle school and high school online instructors on the effective uses of formative assessment strategies in their online courses. Bennett shows the benefits of formative assessment strategies in the face-to-face classroom have been applauded through several research studies (2011). However, Harzipanagos and Warburton found formative assessment strategies “become marginalized and constrained in open and distance learning environments” (Harzipanagos and Warburton, 2009, p.45). While the term of formative assessment is not yet consistently and clearly defined in a set of practices, the use of formative assessment approaches as part of an overall assessment plan facilitate student-centered participation that empower the learner by improving the quality of the learning experience (Bennett, 2011, Harzipanagos, 2009).

This lesson will include an overview of formative assessment techniques and mechanisms for the blended learning or distance education classroom. The techniques will range from a low level of interaction to a high level of interaction between the instructor and students. Following the overview, the students will take a brief online survey to identify what they already know and what they want to know about formative assessment practices in a blended learning or distance education environment. Students will watch videos demonstrating asynchronous and synchronous examples of formative assessment

practices available and then participate in collaborative formative assessment environments. The assessment component of this lesson will have students answering questions about formative assessment based on the lesson in both written and multiple-choice quiz form.

Target Audience:

The audience for this lesson will consist of secondary (grades 6-12) online instructors. The instructors are familiar with the differences between formative and summative assessment practices. Each instructor currently uses a laptop provided by the school and has had previous training on technology integration in the face-to-face classroom.

Learning Objectives:

The learner will be able to:

1. Identify formative assessment practices for the blended learning or distance education classroom
2. Demonstrate reflective practice and meta-cognition skills through posts to a class blog

Media:

A Moodle site will be used to house instructor created videos, text, images, and links to external websites. The instructor created videos will be used to maximize support for understanding about formative assessments and provide direction about to effectively utilize the tools. To address different learning styles, text and images will be part of a PDF

document that students can download with similar directions and information. The external websites will be used to demonstrate several formative assessment techniques available amongst web 2.0 tools. Open source web 2.0 tools such as Google forms, Chatzy, and QuestionPress will be used to demonstrate use of cost-effective, low maintenance techniques. The reflective practice of blogging is a cornerstone to this lesson.

“Blogs are said to facilitate learners’ reflective thinking, both in terms of meta-reflections and in terms of reflections concerning other learners comments in relation to one owns posting in the blog.” (Olofsson, Lindberg, & Stödberg, 2011, p.44)

Activities:

Title	Description	Time
Pre-assessment	Students will use a SurveyMonkey link in the Moodle site to take a short survey assessing what they <i>know</i> and what they <i>want</i> to know about formative assessment, using a KWL strategy.	1.5 minutes
Introduction to Formative Assessment	Students will read introduction page in Moodle for overview of lesson and formative assessment description.	1.5 minutes
Video 1	Students will watch a video about effective asynchronous formative assessment techniques and receive direction about how to login and post to a given blog.	3 minutes
Activity 1	Students will login to a blog to demonstrate use of a formative assessment tool and write a blog post as an example of formative assessment reflective practice. Students will write to a prompt about preferred formative assessment techniques and respond to a classmate.	4 minutes
Video 2	Students will watch a video about synchronous formative assessment techniques	2 minutes

Assessment	Students will take a post lesson survey using QuestionPress to demonstrate what they have <i>learned</i> in the lesson, completing the KWL strategy. Results will be sent back to students immediately to demonstrate a final formative assessment strategy	2 minutes
Evaluation	Students will take a survey to provide feedback about the lesson using a Google Form.	1 minute

Assessment Plan:

Differences exist between formative and summative assessment techniques. The concepts of “assessment for learning” and “assessment of learning” are comparable to reporting and grading in education (Chappuis and Stiggins, 2008). The formative assessment techniques reviewed in this lesson are meant to guide future instruction and not score or grade students. Assessment of the students progress will be gathered throughout the lesson using multiple choice, fill in the blank survey questions, and blog posts. A pre-assessment will be done to compare student’s knowledge before the lesson and after the lesson using a KWL strategy (what students KNOW, what the WANT to know, and finally what they have LEARNED). The skill of blogging as a reflective formative assessment technique will be demonstrated through completion of the first activity.

Evaluation Plan:

Upon completion of the lesson, students will take a survey asking for feedback about the lesson. The survey will be on a Google Form and will use a 5 point Likert scale. Additional comments can be made through the comment sections of the Google Form.

Peer Feedback:

I received peer review feedback forms from Adam Murray, Ahmed Ahmed and Jeff Dungan for this lesson. Adam suggested explaining the KWL strategy and taking out the synchronous nature of the lesson of the many times zones of our sub-cluster group. Ahmed did not suggest any changes to the lesson. Jeff suggested culling down the list of activities as I had several activities suggested for a short time frame. The peer review feedback forms are a part of this lesson plan and listed after the references.

References

- Bennett, R. E. (2011, February). Formative assessment: A critical review. *Assessment in Education: Principles, Policy & Practice*, 18(1), 5-25. doi:10.1080/0969594X.2010.513678
- Chappuis, S., & Stiggins, R. (2008, October 10). Finding balance: Assessment in the middle school classroom. *Middle Ground*, 12(2), 12-15. Retrieved from <http://www.nmsa.org/Publications/MiddleGround/Articles/October2008/Article1/tabid/1755/Default.aspx>
- Hatzipanagos, S., & Warburton, S. (2009, March). Feedback as dialogue: Exploring the links between formative assessment and social software in distance learning. *Learning, Media and Technology*, 34(1), 45-59. doi:10.1080/17439880902759919
- Olofsson, A. D., Lindberg, J. O., & Stödberg, U. (2011). Shared video media and blogging online: Educational technologies for enhancing formative e-assessment? *Campus-Wide Information Systems*, 28(1), 41-55. doi:10.1108/10650741111097287

EDD 7007: Lesson Plan Peer Feedback Form

Author	Amanda DeCardy
Lesson Title	Effective Uses of Formative Assessment Practices in Blended Learning and Distance Education
Peer Reviewer	Adam Murray

Criteria	Comments	Points
1. Overview of the lesson, including its topic and goal (1pt.)	The overview is very thorough – excellent use of references to state the importance of formative assessment	1
2. Description of the audience for which the lesson is intended (1 pt.)	The audience is very specific and the entry-skills are addressed.	1
3. One or two learning objectives, stated in behavioral terms (1 pt.)	2 learning objectives are stated. However, a brief description of a backchannel forum would be helpful for some readers	1
4. List/description of the media you propose to include in the lesson and your rationale for selecting them (2 pts.)	It would be good to list in this section which external websites and web 2.0 tools will be used. Other than maximizing support is there another reason for employing these medium?	1.5
5. List of activities (that is, what the student will “do” to complete the lesson) that includes a minute-by-minute timeline (2 pts.)	Very thorough. Although I am unfamiliar with the term KWL strategy – I guess that it means “Know – Want to Learn?”	2
6. Assessment plan (that is, how will you “test” the student to ensure he or she understands the content of the lesson) that relates to your objective(s) (1 pt.)	Good.	1

7. Evaluation plan (that is, how you will allow the student to provide feedback to you about the lesson). (1 pt.)	Good.	1
8. Peer review feedback and indication of changes made (if any) (1 pt.)		
9. Quality of writing (“The paper is clearly written, with proper spelling and grammar”). Points may be deducted.	Good. I did not notice any grammatical errors and there were no ambiguous phrases or sentences.	
Total		
Additional comments	I know that this intended for teachers at your institution, but it may be difficult for your subcluster mates to give peer feedback of the final project because of the synchronous nature of the lesson and the variety of time zones that people live in.	

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Author	Amanda DeCardy
Lesson Title	Effective Uses of Formative Assessment Practices in Blended Learning and Distance Education
Peer Reviewer	Ahmed Ahmed

Criteria	Comments	Points
1. Overview of the lesson, including its topic and goal (1pt.)	Excellent description of lesson topic, and goal.	1
2. Description of the audience for which the lesson is intended (1 pt.)	Target audience provided.	1

3. One or two learning objectives, stated in behavioral terms (1 pt.)	Objectives were specified.	1
4. List/description of the media you propose to include in the lesson and your rationale for selecting them (2 pts.)	Description provided.	2
5. List of activities (that is, what the student will “do” to complete the lesson) that includes a minute-by-minute timeline (2 pts.)	Activities listed with timeframe.	2
6. Assessment plan (that is, how will you “test” the student to ensure he or she understands the content of the lesson) that relates to your objective(s) (1 pt.)	Plan is related to objectives.	1
7. Evaluation plan (that is, how you will allow the student to provide feedback to you about the lesson). (1 pt.)	Plan is listed.	1
8. Peer review feedback and indication of changes made (if any) (1 pt.)	None	1
9. Quality of writing (“The paper is clearly written, with proper spelling and grammar”). Points may be deducted.	Excellent!	1
Total		11
Additional comments	Great Job!	

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Author	Amanda DeCardy
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Peer Reviewer	Jeff Dungan

Criteria	Comments	Points
1. Overview of the lesson, including its topic and goal (1pt.)	There needs to be a bit more of a focus here as this is a broad topic for 10-15 minutes. Try narrowing down to 3 specific types of Form. Assessment.	1
2. Description of the audience for which the lesson is intended (1 pt.)	Seems pretty straightforward. However, are these teachers completely online instructors? Blended instructors or traditional face to face teachers?	1
3. One or two learning objectives, stated in behavioral terms (1 pt.)	I would neaten up obj. #1 and change #2 per my comments above.	1
4. List/description of the media you propose to include in the lesson and your rationale for selecting them (2 pts.)	You obviously have a firm grasp of a variety of web tools and sound teaching pedagogy in this lesson as demonstrated by the web apps that you have chosen for the students of this lesson.	2
5. List of activities (that is, what the student will “do” to complete the lesson) that includes a minute-by-minute timeline (2 pts.)	This seems like it is well planned to the minute. As always you may want to allow for questions or things like that that will add time to your lesson.	2
6. Assessment plan (that is, how will you “test” the student to ensure he or she understands the content of the lesson) that relates to your objective(s) (1 pt.)	Each module should be assed individually. I think you are doing this with the web apps you are using with students but you might want to make this clearer in the lesson plan.	1

7. Evaluation plan (that is, how you will allow the student to provide feedback to you about the lesson). (1 pt.)	Google form or survey monkey seem appropriate to use for your evaluation piece.	1
8. Peer review feedback and indication of changes made (if any) (1 pt.)	Do I grade this? Kind of weird question since I am the peer reviewer. Not sure what to put here.	1
9. Quality of writing ("The paper is clearly written, with proper spelling and grammar"). Points may be deducted.	Very clear and a nice rationale is given with citations that support the intended objective of the overall lesson.	
Total		10
Additional comments	See comments made on the document please.	