The University Of Toledo

New Course Proposal

<table>
<thead>
<tr>
<th>Administrative Use Only (rev. 9/2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
</tr>
<tr>
<td>Approved (senate or grad council)</td>
</tr>
<tr>
<td>Effective Date: / / (mm/dd/yyyy)</td>
</tr>
<tr>
<td>CIP Code:</td>
</tr>
<tr>
<td>Sub:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level (check one):</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
</table>

| Will this course impact program requirements? | Yes | No |

*If Yes, a Program Modification must be completed.*

<table>
<thead>
<tr>
<th>Type of course (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Skills Enhancement</td>
</tr>
<tr>
<td>Univ. Core:</td>
</tr>
<tr>
<td>Multicultural:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College: Judith Herb College of Education</th>
<th>Dept: Foundations of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person: Noela A. Haughton</td>
<td>Phone: 8482</td>
</tr>
<tr>
<td>Email: <a href="mailto:noela.haughton@utoledo.edu">noela.haughton@utoledo.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

Alpha/Numeric Code (Subject area-number): RESM 5220
If this is a renumbering, please request an electronic copy of the old course approval through the Register’s Office at x4865, and attach it to form.

|----------------------------------------------------------|-------------------------------------|

<table>
<thead>
<tr>
<th>Planned enrollment per section: 20</th>
<th>Per term: 20</th>
</tr>
</thead>
</table>

Is the course cross-listed with another academic unit? | Yes | No |

Is the course offered at more than one level? | Yes | No |

If yes to either question, please list additional Alpha/Numeric codes, and submit a separate New Course form or Course Modification form for the course(s) referenced below.

a. - REM 7220  b. -  c. -

Approval of other academic unit (signature): ________________________________

Name and title:

If course is to be offered at more than one level, attach an explanation of the different requirements that students must meet for each level. If the requirements are the same for each level, justification must be provided.
<table>
<thead>
<tr>
<th>Credit hours:</th>
<th>Fixed: X</th>
<th>or</th>
<th>Variable:</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Delivery Mode:</th>
<th>Primary</th>
<th>Secondary</th>
<th>Tertiary</th>
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</thead>
<tbody>
<tr>
<td>Activity Type:</td>
<td>Lecture</td>
<td>Online</td>
<td>Select One</td>
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</table>

| Minimum Credit Hours: | 3 | 3 |
| Maximum Credit Hours: | 3 | 3 |
| Weekly Contact Hours: | 3 | 3 |

<table>
<thead>
<tr>
<th>Terms offered:</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years offered:</td>
<td>Every Year</td>
<td>Alternate Years</td>
<td></td>
</tr>
</tbody>
</table>

Are students permitted to register for more than one section during a term? | Yes | No |

May the courses be repeated for credit? | No | Yes |

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Undergraduate</th>
<th>Graduate</th>
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<tbody>
<tr>
<td></td>
<td>Normal Grading (A-F, PS/NC, PR, 1)</td>
<td>Normal Grading (A-F, PS/NC, PR, 1)</td>
</tr>
<tr>
<td></td>
<td>Passing Grade/No Credit (A-C, NC)</td>
<td>Grades Only (A-F)</td>
</tr>
<tr>
<td></td>
<td>Credit/No Credit</td>
<td>Satisfactory/Unsatisfactory (G only)</td>
</tr>
<tr>
<td></td>
<td>Grade Only (A-F, PR, I)</td>
<td>Audit Only</td>
</tr>
<tr>
<td></td>
<td>Audit Only</td>
<td>No Grade</td>
</tr>
<tr>
<td></td>
<td>No Grade</td>
<td></td>
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</table>

Prerequisites (must be taken before):

a. RESM 4200
b. RESM 5210
c. RESM 7210

<table>
<thead>
<tr>
<th>PIN (Permission From Instructor)</th>
<th>PDP (Permission From Department)</th>
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</table>

Co-requisites (must be taken together):

a. 

b. 

c. 

d. 

If course is to replace an existing course(s) will be deleted, and when should that deletion occur?

<table>
<thead>
<tr>
<th>Course to be removed from inventory</th>
<th>Final Term to be offered</th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>(YYYYT, i.e. use 20064 for Fall’06)</td>
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<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
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</table>
Catalog Description (30 words Maximum):

This is an advanced course in classroom assessment with a focus on applied data-driven decision making. Key components are 1) the analysis and reporting of results from assessment datasets; 2) the creation of formative and summative assessment action plans based on analysis results; and 3) the incorporation of 21st century technology tools into assessment planning.

Attach a copy of a complete outline of the major topics covered. (Syllabus preferred)

Where does this course fit in the University/College/Department curriculum? (Be specific by course level, if applicable). Indicate prospective demand.

This is an advanced course in assessment. It is currently offered as part of the core requirements for the Masters in Education and Science program.

If the proposed course is similar to another course in the College or University, please describe the difference and provide a rationale for the duplication. (If this course duplicates material covered in another course within your department or college or in another college, attach a letter of endorsement from that area’s dean and department chairperson indicating their support. Clarify the manner in which this course will differ).

If the course is intended to meet a University Undergraduate Core requirement, submit a course syllabus and complete the following:

Please explain how this course fulfills the general education guidelines.

COURSE APPROVAL:

<table>
<thead>
<tr>
<th></th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Curriculum Authority:</td>
<td>Maria J. Smith</td>
<td>16 Jan 15</td>
</tr>
<tr>
<td>Department Chairperson:</td>
<td>Maria J. Smith</td>
<td>16 Jan 15</td>
</tr>
<tr>
<td>College Curriculum Authority:</td>
<td></td>
<td></td>
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<tr>
<td>College Dean:</td>
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</table>

After college approval, submit the original signed form to the Faculty Senate (UH3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.
<table>
<thead>
<tr>
<th></th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Faculty Senate Undergrad.</td>
<td></td>
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<tr>
<td>Curriculum Comm.</td>
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<tr>
<td>Faculty Senate Core Curriculum</td>
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<tr>
<td>Comm.</td>
<td></td>
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<tr>
<td>Graduate Council</td>
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<tr>
<td>Office of the Provost:</td>
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<tr>
<td>Registrar’s Office:</td>
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</table>
Applied Assessment for Improved Practice  
The University of Toledo  
Judith Herb College of Education  
RESM 5220 / 7220  
3 Credit Hours

Instructor: Dr. Noela A. Haughton  
Office Hours:  
Office Location: Gillham Hall, Room 5400J  
Office Phone: 419-530-8482  
Email: noela.haughton@utoledo.edu  
Term: Online  
Class Location/Times: Online  
Lab Location/Times:  
Course Location/Times:  
Course Website: https://blackboard.utoledo.edu  
Instructor’s Website: Personal website, if applicable

COURSE/CATALOG DESCRIPTION
This is an advanced course in classroom assessment with a focus on informed, data-based practice, including applied data-driven decision making. Key components are: 1) the analysis and reporting of results from assessment datasets; 2) the creation of formative and summative assessment action plans based on analysis results; and 3) the incorporation of 21st century technology tools into assessment planning.

COURSE OVERVIEW
This course builds on the assessment knowledge, skills, and experiences of the practicing professional. It begins with a review of fundamental statistical and measurement concepts with a focus on performance assessment (for those who need it). It continues with the discussion of the role of data-driven decision making based on the results of the analysis of datasets using commonly available desktop and web-based tools. The analysis process is complemented by a discussion of instructional decision making supported by the data analysis results and completed with an assessment and action report. The focus shifts to action with the creation and implementation of authentic assessment plan with an emphasis on performance assessments that leverage 21st century web-based tools to support effective teaching and student learning. Students will find it a benefit to have taken undergraduate statistics or its equivalent. Online tutorials will be available.

PREQUISITE
RESM 4200 (Classroom Assessment) or RESM 5210/7210 (Educational Testing and Grading) or equivalent.

COURSE OBJECTIVES
Upon completion of this course, the student will be able to:

1. Discuss the role of data-driven, evidence-based decision making.
   a. Define data-based practice. (Knowledge)
   b. Discuss the role of various forms of evidence that supports informed decision making. (Knowledge)
   c. Discuss the role of data-driven decision making in the larger professional context. (Application)
   d. Explain the impact of data-driven decision making on own professional context. (Evaluation)
   e. Explain how data-driven decision making will shape the larger professional context. (Synthesis)
   f. Integrates Ohio Teacher Evaluation System (OTES) into assessment planning. (Synthesis)

2. Establish appropriate data analysis practices.
   a. Choose appropriate statistical tests based on the information they provide. (Evaluation)
   b. Prepare classroom datasets for analysis. (Synthesis)
   c. Conduct common statistical analysis using desktop and web-based tools. (Application)
d. Interpret common statistical results (e.g., measures of central tendency, measures of dispersion, measures of association, analysis of variance, and reliability coefficient) from classroom assessment data and standardized test results. (Evaluation)
e. Construct a data analysis report. (Synthesis)
f. Create preliminary formative assessment action plan based on data analysis report. (Synthesis)
g. Create preliminary summative assessment action plan based on data analysis report. (Synthesis).

3. Establish appropriate data-based decisions.
   a. Discuss the role of 21st century technology tools in the instructional setting. (Application)
   b. Evaluate the appropriate use of two 21st century technology tools in the instructional setting. (Evaluation)
   c. Create a formative assessment action plan that incorporates 21st century tools. (Synthesis)
   d. Create a summative assessment action plan that incorporates 21st century tools. (Synthesis)

TEACHING STRATEGIES
This fully online course is designed to stimulate student learning through the web-based delivery of readings, videos, and audio, as well as collaborative activities involving asynchronous discussion, journals, and projects. No on-campus meetings will be required.

WORK WEEK
In this fully online course, weeks run from Mondays through Sundays: specifically, they begin at 12:01 AM Monday morning and end at 11:59 PM on Sunday night. All assigned work for any week is to be completed by the end of Sunday in that week. The week is divided into Thursday and Sunday submissions. Week 1 has an extra submission period (Week 1 Day 2) for Orientation Activities. Please see the details on the schedule.

Please note that the schedule is tentative. I reserve the right to make adjustments.

PREREQUISITES
This is an advanced course in classroom assessment. Students should either have taken an introductory assessment course, which may have been a part of initial licensure program and/or have prior assessment experience gained as part of classroom teaching.

TECHNICAL SKILLS
To succeed in this course, it will be important for learners to possess the following technical skills:

1. Rename, delete, organize, and save files.
2. Create, edit, and format word processing and presentation documents.
3. Copy, paste, and use a URL or web address.
4. Download and install programs and plug-ins.
5. Send and receive email with attachments.
6. Locate and access information using a web search engine.
7. Use chat or IM software for real-time communication.
8. Use a learning management system.

REQUIRED TEXTS AND MATERIALS
There are four required resources, the fourth of which is Microsoft Excel.

2: *Online Statistics Education: An Interactive Multimedia Course of Study*. Developed by Rice University (Lead Developer), University of Houston Clear Lake, and Tufts University.

Click this link to view (download and or print) the full text as needed. [http://onlinestatbook.com/2/](http://onlinestatbook.com/2/). Consider saving this link for future use with your students. You may also be required to download plugins to run the embedded simulations.


The above three resources are available in full text (PDF) (and chapters where appropriate (PDF)) on the Blackboard site. Purchase not required. This resource is referred to as Pellegrino et al. (2014) on the Blackboard site.

4: Microsoft Excel (preferably 2010 or later)

If you do not currently own (or gave unfettered access) to a copy of Excel, you need to purchase a copy prior to the beginning of Module 3 (Week 3). Use this link [http://www.utoledo.edu/itis/tldstudents/jimml](http://www.utoledo.edu/itis/tldstudents/jimml). Follow instructions.

The Blackboard course site will contain all required course materials.

**RECOMMENDED TEXTS AND MATERIALS**


**TECHNOLOGY REQUIREMENTS**

**Browser Check Page**

Students need to have access to a properly functioning computer throughout the semester. The Browser Check Page will enable you to perform a systems check on your browser, and to ensure that your browser settings are compatible with Blackboard, the course management system that hosts this course: [http://www.utdallas.edu/utlv/Bb9BrowserCheck/innovation/blackboard/browsercheck.html](http://www.utdallas.edu/utlv/Bb9BrowserCheck/innovation/blackboard/browsercheck.html)

**Software**

Student computers need to be capable of running the latest versions of plug-ins, recent software and have the necessary tools to be kept free of viruses and spyware. The computer needs to run the following software, available in the Online Learning Download Center at [http://www.utoledo.edu/dl/main/downloads.html](http://www.utoledo.edu/dl/main/downloads.html):

- Word Processing Software
- Microsoft Excel (or other available spreadsheet application that you are already familiar with)
- Adobe Acrobat Reader
- Apple QuickTime Player
- Java Plugin Console
- Adobe Flash Player
- Adobe Shockwave Player
- Mozilla Firefox Browser - Recommended
Students will also need to use the following free software programs. These links will also be available on the course’s Blackboard site.

- IHMC CMAP Tools download link http://cmap.ihmc.us/download/

**Internet Service**
High-speed Internet access is strongly recommended as dial-up may be slow and limited in downloading information and completing online tests. This course does contain streaming audio and video content.

**Use of Public Computers**
If using a public library or other public access computer, please check to ensure that you will have access for the length of time required to complete tasks and tests. A list and schedule for on-campus computer labs is available at http://www.utoledo.edu/it/CS/Lab_hours.html.

**UT Virtual Labs**
Traditionally, on-campus labs have offered students the use of computer hardware and software they might not otherwise have access to. With UT’s Virtual Lab, students can now access virtual machines loaded with all of the software they need to be successful using nothing more than a broadband Internet connection and a web browser. The virtual lab is open 24/7 and 365 days a year at http://www.utoledo.edu/it/VLab/index.html.

**COURSE POLICIES**
Academic dishonesty will not be tolerated and policies will be strictly enforced. Please read The University’s Policy Statement on Academic Dishonesty available at http://www.utoledo.edu/dl/students/dishonesty.html.

**GRADING POLICIES**
Student work will be assessed as follows. Specific guidelines, grading criteria, and a timeframe for grades and feedback will be provided as each assignment is announced:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation Exercises</strong></td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>These are designed to facilitate a smooth introduction and integration into the course, including understanding course policies, posting an introductory blog, and demonstrating your ability to create concept maps. Individual assignments are non-graded. Points are awarded for completion of all assignments. This assignment supports all course objectives.</td>
<td></td>
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<tr>
<td><strong>Online Participation in 6 Weekly Discussions (25 points each)</strong></td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Online discussions are active learning strategies that support the social construction of knowledge through collaboration within a learning community. As part of this community, you are expected to demonstrate your understanding of the topics covered through synthesis of the materials, critical assessment of your own practice, and supporting the learning of your peers. This assignment supports all learning objectives but specifically assesses objectives 1, 2a, 2b, 2d, 2e, 2f, and 3a.</td>
<td></td>
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</tr>
<tr>
<td><strong>Concept Maps (50 points each)</strong></td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Concept maps are graphical tools for organizing and representing knowledge (IHMC, n.d.). Concept supports your ability to demonstrate an integrated understanding of important concepts in this course. This assignment supports all learning objectives but specifically assesses objectives 1b, 1c, 1d, 2a, 2d, 2e, 2f, and 3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Individual Journals</strong></td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Journals provide private spaces in which you can document your personal journey throughout this course while helping me to support your individual learning experiences and needs. This assignment supports and assesses all learning objectives.</td>
<td></td>
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<tr>
<td><strong>Draft Assessment Plans Submission Steps</strong></td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Projects support active learning, inquiry, and connections to important, real-world</td>
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</table>
problems and questions. Requiring the submission of your final assessment action plan through a series of steps also support formative assessment and differentiated instruction.

1. Step 1 week 1 Project idea and instructional context (30 points);
2. Step 2 week 3: draft data set (40 points);
3. Step 3 week 4: completed data set with data dictionary, and preliminary analysis (40 points);
4. Step 4 week 5: 21st century technology integration (40 points)

This assignment supports and assesses all learning objectives.

| Peer Feedback | 100 | 10% |
| Peer feedback provides multiple opportunities for deeper learning. This assignment supports and assesses all learning objectives. |

| Final Assessment Action Plans | 300 | 30% |
| The expectation is your final projects will be a “polished product” that reflects the formative feedback provided by your instructor and your peers. You will also be expected to create a presentation that will be presented to your peers. This assignment supports and assesses all learning objectives. |

| Total | 1,000 | 100% |
| Sub-Total RESM 7220 | 1,000 | 83% |

| Doctoral Level Assignment | 200 | 17% |
| Students at the doctoral level are expected to demonstrate a deeper level of understanding of the course concepts and objectives. Assignments that satisfy this requirement are individually negotiated with the instructor. The expectation is this is also a “polished product” that reflects the formative feedback provided by your instructor and your peers where appropriate. You will also be expected to create a presentation that will be presented to your peers. This assignment supports and assesses all learning objectives. |

| Total RESM 7220 | 1,200 | 100% |

Students are expected to complete and submit all assignments described above by the due date listed in the Course Schedule. Late assignments and make-up tests will not be permitted unless arrangements are discussed and approved well before the required due date. Ask questions as soon as possible by email or by posting to the course discussion board if you do not understand an assignment.

The grading scale for this course is as follows:

- A = 95 – 100%
- A- = 90-94%
- B+ = 87-89%
- B = 84-87%
- B- = 80-83%
- C = 70 – 79%
- D = 60 – 69%
- F = < 59%

AMERICANS WITH DISABILITIES ACT
The Americans with Disabilities Act (ADA) requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. In accordance with the ADA and university policy, if you have a documented disability and require accommodations to obtain equal access in this course; please contact the instructor at the beginning of the semester to discuss any necessary accommodations. Please contact the Office of Accessibility for verification of eligibility at 419-530-4981 (voice) or 419-530-2612 (TDD).

COMMUNICATION GUIDELINES
Email:
The primary communication for this course in the course messaging system. I check for messages frequently, at least once per day weekdays and most weekends. You are also expected to check for messages frequently, at least daily. You may send me emails using your UT email account in case of emergencies. Please note that I check UT emails less frequently.

This class is being taught for you, so if you are having trouble understanding any aspect of it, please let me know. I am here to help, and will do my best to respond to email within 24 to 48 hours.

Discussion:
In this fully online course, participation is vital to your success, and your active engagement during weekly discussion is crucial to learning. At the beginning of the term, you will be assigned to a discussion group designed to help you understand assigned readings, learning activities, and course assignments. On Monday morning of each week, a series of discussion questions will be posted in the discussion folder for that week. To earn full credit, you must reply to the initial weekly question by Thursday at 11:59 PM and respond to the postings of one of your peers by Sunday at 11:59 PM. Please see the Grading Rubric for Online Discussions for complete grading criteria.

Real-Time Communication:
A link to a real-time communication or chat tool has been added to the Course Menu. We will not be using this tool as part of our course assignments; however, the tool is available for you to use if and when you need it. To that end, I would be happy to arrange a time to meet with you in a chat room if you feel that you have questions that would best be answered in real-time. Conversely, you could also use the tool to meet with fellow students online in order to enhance your understanding of course concepts.

Netiquette:
It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the communications regulations outlined in the Student Handbook. To ensure your success when communicating online, take time to familiarize yourself with the “dos” and "don'ts" of Internet etiquette:  http://www.albion.com/netiquette

TECHNICAL SUPPORT
If you encounter technical difficulties with Blackboard, please contact the UT Online Help Desk (not the instructor) at (419) 530-8835 or utdl@utoledo.edu. The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and an Online Learning staff member will respond on the next business day. The UT Online Help Desk website is available at: http://www.utoledo.edu/dl/helpdesk/index.html

Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT’s IT Help Desk at (419) 530-2400 or ithelpdesk@utoledo.edu. The IT Help Desk website is available at http://www.utoledo.edu/it/CS/HelpDesk.html.

LEARNER SUPPORT
The University of Toledo offers a wide range of academic and student support services that can help you succeed:

eTutoring Services
The Ohio eTutoring Collaborative, in partnership with The University of Toledo, now provides online tutoring support for all UT students. eTutoring Services are offered in a wide array of subjects, including Writing, Math, Calculus, Statistics, Accounting, Biology, Chemistry, and Anatomy and Physiology. Learn more at: https://www.etutoring.org/login.cfm?institutionid=232&returnPage

eLibrary Services Portal
The eLibrary is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard. Learn more at: http://www.utoledo.edu/dl/students/elibrary.html
Office of Accessibility
The Office of Accessibility provides accommodations and support services to students with disabilities.
Learn more at: http://www.utoledo.edu/utlc/accessibility/index.html

Counseling Center
The Counseling Center is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies.
Learn more at: http://www.utoledo.edu/studentaffairs/counseling/

Services for Online Students
Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus - even more so for distance learners. Visit the link below to learn more about the wide range of services for online students.
Learn more at: http://www.utoledo.edu/dl/students/student_serv.html

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<table>
<thead>
<tr>
<th>TOPICS / MODULES</th>
<th>LEARNING ACTIVITIES</th>
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</table>
| Getting Started & Assessment Context | *(Getting Started Activities):*  
1. Review the course site, syllabus, and schedule.  
2. Complete Sytlabus Quiz in Orientation (Week 1 Day 2).  
3. Create introductory blog post (Week 1 Day 2).  
4. Learn about concept-mapping with IHMC CMAP Tool.  
5. Complete the non-graded concept map assignment in Orientation (Week 1 Day 2).  
6. Complete non-graded (for your information only) assessment self-assessment; *this will be re-visited in Module 6.*  
7. Learn / review about journals, blogs, and discussion boards.  

*(Assessment Context Activities):*  
1. Review / learn about the assessment context and pedagogical content knowledge (PCK) in Module  
2. Link your case study / area of focus (from CI 6830) to the assessment context and PCK by developing a preliminary concept map (for your information and practice only).  
3. Respond to the group discussion prompt.  

1. Think about your area of focus and project ideas for this course  
2. Post your initial journal entry.  
3. Revisit your discussion group and respond to at least one of your peers who has no feedback.  

Role of Evidence-Based Decision Making  
1. Learn about evidence-based decision making in Module 2.  
2. Respond to the group discussion prompt.  
3. Complete your concept map assignment.  

1. Revisit your discussion group and respond to at least one of your peers who has no feedback.  
2. Post your journal entry.  
3. Submit step 1 (initial project idea and data framework) of your final project.  

Appropriate Data Analysis Practice Part 1  
1. Learn about (review) basic statistical tests and research methods in Module 3.  
2. Complete tutorials.  
3. Respond to discussion prompt.  
4. Complete your concept map assignment.  
5. Self-assess your step 1 submission.  

1. Review the work that has been posted to your discussion group.  
2. In your discussion group, thoughtfully critique the work of least one of your peers who has no feedback.  
3. Post your journal entry.  

Appropriate Data Analysis Practice Part 2  
1. Learn about preparing datasets for analysis.  
2. Complete tutorials.  
2. Prepare your own dataset.  
3. Complete initial analysis of your dataset.  
4. Submit step 2 (includes dataset and analysis) of your final project.  
5. Respond to discussion prompt.
| Evidence-Based Practice in the 21st century Part 1 (teaching, social, cognitive presence) | 1. Review the work that has been posted to your discussion group.  
2. In your discussion group, thoughtfully critique the work of at least one of your peers who has no feedback.  
3. Post your journal entry.  
4. Self-assess your steps 1 & 2 submission.  
5. Provide peer feedback on steps 1 & 2 submissions. |
| Evidence-Based Practice in the 21st century Part 2 | 1. Learn about 21st century technology tools.  
2. Complete concept map assignment.  
3. Submit Step 4 (integration of 21st century technology) of your final project; this is combined with responding to the discussion prompt. Your discussion of your plans will be a Step 4 and a preview of the plans you integrate into Step 5.  
4. Self-assess your steps 1, 2, & 3 submissions. |
| Evidence-Based Practice in the 21st century Part 2 | 1. Review the work that has been posted to your discussion group.  
2. In your discussion group, thoughtfully critique the work of at least one of your peers who has no feedback.  
3. Post your journal entry.  
4. Provide peer feedback on steps 1, 2, & 3 submissions. |
| 1. Submit step 5 (complete project) of your final project.  
2. Submit presentation of your final project for peer review and discussion.  
3. Respond to discussion prompt.  
4. Revisit assessment self-assessment from Orientation; update (for your information only). | 1. Review the project presentations that have been posted by your discussion group.  
2. In your discussion group, thoughtfully critique the work of at least one of your peers who has no feedback.  
3. Post your final journal entry.  
4. Doctoral assignment including presentation due. |