

CIED 7603

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Summary Evaluation of Online Learning Module

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Summary – Evaluation

Part 1: Online Classroom Impact Overview.

Introduction:

“Economics” is an online module for fifth grade students. While this module was designed for gifted students, it has been shared with fifth grade regular education teachers to use as a challenge opportunity for their students. The module was implemented at Mountain Park Elementary School in Roswell, Georgia. Sixty-three students in the fifth grade gifted classes participated in the some or part of the activities in the module. The 16 students in my class participated in all components of the module. One and one-half hours were devoted over five school days. Additionally, 13 students participated in an optional online learning class held on three evenings.

In regard to my assessment of student learning, there is evidence that I have the ability to effectively assess student learning. Through the development of differentiated assignments and rubrics for scoring, authentic assessments occurred. Here is one example of a differentiated assignment in which students choose the product they would create to demonstrate their learning. The scoring rubric for the assignment follows.

<u>ROLE</u>	<u>AUDIENCE</u>	<u>FORMAT</u>	<u>TOPIC</u>
Captain of a cargo ship	United States taxpayers	Voki embedded on your wiki page	Convince your audience that the Panama Canal needs to be built.
Newspaper reporter in 1913	United States citizens	Newspaper Clipping Generator Copy and paste the final product into Microsoft Word and print it	Interview President Roosevelt to find out why the Panama Canal needs to be built.
Grammy-winning artist	The fifth grade class at MPE	Jam Studio (drums only) Submit a typed copy of the words.	Using the rap format, teach your audience why the Panama Canal needed to be built.

Opportunity Cost	Inaccurate definition/ does not meet expectations Does not understand the relationship between opportunity cost and rationing	Incomplete definition /below expectations Somewhat understands the relationship between opportunity cost and rationing	Accurate definition/ meets expectations Accurately states the relationship between opportunity cost and rationing, meets expectations	Accurate definition/Above expectations Accurately states the relationship between opportunity cost and rationing/ above expectations
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There is evidence of my ability to effectively plan and implement instruction that incorporates knowledge of students' skills, concepts, ability levels and prior experiences. The economics module incorporates varying presentations of materials (audio, video, written, and animated) as well as differentiated forms of assessments (animation, written, musical, etc.) These can be viewed at www.eteacherkatisearcy.pbworks.com

In regards to my ability to use assessment results when choosing learning strategies, there is evidence that I have the ability to effectively integrate assessment for learning strategies into instruction. All of my students complete an "Interest-A-Lyzer" at the beginning of the year. This is an online survey (at Renzulli Learning) in which students answer a number of questions, the outcome of which is a personal profile of learning styles and preferences. I tailor my instruction and student groups based, in great part, on the results of those surveys. Throughout the year, I assess whether or not authentic assessments prove that the learning strategies implemented were dependable for maximum learning for the students. Through analysis and reflection, I am constantly adjusting the delivery of the curriculum and the responsibilities of the students to document their learning.

There is evidence that I have the ability to use evidence-based practices. I used the following evidence-based practices to implement my Online Learning Module: collaboration, a variety of technology (wiki, video, PowerPoint, surveys, creative thinking, critical thinking, and summative evaluation. There is literature to support the use of these evidence-based practices. According to studies of

elementary students, Taylor (2007) concluded that greater gains in achievement occur when appropriate technology is integrated into the curriculum than curriculum without technology integration. Hebert (1993) reminds educators that the goal of gifted and talented programs should be the metamorphosis of the child from that of a gifted learner to that of a creative producer. Neo (2007) showed that if a constructivist learning environment contains multimedia, student motivation increases. According to Neo, if students are allowed to design their own multimedia projects, they also improve their critical-thinking, creative thinking, and communication skills.

Part 2: Learner assessments.

Learner Assessment and Rubric for Assessment on the topic of “trade.”

Choose one of the roles below to show your knowledge of how the construction of the Panama Canal impacted trade when it was built.

<u>ROLE</u>	<u>AUDIENCE</u>	<u>FORMAT</u>	<u>TOPIC</u>
Captain of a cargo ship	United States taxpayers	Voki embedded on your wiki page	Convince your audience that the Panama Canal needs to be built.
Newspaper reporter in 1913	United States citizens	Newspaper Clipping Generator Copy and paste the final product into Microsoft Word and print it	Interview President Roosevelt to find out why the Panama Canal needs to be built.
Grammy-winning artist	The fifth grade class at MPE	Jam Studio (drums only) Submit a typed copy of the words.	Using the rap format, teach your audience why the Panama Canal needed to be built.

Student exceeded expectations in showing knowledge of how the construction of the P.C. impacted trade; created more than one product 4 POINTS	Student met expectations in showing knowledge of how the construction of the P.C. impacted trade; created one product 3 POINTS	Student did not meet expectations in showing knowledge of how the construction of the P.D. impacted trade; created one product 2 POINTS	Student created product but showed no knowledge of how the construction of the Panama Canal impacted trade 1 POINT
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Learner Assessment and Rubric for Assessment on the topic of “opportunity cost.”

In one paragraph, define opportunity costs. Also explain how opportunity cost affected the decision to ration goods during World War II.

Opportunity Cost	Inaccurate definition/ does not meet expectations	Incomplete definition /below expectations	Accurate definition/ meets expectations	Accurate definition/Above expectations
	Does not understand the relationship between opportunity cost and rationing	Somewhat understands the relationship between opportunity cost and rationing	Accurately states the relationship between opportunity cost and rationing, meets expectations	Accurately states the relationship between opportunity cost and rationing/ above expectations
	4 points	3 points	2 points	1 point

Learner Assessment and Rubric for Assessment on the topic of “price incentives.”

Briefly discuss each of the review concepts and questions with a partner.

With your partner, complete the Inventive Incentive Business Plan.

What did price incentives have to do with the cattle drives after the Civil War?
Enter a response to this question in the comment box below. Read the comments of your fellow classmates. Feel free to respond to their comments.




Price Incentives	Completed 1 of 4 assignments	Completed 2 of 4 assignments	Completed 3 or 4 assignments	Completed all 4 assignments: Discussion with Partner Business Plan with Partner EQ accurately answered on wiki Response to a classmate on wiki

Final Assessment Questions:

Define and give at least one example from history of "trade." In addition, you may also give a personal example.

Define and give at least one example from history of "opportunity cost." In addition, you may also give a personal example.

Define and give at least one example from history of “price incentives.” In addition, you may also give a personal example.

FINAL ASSESSMENT RUBRIC	Below expectations	Almost meets expectations	Meets expectations	Exceeds expectations
<p>Trade</p> 	An incomplete definition or inaccurate example (either from history or from personal life) is given	A complete definition OR one accurate example (either from history or from personal life) is given	A complete definition and one accurate example (either from history or from personal life is given)	A complete definition and two accurate examples (one from history, one from personal life) are given
<p>Opportunity Cost</p> 	An incomplete definition or inaccurate example (either from history or from personal life) is given	A complete definition OR one accurate example (either from history or from personal life) is given	A complete definition and one accurate example (either from history or from personal life is given)	A complete definition and two accurate examples (one from history, one from personal life) are given
<p>Price Incentives</p> 	An incomplete definition or inaccurate example (either from history or from personal life) is given	A complete definition OR one accurate example (either from history or from personal life) is given	A complete definition and one accurate example (either from history or from personal life is given)	A complete definition and two accurate examples (one from history, one from personal life) are given

Part 3: Pre-test and Post-test data.

Table 1: Assessment Overview

Name of Assessment (e.g., Vocabulary test)	Name of School where online P-12 Practicum Learning Module was implemented	Topic of the P-12 Practicum Learning Module	Student Demographic: (Example: 3 rd grade reading students)	No. of students taught	Pre-Assessment/ Post – Assessment Used (e.g., written pretest – written posttest)	Length of Unit of instruction (Example: 3 weeks)
Pre-Test Economics	Mountain Park Elementary School, Roswell, GA	Economics	Fifth grade students in a pull-out gifted class	16 (only 13 were present for both pre- and post-test)	Digital pre-test	Five weeks, one day each week

Table 2: Assessment Individual Data

Student Identifier (no names)	Pretest score in percentage	Posttest score in percentage
A	.16	.34
B	.33	.75
C	.33	.58
D	.25	.75
E	.16	.83
F	.25	.92
G	.25	.92
H	.33	.92
I	.16	.92
J	.25	100
K	.50	.92
L	.33	.92
M	.33	100

Table 3: Assessment Group Data

Group Pretest Mean score in %	Group Posttest Mean score in %	Percent Change (+ or - %)
34%	83%	+49%

Part 4: Analysis and Interpretation of Data.

I planned for and carried out the analysis and interpretation of the student achievement data by establishing formative checkpoints in each of the three sections of the learning module, followed by a comprehensive summative evaluation. For each of the section evaluations, students were scored and given feedback. Remedial materials were provided for students whose understanding of the concepts was not adequate. A pre-test and post-test were administered to the students over concepts in the entire learning module. The post-test was the summative evaluation for which a final grade was given.

Along the way, I made note of students' performance in the three sections of the module. The criteria that I used to determine if the instructional unit was successful, however, was the substantial 49 percent gain in test scores from the pre-test to the post-test.

Part 5: Recommendations for Revisions.

Based on the student achievement data and the experience of delivering the instruction, I determined the concept of "price incentives" was the most difficult for the students to understand. This is where many of them lost points on the summative evaluation. I would delete much of the material of "incentives" and replace that with more creative-problem solving activities examples and historical examples related specifically to "price incentives."

References

- Taylor, L., Casto, D., & Walls, R. (2007). Learning with versus without technology in elementary and secondary school. *Computers in Human Behavior*, 23(1), 798-811. doi:10.1016/j.chb.2004.11.010.
- Hebert, T. (1993). Reflections at graduation: The long-term impact of elementary school experiences in creative. *Roeper Review*, 16(1), 22. Retrieved April 28, 2010 from Academic Search Complete database.
- Mai, N., & Tse-Kian, N. (2009). Engaging students in multimedia-mediated Constructivist learning -- Students' perceptions. *Journal of Educational Technology & Society*, 12(2), 254-266. Retrieved April 29, 2010 from Academic Search Complete database.