

Essentials for Learning

- Outcomes & curriculum mapping
- Course design/structure
- Direction & feedback
- Active & collaborative learning
- Testing for learning
- Assessment
- Continuous improvement

Outcomes & Curriculum Mapping

**I HAVE
NO IDEA
WHAT
I WANT**



California State University, Long Beach
College of Education
Curriculum Mapping Template
SDHE Program
Advanced Degree

| Required Course # | Outcome 1: Draw upon a deepened understanding of themselves, diverse others, and institutional structures to develop educational programs that promote educational access and success for all students, especially those from historically underrepresented populations. | Outcome 2: Apply fundamental counseling skills, theoretical orientations, and treatment plan steps to student development cases and practicum/fieldwork experiences. | Outcome 3: Draw upon an analysis and evaluation of the historical and philosophical foundations of the student affairs profession as well as major student development theories (psychosocial, cognitive, moral, life span, typological, and college impact) to develop educational programs that promote student development and learning. | Outcome 4: Apply basic leadership and organization theories along with core management skills (planning, environmental scanning, legal compliance, risk management, use of technology, budgeting, and human resource management to student affairs practice as reflected in case studies and in practicum and fieldwork experiences. | Outcome 5: Demonstrate their understanding of student affairs scholarship in the analysis, synthesis, and evaluation of current research as well as in the design and implementation of formative evaluations and research projects. |
|--------------------------|--|--|---|--|--|
| EDP 400 | | | | | I |
| COUN 538 | I | | I | I | |
| EDP 520 | | | | | D |
| COUN 548 | D | | D | | M^ |
| COUN 593 | | | D | D | |
| EDP 576 | M^ | | | | |
| COUN 547 | | | M^ | | |
| COUN 549 | | | | M^ | |
| COUN 516 | | M^ | | | |
| EDP 596 | | | | | M |
| COUN 693a | | | | | |
| COUN 643b | M | M | M | M | |
| COUN 644b | M | M | M | M | |
| COUN 693 | | | M | | |

- I = Introduced
- D = Developed & Practiced with Feedback
- M = Demonstrated at the Mastery Level Appropriate for Graduation
- ^ = Denotes where the signature assignment is given
- * = Outcome is introduced in a prerequisite course

Engineering Mechanics 2

| Learning Outcome | Programme Outcome(s) | Programme Area(s) | Assessment Mode(s) |
|--|-----------------------------|--------------------------|---------------------------|
| 1. Given a problem in engineering dynamics, identify the most appropriate solution technique | 1, 2 | 1, 2 | Written Exam |
| 2. Apply equations for straight-line motion to solve problems with variable acceleration | 1, 2 | 1, 2 | Written Exam |
| 3. Solve plane curvilinear motion problems in three different co-ordinate systems | 1, 2 | 1, 2 | Written Exam |
| 4. Analyse dynamic problems using work/energy and impulse/momentum techniques | 1, 2 | 1, 2 | Written Exam |
| 5. Given information on forces and moments applied to a particle or rigid body, sketch free body diagrams and apply Newton's laws of motion to solve for the motion of the body (two-dimensional cases only) | 1, 2 | 1, 2 | Written Exam |
| 6. Working in teams, perform experiments in engineering mechanics, analyse the results and identify sources of error | 2, 3, 5 | 1, 2, 5 | Laboratory work |

Course Design/Structure

- Traditional “sage on the stage”
- Objective-based learning
- Competency-based learning
- Mastery learning
- Problem-based learning

Direction & Feedback



Rubric for Oral Presentation

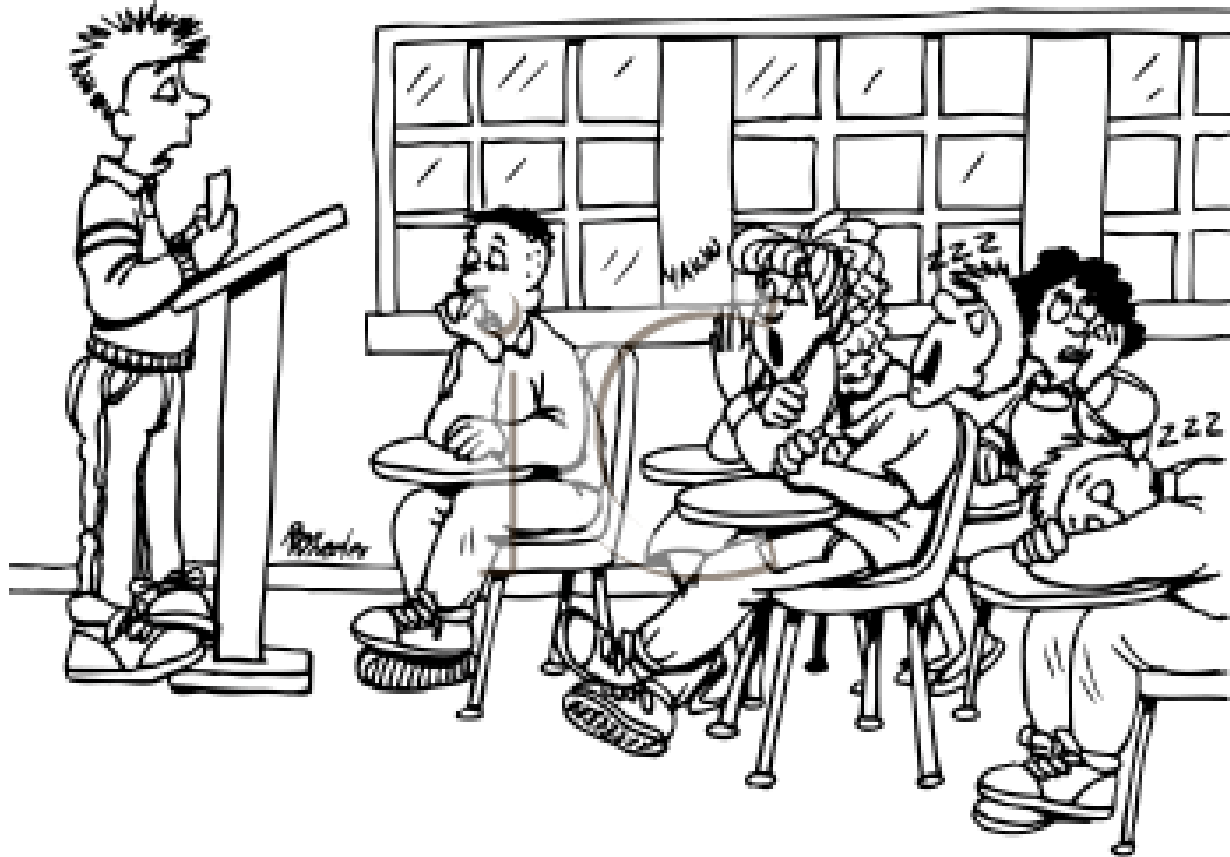
General Education knowledge area: Basic Communication – Oral

SUNY learning outcome: Develop proficiency in oral discourse

Rubric type: Holistic

| Score | Criteria |
|---------------|--|
| Exceeds | <ul style="list-style-type: none"> • Speech is well structured, with attention to flow, content, and audience; also appropriately timed for the given situation • Excellent use of gestures, facial expression; fluidly moves before the audience as though to reach out to them personally. • Uses visual aids judiciously and only when they add to ideas communicated during the speech • Ably recovers from any unanticipated event or reaction, maintaining smooth flow of presentation • Continually scans the audience, maintaining eye contact, and using audience reaction to adjust or adapt speech on an ongoing basis. • General appearance: Extremely relaxed, very confident, charismatic, dynamic • Impact of speech: Audience truly moved and/or influenced and desires continued interaction with speaker upon completion of speech; audience exhibits enthusiastic response to speaker, leaning forward to engage themselves with the speaker |
| Meets | <ul style="list-style-type: none"> • Speech carefully constructed with clear beginning, middle, and end; some attention to audience characteristics in its design • Gestures from time to time and moves in order to add some variety • Aware of audience, though audience reactions rarely lead speaker to alter planned course of speech • Utilizes visual aids to add variety, though still exhibits some overdependence on them and/or doesn't include them purely for purposes of audience enlightenment • Delivery is smooth enough and well-planned, but not as spontaneous in appearance as that of the advanced public communicator • General appearance: Competent and reasonably comfortable • Impact of speech: Audience responds well, if not enthusiastically; feels comfortable in presence of speaker and considers what speaker has to say even if not in full agreement |
| Approaches | <ul style="list-style-type: none"> • Speech is reasonably well organized and has valuable content, but delivery still needs work • Has moments of fluent speech, but still gets flustered or otherwise demonstrates disfluencies • Stands stiffly, uses few if any gestures, and rarely moves from a single spot • Still has difficulty filling available minimum time for speech • Avoids eye contact with audience • Occasionally depends on physical items, notes, or visual aids as a crutch • General appearance: Manages to complete speech but appears thankful when speech is over • Impact of speech: Audience sits and listens politely but is generally unmoved by speech |
| Does not meet | <ul style="list-style-type: none"> • Speech content of little concern since speaker's discomfort with situation overshadows all else • Stutters and stammers throughout presentation • Fidgets constantly • Does not fill up minimum speech time • Has little eye contact with audience; often looks to instructor for help • Totally dependent upon notes or visual aids; reads rather than speaks • Uses physical objects as a crutch (e.g., podium, pen, etc.) • General appearance: entirely unsure of self and lacking in confidence • Impact of speech: Audience feels helpless as speaker strains with great effort |

Active & Collaborative Learning



Group Work: Collaboration Rubric

| Category | 4 | 3 | 2 | 1 |
|-----------------|---|---|--|--|
| Contributions | Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort. | Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard! | Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required. | Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate. |
| Quality of Work | Provides work of the highest quality. | Provides high quality work. | Provides work that occasionally needs to be checked/redone by other group members to ensure quality. | Provides work that usually needs to be checked/redone by others to ensure quality. |
| Time-management | Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination. | Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination. | Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination. | Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management. |
| Problem-solving | Actively looks for and suggests solutions to problems. | Refines solutions suggested by others. | Does not suggest or refine solutions, but is willing to try out solutions suggested by others. | Does not try to solve problems or help others solve problems. Lets others do the work. |

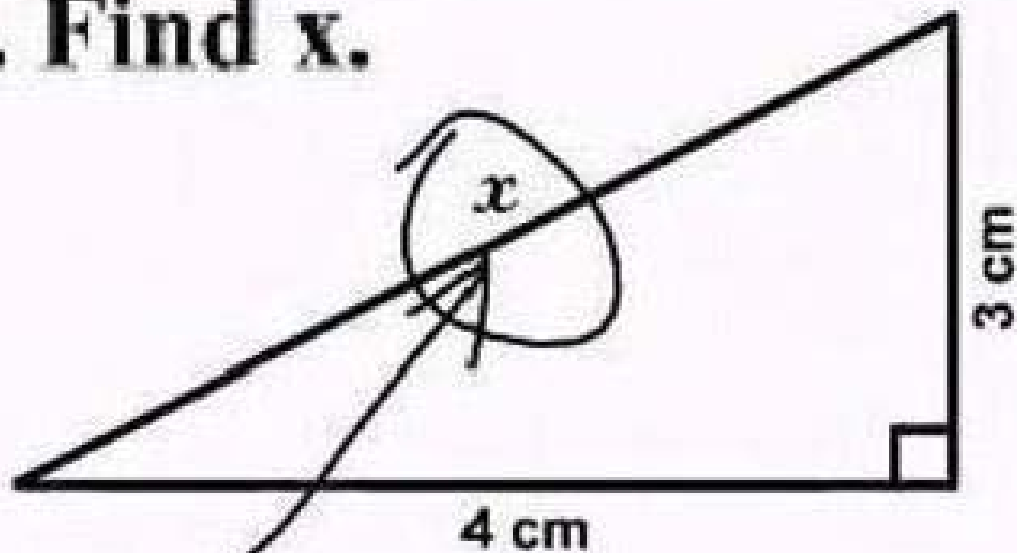
Continued on back . . .

| Category | 4 | 3 | 2 | 1 |
|------------------------------|--|--|---|---|
| Attitude | Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s). | Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s). | Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s). | Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s). |
| Focus on the task | Consistently stays focused on the task and what needs to be done. Very self-directed. | Focuses on the task and what needs to be done most of the time. Other group members can count on this person. | Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task. | Rarely focuses on the task and what needs to be done. Lets others do the work. |
| Preparedness | Brings needed materials to class and is always ready to work. | Almost always brings needed materials to class and is ready to work. | Almost always brings needed materials but sometimes needs to settle down and get to work | Often forgets needed materials or is rarely ready to get to work. |
| Monitors Group Effectiveness | Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective. | Routinely monitors the effectiveness of the group and works to make the group more effective. | Occasionally monitors the effectiveness of the group and works to make the group more effective. | Rarely monitors the effectiveness of the group and does not work to make it more effective. |
| Working with Others | Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. | Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group. | Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. |

Online at: http://roma.wcu.edu/groups/wikisasacooperativelearningtool/wiki/0dc88/Assessment_of_a_Cooperative_Learning_Assignment_Using_Wikis.html

Testing for learning

3. Find x .



Here it is

Assessment



Continuous Improvement

WHERE

do we

GO From

HERE?