



Continuing Education

FAMOUS FIVE FOUNDATIONAL SERIES

Assessment, Learning & Technology Solutions (ALTS)

1. The Brain & Learning
 2. Connection Curriculum, Instruction & Assessment to Maximize Learning
 3. Assessment Terminology, Concepts & Effective Construction
 4. Question Writing
 5. Scoring Guides, Rubrics & Checklists
-

September & October 2009

Southeast community college

www.southeast.edu

FAMOUS FIVE FOUNDATIONAL SERIES

Assessment, Learning & Technology Solutions

ALTS will provide world-class workshops on topics pertaining to assessment and the science of learning. Their famous five foundational series incorporates Kirkpatrick's Level of Evaluations.

Dr. Dennison Bhola is president of ALTS and has invested a significant part of his career working with organizations, including Southwest Airlines, Marriott Hotels and Resorts, Caterpillar, the University of Nebraska, James Madison University and The Gallup Organization.

Participants can take day 1, 2 and 3 stand alone. However if you plan on taking all five courses, it is recommended that you take them in order.

Foundational Day 1: The Brain & Learning

This workshop references the most current research on how the human brain learns. Through a simple information processing model, it focuses on function rather than structures in the brain. The workshop contains sessions on:

- 1) *How the human brain processes information*
- 2) *Sensory preferences of teachers, professors, trainers and learners*
- 3) *Why new information needs to make sense to the learner*
- 4) *The primacy/recency effect and its use as a scientific basis for time management in the classroom.*
- 5) *Purposefully designing questions for use before instruction with the specific intention of increasing learning.*



Among other things, in the ALTS Brain and Learning workshop, participants apply the learning benefits of: Retrieval practice and guided practice; learning and forgetting curves; prior knowledge tests, pretests and posttests; anticipatory sets, including pre-questions; and, Venn diagrams for analyzing reading materials.

Teachers, trainers and professors also gain an awareness of their own preferences for receiving information, how this impacts lesson planning and course development, and what they could do to give all of their students the opportunity to learn.

By the end of this exciting professional development program, even experienced teachers feel motivated and better equipped to be effective learning leaders.

Participants who attended this course in spring quarter 2009 do not need to retake it to move to next level. (0.6 CEUs)

Course Number: BSAD-6109

Tuition: \$150

| Sec | Start | End | Day | Time | Room | Inst |
|------|---------|---------|-----|---------------|---------|-------|
| CEUA | Sept 16 | Sept 16 | W | 9 a.m.-4 p.m. | CEC,304 | Bhola |
| CEUB | Sept 18 | Sept 18 | F | 9 a.m.-4 p.m. | CEC,304 | Bhola |

All classes are held at the
SCC Continuing Education Center
301 S. 68th St. Place, Lincoln, NE 68510

If you have questions, please contact
Sarah Kahler
at 402-323-3387; 1-800-828-0072, ext. 3387; or
skkahler@southeast.edu

Foundational Day 2: Connecting Curriculum, Instruction & Assessment to Maximize Learning

This workshop gives participants an understanding of levels of cognitive functioning and how these are used in curriculum documents, lesson planning, instruction and assessment. To participate actively workshop participants need to bring a set of learning objectives with which they are familiar, e.g. the syllabus for one of the courses they teach.

When Bloom's Taxonomy is used to align assessments with curriculum and instruction, it improves the content validity of assessments, provides teachers with more accurate information regarding what students really know and can do, and results in assessments students consider to be fair. Included in this workshop is a refresher course on Bloom's Taxonomy that empowers teachers to use it for lesson planning, instruction and assessment.

In this hands-on professional development program, workshop participants write questions to assess specific learning objectives from one of their own courses. These questions are purposefully written to target the specific levels of cognitive functioning.

If teachers, trainers and professors use different taxonomies from Bloom's, they are presented with the opportunity to:

- discuss how to use their own taxonomies for instruction and assessment
- to create a map to connect their current taxonomy with Bloom's.

Toward the end of this comprehensive professional development experience, participants learn how to create a Table of Specifications (Test Blueprint) and how it could be employed to develop assessments of high content validity. This is a natural extension of the conversations regarding cognitive complexity initiated during the earlier sessions on Bloom's Taxonomy, and sets the stage for Foundation Days 3, 4 and 5 which focus on creating effective assessments, question writing and the development of appropriate scoring guides.

As an out-of-class assignment, in preparation for Days 4 and 5, participants get the opportunity to create their own table of specifications for a specific instructional unit. This table of specifications is collected on Day 3, reviewed and returned with comments on Day 4. (0.6 CEUs)

Course Number: BSAD-6110

Tuition: \$150

| Sec | Start | End | Day | Time | Room | Inst |
|------|---------|---------|-----|---------------|---------|-------|
| CEUA | Sept 25 | Sept 25 | F | 9 a.m.-4 p.m. | CEC,304 | Bhola |
| CEUB | Sept 29 | Sept 29 | W | 9 a.m.-4 p.m. | CEC,302 | Bhola |

Foundational Day 3: Assessment Terminology, Concepts & Effective Construction

Assessments for Different Purposes

A clear differentiation is made between questions and assessments. Then the conversation started in Day 1 regarding the similarities and differences among prior knowledge tests, pretests, posttests and prequestions is extended with additional information and discussed in greater depth. Following this, the use of test scores in a criterion-referenced manner are compared and contrasted with the use of test scores used in a norm-referenced manner. Then assessments used for formative and summative purposes are compared and contrasted.

This sets the stage for a discussion of the concepts of validity and reliability, considering the purpose of an assessment, the time available for assessment and the number of questions that can be used.

Validity and Reliability Concept

This is an easy-to-follow presentation about two of the most fundamental concepts in the field of Educational Assessment – validity and reliability. By the end of this session, participants have a conceptual understanding of validity and reliability and how they are related to each other in the context of an assessment.

Reliability, Sampling, Content Validity

Participants learn how planning and the purposeful selection of test questions are important to reliability and validity. Participants are introduced to statistical sampling concepts and the use of a table of specifications in order to achieve high content validity. Relevant connections are made to show how this process results in assessments that are well-aligned with the target curriculum and instruction.

How to develop tests that work

Participants are introduced to a simple test development process. The steps in this process have been distilled from decades of practical experience in the test development industry and combined with useful tips to empower teachers, professors and trainers to create high-quality criterion-referenced assessments. Issues of reliability, fairness and validity are addressed.

Numbering and sequencing items within an assessment

After all of the questions on an assessment are selected, they should be arranged in a logical order that allows test takers to turn in their best possible performance. There are ways of arranging and sequencing questions to reinforce the concepts and principles presented during instruction. To this end, participants receive practical guidelines for numbering and sequencing items within an assessment. These guidelines are different for online vs. paper assessments – both are discussed.

Terminology and Statistics (Optional)

This session reviews basic assessment terminology and statistics that are often used in communicating assessment results, such as the median, range, mean, item difficulty, standard deviation, variance, correlation and reliability. By the end of this session, participants have tools they need to be more informed consumers of assessment information. (0.6 CEUs)

Course Number: BSAD-6111

Tuition: \$150

| Sec | Start | End | Day | Time | Room | Inst |
|------|-------|-------|-----|---------------|---------|-------|
| CEFA | Oct 7 | Oct 7 | W | 9 a.m.-4 p.m. | CEC,304 | Bhola |
| CEFB | Oct 9 | Oct 9 | F | 9 a.m.-4 p.m. | CEC,304 | Bhola |

Foundational Day 4 – Question Writing

Prerequisites: BSAD-6109, BSAD-6110 and BSAD-6111

How to write effective multiple-choice questions

This session begins with the anatomy of a multiple-choice question and highlights the advantages and disadvantages of using multiple choice questions. Participants receive guidelines on how to write good multiple choice questions and what pitfalls to avoid when writing effective multiple-choice questions.

By the end of this workshop, session participants will be able to identify common cues that might inadvertently give clues to the correct answers, and explain how distractors influence question performance. Participants learn how to interpret distractor analysis results and how to write effective distractors.



How to write effective true/false, yes/no and “fill-in-the-blank (with a word bank)” questions

This session highlights the advantages and disadvantages of select-type questions. Participants receive guidelines on how to write effective questions of each type and what to avoid when writing these questions.

How to write short and long constructed-response questions that work

This session highlights the advantages and disadvantages of supply-type questions. Participants receive guidelines on how to write effective short constructed-response questions and what to avoid when writing such questions.

How to write effective essay questions

This session highlights the advantages and disadvantages of essay questions. Participants receive guidelines on how to write effective essay questions and what to avoid when writing these questions.

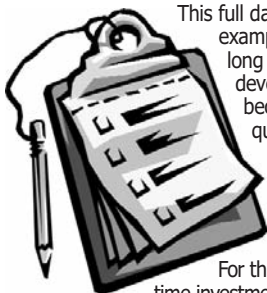
The session emphasizes the need for a well-designed rubric to score essays with consistency, and describes the purpose of inter-rater agreement analyses. (0.6 CEUs)

Course Number: BSAD-6112 Tuition: \$150

| Sec | Start | End | Day | Time | Room | Inst |
|------|--------|--------|-----|---------------|---------|-------|
| CEFA | Oct 14 | Oct 14 | W | 9 a.m.-4 p.m. | CEC,304 | Bhola |

Foundational Day 5: Scoring Guides, Rubrics & Checklists

Prerequisites: BSAD-6109, BSAD-6110, BSAD-6111 and BSAD-6112



This full day workshop introduces scoring guides, rubrics and checklists with several examples. Participants get the opportunity to develop a scoring guide for a long constructed response question. Participants also get the opportunity to develop a rubric to score one of their own essays, projects, or portfolios. It becomes abundantly clear that we cannot evaluate the quality of an essay question/project description/performance task/portfolio without also evaluating the rubric that will be used to score it.

To complete this very hands-on workshop, participants get the opportunity to develop a checklist to score one of their own performance tasks.

For this workshop to run smoothly and provide the greatest return on participants' time investment, participants will be asked to bring a long constructed response question and a model answer that goes with it, as well as an essay question/project description/portfolio prompt, and a performance task. (0.6 CEUs)

Course Number: BSAD-6113 Tuition: \$150

| Sec | Start | End | Day | Time | Room | Inst |
|------|--------|--------|-----|---------------|---------|-------|
| CEFA | Oct 21 | Oct 21 | W | 9 a.m.-4 p.m. | CEC,304 | Bhola |

All classes are held at the
SCC Continuing Education Center
301 S. 68th St. Place, Lincoln, NE 68510

If you have questions, please contact
Sarah Kahler
at 402-323-3387; 1-800-828-0072, ext. 3387; or
skkahler@southeast.edu

REGISTRATION FORM - NON-CREDIT COURSE

Complete this form and send with payment to: **SCC, Continuing Education Center, 301 S. 68th Street Place, Lincoln, NE 68510 or FAX completed form to (402) 437-2703. Include credit card information or Letter of Authorization (required for third-party billing).**

The College requires a student's Social Security number as a condition for enrollment. A student's Social Security number information constitutes an "educational record" under the Family Educational Rights and Privacy Act (FERPA). The College will be privileged to disclose that information only with the consent of the student or in those very limited circumstances when consent is not required by FERPA.

PLEASE PRINT

2009 QUARTER

summer winter

fall spring

Name: Last _____ First _____ Middle Initial _____

Social Security Number _____ E-mail address _____

Residence Mailing Address _____ City _____ State _____ Zip _____

County # _____ Cell Business Phone _____

Home Phone _____

Birth Date _____

Gender: Male Female

Race: (used for statistical purposes only)

White, Non-Hispanic Hispanic/Latino(a) Asian/Pacific Islander

Black/African-American, Non-Hispanic Native American Other _____

Veteran or Dependent Resident of Nebraska Non-Resident of Nebraska

Utilizing Military Benefits Yes No

Famous Five Foundational Series – Assessment, Learning & Technology Solutions (ALTS)

SCC Continuing Education Center, 301 S. 68th St. Place, Lincoln, NE 9 a.m.–4 p.m.

Please check all that apply:

Day 1: The Brain & Learning • \$150

Wed., Sept. 16 • BSAD-6109-CEUA

Fri., Sept. 18 • BSAD-6109-CEUB

Day 2: Connecting Curriculum • \$150

Fri., Sept. 25 • BSAD-6110-CEUA

Tues., Sept. 29 • BSAD-6110-CEUB

Day 3: Assessment Terminology • \$150

Wed., Oct. 7 • BSAD-6111-CEFA

Fri., Oct. 9 • BSAD-6111-CEFB

Day 4: Question Writing • \$150

Wed., Oct. 14 • BSAD-6112-CEFA

Day 5: Scoring Guides • \$150

Wed., Oct. 21 • BSAD-6113-CEFA

Signature _____

Check Cash Mastercard Discover VISA (V Code _____)

Exp. Date _____ Credit card # _____

Name as it appears on card _____

Billing agency (INCLUDE LETTER OF AUTHORIZATION) _____

Submission of this form indicates that I understand: 1) that my registration is complete and that I am accountable for the tuition fees and subject to a grade in the courses listed; 2) that should I officially drop, cancel, or withdraw, any refund in tuition will be determined by the date I submit my request to Continuing Education; 3) that failure to attend a course does not constitute an official drop/withdrawal; 4) the personal information contained herein is correct as shown; and 5) any changes in SSN, legal name, address, residency, etc. must follow the College procedures in the Student Handbook and College Catalog. It is the policy of SCC to provide equal opportunity and nondiscrimination in all admission, attendance, and employment matters to all persons without regard to race, color, religion, sex, age, marital status, national origin, ethnicity, veteran status, sexual orientation, disability, or other factors prohibited by law or College policy. Inquiries concerning the application of SCC's policies on equal opportunity and nondiscrimination should be directed to the Vice President for Access/Equity/Diversity, SCC Area Office, 301 S. 68th Street Place, Lincoln, NE 68510, 402-323-3412, FAX 402-323-3420, or json@seccneast.edu. La presentación de esta forma indica que entiendo: 1) que mi inscripción es completa y que soy responsable de las cuotas de inscripción y sujeto a una calificación en los cursos listados; 2) que si oficialmente abandono, cancelo o me retiro, cualquier reembolso de la matrícula será determinado de acuerdo a la fecha que presente mi solicitud a Educación Continua; 3) que el no asistir a un curso no constituye una baja oficial o retiro; 4) la información personal contenida aquí es correcta tal como se muestra; y 5) cualquier cambio en el SSN, nombre legal, dirección, residencia, etc. debe seguir los procedimientos del Colegio en el Libro del Estudiante y el Catálogo del Colegio. Es la política de SCC proporcionar igualdad de oportunidades y no discriminación en todos los asuntos de admisión, asistencia y empleo para todas las personas sin distinción de raza, color, religión, sexo, edad, estado civil, origen nacional, etnia, condición de veterano, orientación sexual, discapacidad u otros factores prohibidos por ley o política del Colegio. Preguntas relacionadas a la política sobre equidad/antidiscriminación de SCC deben dirigirse a: Vice President for Access/Equity/Diversity, SCC Area Office, 301 S. 68th Street Place, Lincoln, NE 68510, 402-323-3412, FAX 402-323-3420, o jso@seccneast.edu.

TOTAL DUE

For Office Use Only: DE _____ ID# _____

Staff/Dep Disc. ()

How to Register

1. Complete the non-credit registration form contained in this brochure. **Please print or type information on the registration form.**
2. SEND the form with payment: **Check** payable to SCC, or **credit card** number (Mastercard, Discover or Visa) or a **letter of authorization on company letterhead** if your employer is paying the tuition.

MAIL TO:
 SCC-Continuing Education Center
 301 S. 68th Street Place
 Lincoln, NE 68510

FAX TO: 402-437-2703
3. Report to the class session for which you have registered unless you are notified that the class is full or has been cancelled.

Confirmations are not mailed.