



CIA Curriculum-Instruction-Assessment REACT Relate-Experience-Apply-Cooperate-Transfer FAA Formative-Anonymous Assessment

Join the CIA (Curriculum-Instruction-Assessment) to teach

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Participants will design classroom instruction using a framework of tested pedagogical models. By expressing goals using specific verbs, participants will plan lessons with a template that builds in contextual, verifiable learning. The system also includes methods of instructional assessment, to adapt and improve instruction to match curricula. This session will particularly benefit new teachers, subject matter experts that are trying to find a framework to organize and refine course materials, and ensure learning has occurred.

*Proposed Content and Activities

The framework will be introduced via a PowerPoint presentation and handouts. The topics will detail the goal, and pedagogical basis of Bloom's Taxonomy, the Curriculum-Instruction-Assessment (CIA) and Relate-Experience-Apply-Cooperate-Transfer (REACT) models, the use of Pivotal Questions, and Formative Anonymous Assessment (FAA).

A brief explanation and suggested Blooms Taxonomy use will be followed by a short demonstration showing how REACT (when used in a contextual setting) can increase learning outcomes will be conducted by and for the attendees. The session will then have participants use fill-in-the-blank templates to develop higher level objectives, better state the goal of the lesson in relationship to measurable assessment of the curriculum, track materials needed, build in questioning, leverage student's previous knowledge, test for student learning, and finally, verify instructional success by getting feedback from the to prepare future lessons.

1. Intro, Question: how many Ed degrees?
2. Overview
 - a. What is CIA?
 - b. What is Blooms Taxonomy?
 - c. What is REACT?
 - d. What is a pivotal question?
 - e. What is a Formative Anonymous Assessment (FAA).
 - f. How Can a Lesson be created using these tools?
3. CIA
4. Curriculum: Taking the desired output of a course and putting it into objective form
 - a. Curriculum normally set, so focus on Instruction and Assessment
5. Instruction: Designing lessons to teach the objectives, using REACT
 - a. A progression of steps to verifiable outcomes
6. Assessment (not 'testing'): Constantly getting feedback to evaluate student learning, using Pivotal Questions and FAA
 - a. to periodically gauge student performance against the objectives
 - b. to modify the lesson to improve student performance before moving on, and
 - c. to constantly improve course content
 - d. Should be seen as an ongoing cycle
7. Creating Good Objectives
 - a. Blooms Taxonomy
 - i. Avoid Low level learning: * Knowledge and * Comprehension
 - ii. Higher level learning :
 - * Application: use
 - * Analysis: compare
 - * Synthesize: create
 - * Evaluate: judge
8. REACT
 - a. Relate
 - b. Experience (guided activity)
 - c. Apply (lab or practice)
 - d. Cooperate
 - e. Transfer (new or novel problem to validate learning occurred)
9. What is a pivotal question?
 - a. A question asked at a change of direction, taking prior knowledge to help the students see what is coming next
 - b. Questioning 101
 - i. Don't ask a particular student right away, so others don't zone out
 - ii. No bad answers, let another student build on it, Rephrase to success
10. Assessment
 - a. Summative assessment is the attempt to summarize student learning at some point in time, say the end of a course. Most standardized tests are summative. They are not designed to provide the immediate, contextualized feedback useful for helping teacher and student during the learning process. High quality summative information can, of course, shape how teachers organize their courses or what schools offer their students.
 - b. By contrast, formative assessment occurs when teachers feed information back to students in ways that enable the student to learn better, or when students can engage in a similar, self- reflective process.
11. Formative Anonymous Assessment (FAA).
 - a. By getting student feed back without identifying the sender, a teacher can sometimes get useful information on improving the course by identifying what the students do, and don't, get
12. Worksheet, Recap, Conclusion

Lesson Plan Template

Course:

Lesson:

Objectives

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Sample Bloom's Taxonomy Verbs	
1.	Knowledge: Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write
2.	Comprehension : Conclude, Demonstrate, Discuss, Explain, Generalize, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarize, Tell
3.	Application: Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use
4.	Analysis: Analyze, Characterize, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate
5.	Synthesis: Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Perform, Plan, Produce, Propose, Rewrite
6.	Evaluation :Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate. Select

Aim: Rhetorical Icebreaker

Relate: What do they already know, that applies? How does this fit into the course goals?

(Pivotal Question)

Experience: Guided Activity

(Pivotal Question)

Apply: Lab or Practice

(Pivotal Question)

Cooperate: Group work, competition, peer tutoring

(Pivotal Question)

Transfer: New or novel situation to show that learning has occurred.

Formative Anonymous Assessment: What did the students 'get', and not 'get'?

Rubric:

Criteria Example: Paper Layout; 1" margins, double spaced, 10 point font

Weight of criteria 10%

Level of Success 10: all items met, 7.5: missed one item, 5: missed two items, 2.5: missed three items

Criteria #1

Weight of criteria #1

Level of Success #1

Criteria #2

Weight of criteria #2

Level of Success #3