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Lesson plan for class teaching presentation

Getting students set to learn

Step 1: Review

* Hand out review material below after Step 2.

Reviewing McKeachie

Standard Assessment

1. List your objectives
 1. Use a grid to get at your objectives
 2. Open book? Open notes?
2. Construct the Test
 1. Problems
 2. Short-Answer Items
 3. Essay Items
 4. True-False Items
 5. Multiple Choice and Matching
3. Grading the test
 1. Establish a rubric
 2. Develop examples of standards
 3. Allow for creativity
 4. Use specific comments
 5. Develop a grading code
 6. Grade in teams

Alternative Methods of Assessment

1. Performance Assessment
(This is the kind of thing that a lab class should do, but I'm wondering how it can be employed even more as an assessment in communications classes.)
 1. Simulations
 2. Hands-on lab exercises
 3. Research projects
 4. Juried presentations
2. Graphic Representations of Concepts
(How to apply this to communications?)
 1. Fill-in-the-structure trees
3. Journals
(Also, updated as blog posts? How about wiki writing?)
4. Bibliographies
(I like this idea.)
5. Portfolio
(This is a good measure of skills - how are these applied in mass comm courses?)
 1. The key to portfolio is framing it as a portfolio rather than a separate group of presentations.
 2. early and late examples to show progress, or
 3. exemplary examples
6. Peer evaluation
 1. Give students a rubric
7. Group work
8. Classroom assessment
 1. Minute papers

Step 2: Anticipatory Set

1. From student submissions, create a big list of types of assessments
2. Can we add any more to McKeachie's list?
3. Ask for 'assessment horror stories'?
4. What makes an assessment good or bad?

Step 3: Objectives

1. The basics: defining 'assessment', why we do it, and what are the general qualities of a good assessment
2. Discuss a general checklist for finding a creating the right assessment
3. Try to craft some good assessments for particular case studies
4. Discuss problems crafting good assessments (and maybe solutions?)
5. Discuss future changes in assessment

Instruction

Step 4: Input and modeling

1. The basics: defining 'assessment', why we do it, and what are the general qualities of a good assessment
2. Discuss a general checklist for finding a creating the right assessment
3. Try to craft some good assessments for particular case studies

Checking for understanding

Step 5: Checking understanding

1. Ask questions

Step 6: Guided Practice

(if there is time, break out groups as below - otherwise just do it as a whole class)

1. Have students come up with three semi-wacky communications courses
2. Hand out assessment checklist
3. Break students into groups and have them come up with at least two good assessments for the class
4. Discuss results
5. Ask students how they would assess the work done by the other groups

Step 7: Independent Practice

(time permitting)

1. Discuss problems crafting good assessments (and maybe solutions?)
2. Discuss future changes in assessment