

Assessment - Orientation

1. Describe the "national call for action" regarding teaching.
2. Identify and describe the four types of research defined by Ernest Boyer (1990).
3. Describe the "reversed" instructional design process - simply describe. Where are we in the "reverse" process?
4. Describe a learning community. What are learning circles?
5. What are its primary characteristics?
6. What are communities of practice?
7. Identify the components of Deming's quality improvement cycle. Where are we in that cycle?
8. Describe Senge's meaning of "learning" for individuals and/or organizations. What would you consider to be important aspects of his definition of learning?
9. Describe your "duty" as a professor.
10. What are your responsibilities as a professional who teaches?
11. What emphases are important for teaching professionals?
12. What is your product?
13. Who is your customer? External- Internal-
14. What was different about the definition of knowledge presented during Orientation than what most would expect it to be?
15. Learning requires some major shifts, as described by Senge. What are they; most importantly, what do they reveal?
16. How is learning constructed?
17. Where does knowledge reside?
18. Generative, in the context we are in, and as described by Senge, means....
19. How is "creative tension" important?
20. Describe "transformative learning" and "transformative pedagogy". What result does transformative pedagogy have that other pedagogies do not?
21. What meaning does Dale's Cone have for you?
22. What meaning does Bloom's Taxonomy have for you?
23. What is the difference between the traditional Bloom and the Revised Bloom's Taxonomy?

Assessment - Course Analysis

1. List and describe all "teaching styles" you know about or use.
2. List and describe all student "learning styles" you know about or use.
3. List and describe all "teaching models" you know about or use.
4. Describe an example of "active" learning.
5. Describe an example of "passive" learning.
6. Describe what "critical thinking" means to you in the context of education in higher education and your role in higher education.
7. Describe what "teacher," "knowledge," "assessment," and "learner" centered means in the context of higher education.
8. What does "student learning objective" mean? Provide an example.
9. What does "student learning outcome" mean? Provide an example.
10. How are ABET or ABET TAC/NAIT standards to be used?
11. Describe "stages of learning."
12. What meaning does "centered" have in our context?

Assessment - Student Learning Objectives

1. Define the following types of student learning statements:
 - a. Objective
 - b. Outcome
 - c. Behavioral Objective – how does this one differ from the others?
 - d. Goal
 - e. Standard
2. List a-e above in priority of specificity, broadest statement to most specific statement.
3. Describe each type of objective on the continuum of objectives, global → educational → instructional. What purpose does each one serve? Describe the nesting priority, i.e. which ones are nested within the other(s)?
4. Are objectives the “means to the end” or the “end”? Why?
5. When planning student learning, what model is accepted as the best practice?
6. What is essential in verb choice for learning statements?
7. Discuss the difference between “subject matter content” and “knowledge.”
8. Describe the difference between “content” standards and “performance” standards.
9. What does “KSA” stand for?
10. Describe “mastery learning targets.”
11. What are “developmental learning targets”?
12. How can Bloom’s Revised Taxonomy of Learning be used in course planning?