DITA Orientation 2018

Day 3 Topic: Evaluating Clearly
Gagne’s Nine Instructional Events

- Gain Attention
- Inform learners of objectives
- Activate prior knowledge
- Present the point
- Provide learner guidance
- Elicit Performance
- Provide Feedback
- Assess Performance
- Enhance transfer
What is Learning?

Learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning.
Assessment: Evidence of Learning
Gagne’s Nine Instructional Events

Gain Attention
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Goal-directed practice coupled with targeted feedback are critical to learning
The Cycle of Practice & Feedback

- Goal-oriented
- Appropriate level of challenge
- Intensity and frequency
- Distributed over time

Practice

GUIDES FURTHER

LEADS TO

DIRECT

GOALS

Allows for

TARGETED

Observed Performance

SHAPE

Help us evaluate

ALLOWS FOR

Targeted Feedback

Observed Performance

Goals
Effective feedback tells students...

...what they are or are not understanding or doing

...where there performance is going well or poorly

...how they should direct their subsequent efforts

...when they can make the most use of it

THERE IS NO MAGIC FORMULA!
Think about:
• Learning goals
• Students incoming levels of knowledge or proficiency
• Practical constraints of the course (time, size, setting, etc)
Two Types of Feedback

**FORMATIVE**
- Informs students’ subsequent learning
- Identifies which aspects of performance did or did not meet the criteria

**SUMMATIVE**
- Gives a final judgment or evaluation of proficiency
- Identifies the degree to which performance criteria have been met
Timing Feedback

• *How soon* should you give feedback?

• *How often* should you give feedback?

• Usually the earlier the better

• Usually more frequently is better

Note:
Immediate vs. Delayed Feedback
Strategies for Goal-directed Practice

• Make the course goals explicit
• Give examples or models of target performance
• Use a rubric to breakdown and communicate performance criteria
• Show students what you do NOT want
• Provide multiple opportunities for practice
• Set expectations about practice (amount, type and level)
## Final (Final Exam + Final Project)
### Mock Town Hall Meeting - 35% of Final Grade

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent - 4</th>
<th>Good - 3</th>
<th>Acceptable - 2</th>
<th>Poor - 1</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Understanding</strong></td>
<td>Shows a deep/robust understanding of the topic(s) and issues related to the assigned role.</td>
<td>Shows a reasonable understanding of the topic(s) and issues related to the assigned role.</td>
<td>Shows a superficial understanding of the topic(s) related to the assigned role.</td>
<td>Shows no understanding, or a misguided understanding, of the topic(s) related to the assigned role.</td>
<td></td>
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<tr>
<td><strong>Argument and Implications</strong></td>
<td>Clearly articulates a position or argument.</td>
<td>Articulates a position or argument that is incomplete or limited in scope.</td>
<td>Articulates a position or argument that is unfocused or ambiguous.</td>
<td>Does not articulate a position or argument.</td>
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<tr>
<td></td>
<td>Fully discusses the major implications of the argument or position.</td>
<td>Adequately discusses some of the major implications of the position.</td>
<td>Discusses minor implications (missing the major ones) or does not discuss major implications adequately.</td>
<td>Doesn't discuss the implications of the argument or position.</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>Presents evidence that is <strong>relevant and accurate</strong>.</td>
<td>Presents evidence that is mostly relevant and/or mostly accurate.</td>
<td>Presents evidence that is somewhat inaccurate and/or irrelevant, but corrects when prompted.</td>
<td>Presents a lot of inaccurate and/or irrelevant evidence.</td>
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<td></td>
<td>Presents sufficient amount of evidence to support argument.</td>
<td>Presents limited evidence to support argument.</td>
<td>Does not present enough evidence to support argument, even when prompted.</td>
<td>Does not present enough evidence to support argument, even when prompted.</td>
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<tr>
<td></td>
<td>Research taken from well-regarded and trustworthy sources.</td>
<td>Research comes from trustworthy sources.</td>
<td>Research comes from dubious sources.</td>
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<tr>
<td><strong>Participation in preparation groups</strong></td>
<td>Makes 3 or more unique, insightful and/or persuasive arguments in support of the assigned position. Makes valuable contributions to the discussion and helps other students articulate or strengthen their arguments before the deadline.</td>
<td>Makes 2-3 arguments in support of the assigned position. Makes helpful contributions to the group discussion and responds to 2 other people with helpful suggestions and/or questions before the deadline.</td>
<td>Makes 2 arguments in support of the assigned position. Makes superficial contributions to the discussion and responds to other students in an obvious way, or in a way that fails to further their claims before the deadline.</td>
<td>Makes fewer than 2 arguments in support of the assigned position. Fails to contribute to the discussion or respond to other students before the deadline.</td>
<td></td>
</tr>
<tr>
<td><strong>Participation in Mock Town Hall Meeting Discussion</strong></td>
<td>Actively engages in lively debate and encourages others to participate. Demonstrates civility and respect in interactions with others. Replied to all posts with incisive remarks and persuasive counterarguments. The position paper and responses were posted before the deadline.</td>
<td>Engages in debate with others. Is respectful in interactions with others. Replied to all posts from the perspective of the assigned role and made counter-arguments where possible. The position paper and responses were posted before the deadline.</td>
<td>Replied to all posts but it is unclear if responses represent the perspective of the assigned role. Counter-arguments are weak or unsubstantiated. The position paper and responses were posted before the deadline.</td>
<td>Did not reply to all posts or the attempted responses did not reflect the perspective of the assigned role. No counter-arguments were made. The position paper and/or responses were not posted before the deadline.</td>
<td></td>
</tr>
</tbody>
</table>
Strategies for Giving Targeted Feedback

• Prioritize your feedback
• Balance strengths and weaknesses in your feedback
  – Aim to build self-efficacy
• Create frequent opportunities to give feedback
• Attribute success to *ability + effort*
• Attribute failure to *lack of effort or task difficulty*
• Provide feedback at the group level
• Incorporate peer feedback
• Require students to specify how they used feedback in subsequent work
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Transfer:
The application of skills (or knowledge, strategies, approaches, habits or behaviors) learned in one context to a new context
Elements of Mastery

- ACQUIRE Component skills
- PRACTICE Integrating skills
- KNOW WHEN TO APPLY Skills
- MASTERY
Stages of Development of Mastery

**UNCONSCIOUS**
- Incompetence

**CONSCIOUS**
- Incompetence
- Competence

**UNCONSCIOUS**
- Competence
Failure to Transfer

- Context dependency/overspecificity
- Lack understanding of deep structure
Enhancing transfer

• Teach abstract knowledge that crosscuts contexts
• Use analogical reasoning
• Give opportunities for students to apply in diverse contexts
• Use comparisons to help students identify deep structures
• Ask students to generalize from specifics to larger contexts
• Specify context and ask students to identify relevant skills or knowledge
• Specify skills or knowledge and ask students to identify contexts
Continuous Professional Development

- Make notes on your outline or lesson plan
- Record the lesson, lab, tutoring session
- Ask if you can observe a fellow TA or professor
- Read and experiment
- Attend workshops and seminars: [http://www.ou.edu/cte](http://www.ou.edu/cte)
- Learn about learning – apply to your own learning