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Introduction

As of now, I am not a teacher. However, my dream is to become a computer technology teacher on the college level or even on the high school level, providing high schools start offering computer technology classes. Regardless of what level I teach, there are a few assessment strategies listed on the Intel Website that I will use. These particular assessment strategies have been used by my instructors throughout my own college career. Although I have not had the opportunity yet to use them on students of my own, I can still attest to their effectiveness due to my own experience as a student.

Demonstrating Understanding and Skill

I feel that the use of products as an assessment method is by far one of the best ways for students to demonstrate their understanding and skills. Especially in classes such as those pertaining to Web design, graphic design, multimedia design, office applications, any type of programming, and so on. For example, if I am going to teach a basic Website design class in which my students will learn HTML, assigning a final class project that was created using HTML and Notepad will allow me to assess the hands-on skills they have learned in my class.

I am very supportive of portfolios as an assessment strategy. Not only in terms of a way for instructors to assess their students projects, but also as a way for students to assess their own projects, as well as assessing their own progress over time. Portfolios would be a requirement for any class that I teach, especially those involving any type of website design. Whether the student is entering one of my classes for the first time, either at the beginning of their college career, or a year or two into it, getting them started on a portfolio, I feel, will encourage them to build on it by adding projects from other classes that don't require a portfolio. Portfolios are road maps that showcase a students learning experience from beginning to end.

I would also assign chapter quizzes throughout the course as well, and maybe even a mid-term and final exam. Reason being, too often I have witnessed others completing hands-on projects who could do a great job at what they were doing, but at the same time, they could not put a name on certain tasks they performed that got them to the final project. I compare this to learning how to play the guitar. I know many guitar players who don't even know how to read music. Many of them have learned how to play by ear, and while they may be playing the correct chords for a song, some don't even know the names of the chords they are playing. Therefore, I feel that defining a task or step is equally as important as knowing how to complete one.

Encouraging Self-Direction and Collaboration

I especially like the information contained in the Intel Website that pertains to developing independent learners by encouraging self-direction and collaboration. I would definitely use project planning in any classes I teach. For a basic introductory class, I would most likely lay out the plans for my students based on a rubric of criteria expected. However, in a more advanced class, I would most likely let the students help in the planning of a final project. For example, in an advanced website design class, I may list different components that can be included in a final project that would fulfill the criteria for a particular area. The student could then pick which component they want to use to fulfill the criteria.

While I would most likely use all assessment methods in this category, I especially like the idea of implementing peer feedback. I think it is important for students to see how their peers complete projects. And, I think it is important for students to be able to give and get feedback from each other. Enabling them to do so also encourages them to help each other. I also feel that self-assessment is very important and feel that the use of portfolios with help encourage it.

Bibliography

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<http://educate.intel.com/en/AssessingProjects/AssessmentStrategies/DemonstratingUnderstanding/>

Intel Education: Assessing Projects: Encouraging Self-Direction And Collaboration. Retrieved Nov. 29, 2011, from Web site:

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