<table>
<thead>
<tr>
<th>Session Date</th>
<th>Activities</th>
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| 1/20         | - Registration  
               - Text Distribution  
               - Introductions and Icebreakers (Bring your favorite icebreaker)  
               - Discussion of Syllabi  
               - Teaching Goals Inventory  
               
               Teaching What it is all About?  
               Teaching Adult Students  
               
               **Assignments for next week**  
               Read *Classroom Assessment Techniques*, Ch 1 & 2  
               Complete Teaching Goals Inventory, Cross pp. 20-22. Compute essential goals.  
               Read *Successful Beginnings for College Students* – Chapters 1 & 2  
               Read and post comment on discussion board under Seven Principles:  
               [http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm](http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm)  
               (Discussion Posting #1) |
| 1/27         | - What is Classroom Assessment?  
               - Getting Started with CAT’s  
               - Establishing Purpose, Goals, and Objectives for Classroom Assessment  
               - Guest speaker, Colleen Ahern-Hettich  
               
               **Assignment to be completed by next week**  
               Read *Classroom Assessment Techniques*, Ch 3 & 4  
               Read Carnegie Article  
               Post comments to discussion board under Grade Inflation. (Discussion Posting #2)  
               Read article on IPOD classroom use  
               Read *Practical Magic*, Ch 6, Core Strategies for Effectively Teaching Students |
### 2/03

**Guest speaker, Josh Young**  
Productive use of CATs in the classroom

**Assignment to be completed by next week**

**Read** *Classroom Assessment Techniques*, - Ch 5 & 6

**Read** *Practical Magic*, Ch 7, Assessing Learning: How We Know They Know and Ch. 9, Advice for Beginning Community College Instructors

**Read** *Successful Beginnings for College Students* – Chapter 3, Creating a Welcome Classroom Environment

Post reactions on discussion board under Class Environment and Student Motivation. Discuss how you can incorporate these ideas into your class. (Discussion Posting #3)

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### 2/10

Assessing Learning Styles and Teaching Styles: Identify a Learning Style Tool You Would Use  
[A Learning Style Survey for College, Learning Modalities](#), Dr. Felder’s Home Page

Discuss the Classroom Assessment Technique you are looking for and would be willing to experiment with using with your students (as identified earlier with your use of the TGL.) How much energy would it take to administer the CAT? How would you turn the data you collect into useful information?

**Assignment to be completed by next week.**

**Read** *Classroom Assessment Techniques*, - Ch. 7  
Classroom Assessment Project #1 due – (Angelo & Cross, Use of CAT for Assessing Course-Related Knowledge And Skills, Chapter 7)

**Read** *Successful Beginnings for College Students* – Chapter 5, Dealing with Incivility in the College Classroom  
Read and post comment on discussion board under Dealing with Incivility. (Discussion Posting #4)

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### 2/17

Discussion: CAT’s Assessing Course-Related Knowledge And Skills , Chapter 8)

**Read** *Successful Beginnings for College Students* – Chapter 4, Promoting Student Participation and Motivation

**Assignment to be completed by next week.**

**Read** *Classroom Assessment Techniques*, - Ch. 8  
Classroom Assessment Project #2 due (Angelo & Cross, Techniques for Assessing Learner Attitudes, Values, and Self-Awareness, Chapter 8)
<table>
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<tr>
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<th>Event</th>
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| 2/24 | Guest Speaker: **Rhonda Berger**, Director of Technology Training, College Training and Development  
Teaching with Electronic Technology  
Discussion: Assessing Techniques for Assessing Learner Attitudes, Values, and Self-Awareness, Chapter 8)  
Assignment to be completed by next week  
Read: Light Illuminates Better Teaching Strategies  
Read: From Teaching to Learning: A New Paradigm for Undergraduate Education  
Post implications for each article on discussion board for each article under Better Teaching and New Paradigms (Discussion Posting #5)  
Read *Successful Beginnings for College Students*, Chapter 6, Keeping the Ball Rolling To A Fruitful Conclusion |
| 3/3  | Guest Speaker: **TBA**  
Assignments to be completed by next week  
Complete The Myers-Briggs interest Inventory in your Campus Career Center.  
Read Georgia State University Master Teacher Program on Learning Styles,  
[http://www2.gsu.edu/~dschjb/wwwmbti.html](http://www2.gsu.edu/~dschjb/wwwmbti.html)  
Post the implications to your teaching under Meyers-Briggs on the discussion board. (Discussion Posting #6)  
Read *Classroom Assessment Techniques*, - Ch. 9  
Classroom Assessment Project #3 due next week (Angelo & Cross, Techniques for Assessing Learner Reactions to Instructions, Chapter 9) |
| 3/10 | Discussion: Assessing Learner Reaction to Teachers and Teaching (Angelo & Cross, Chapter 9)  
Guest Speakers: Faculty with Active Service Learning Projects  
Assignments to be completed by next week  
Read *The Course Syllabus*, Part I, 11, &III  
[Syllabus Template](#)  
Attend one class session of a colleague who is using CATs. How did this help? Share observations next week. |
Guest Speaker: **Greg Sharp**, Director of Professional Development, College Training and Development. Demonstration of CAT, SGIF (Small group instructional feedback)

Discussion on article about [Classroom Responders](#).

Discussion on Learning Communities and Cooperative Learning.

3/24 TBA

3/31 Use of Technology in the classroom, Discussion Posting #7.

4/07 Review 7-10 faculty websites. Post your comments and your own web site to the class if you have one. Discussion Posting #8.

4/14 Presentations, “A”

4/20 Presentations, “A”

Wrap–Up, Evaluations

### Grading

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Percentage Value</th>
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<tbody>
<tr>
<td>Eight Discussion Forums</td>
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<tr>
<td>Three Classroom Assessment Projects</td>
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<td>Syllabus</td>
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<td>Resource File</td>
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<tr>
<td>Paper and Presentation</td>
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