

Department of Public Instruction

Health Literacy Distance Learning Collaborative

Syllabus

PROGRAM AREA: Health Education Curriculum, Instruction and Assessment

COURSE #: HED 691 – Health Literacy Distance Learning (Carroll University)

TERM/YEAR: Fall 2009

TOTAL COST: \$250.00

REGISTRATION: <http://www.dpi.wi.gov/sspw/healthedcert.html> Registration link is under professional development opportunities. Cost to register with DPI will be \$50. This covers all materials.

**Course is scheduled to begin:
September 18, 2009**

COURSE CREDIT: Course is taken for 2 Graduate credits. Credit registration occurs once course starts. This is an additional cost of \$200.

COURSE: The Health Literacy Distance Learning Collaborative will introduce participants to:

- Skill-based health education and assessment
- Innovations in assessment which move beyond standardized multiple-choice testing to performance-based evaluations.
- Performance assessment materials that offer educators a way to measure students' knowledge and skills related to instruction in the classroom.
- Strategies that shift the emphasis from knowing health facts to developing health skills, thus providing a more complete and authentic picture of student achievement

COURSE LOCATION and TIME: This learning collaborative will occur entirely online through Sakai. Participants view modules, complete assignments and participate in discussions within designated timeframes for each module. Participation occurs asynchronously, which means that participants can view modules, complete assignments and contribute to discussions when it's most convenient for them.

LEARNING COLLABORATIVE: Participants will work together to navigate the material, participate in discussions and challenge the group to use the information to move the Health Education profession forward. A facilitator will be following the discussion boards and assignments, providing feedback as necessary.

INSTRUCTOR: Emily Holder

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LEARNING COLLABORATIVE ADDRESS: to be provided after registration

Course Outcomes: By the end of the course, the student will:

1. Review the Wisconsin Health Education Guidelines for Curriculum and Assessment.
2. Examine the ways in which district framework for health education aligns with the state and national standards.
3. Examine teaching with the end in mind.
4. Identify types of assessment.
5. Examine components of good assessment.
6. Explore the purpose of grades.
7. Describe new ways to think about and provide feedback to students.
8. Describe the National Health Education Standards in relationship to concepts and skills.
9. Describe criteria that relate to health skills.
10. Analyze the relationship between criteria, assessment items, and curriculum.
11. Define performance tasks (PTs).
12. Describe characteristics of PTs
13. Address considerations in developing PTs.
14. Identify steps in developing PTs.
15. Describe scoring criteria.
16. Describe standards-based assessment and the C-I-A connection
17. Define performance-based assessment
18. Explain the Health Education Assessment Project's (HEAP) scoring system
19. Evaluate student work using HEAP rubrics

Required Text(s): Assessment Tools for School Health Education (supplied)

Course Assignments:

1. Complete the following Web based Modules using the external link by dates indicated in class schedule.

Module 1- Standards Based Health Education Assessment

Module 2- Understanding the Essence of Skills

Module 3- Teaching with the End in Mind

Module 4- Standards, Performance, Rubrics and Grades

Module 5- Developing Performance Assessments

Module 6- Scoring Student Work

2. Participate in the forum (homework) on the following Modules by the date indicated in class schedule

Module 1- Standards Based Health Education Assessment

Module 2- Understanding the Essence of Skills

Module 3- Teaching with the End in Mind

Module 4- Standards, Performance, Rubrics and Grades

Module 5- Developing Performance Assessments

Module 6- Scoring Student Work

Discussion questions/topics are provided as part of the homework. Answers should build upon your colleagues previous entries on the discussion board and should address the following:

1. An interesting observation on the content of the module
2. How the module will enhance the way you teach
3. A comment regarding another student posting you may not have considered during the module viewing.

3. Upload homework through the assignment link, by dates indicated in class schedule.

Module 5- Developing Performance Assessments

Module 6- Scoring Student Work

Final Mini-Project

4. **Final Mini Project and Reward for Participation:** Access to HEAP online searchable database of assessment items will be given after week 5. Explore the resource and complete the following search.

- Grade level – select the level you teach. elementary, middle, or high
- Content- select a content area you will be teaching this semester
- Skills- select 2 skills you might teach in the unit
- Item type- select extended response items and performance tasks

Explore the search results. Select, adapt or create two performance items/task that would fit well with your upcoming unit. Write a brief summary of how you could use the assessment items and what changes you would make to your unit to better “teach with the end in mind”.

Upload your search results and summary through the assignment link by the date indicated.

Professional Development Commitment

1. It is your professional student responsibility to complete all Modules, homework activities and discussions by dates indicated.
2. Those who miss the posted dates will receive a 0 for the module unless arrangements are made with the facilitator prior to due date.

**Courses are scheduled to begin on the following days and run 6 weeks
September 18, 2009**

Schedule

<u>Week 1: Module 1- Standards Based Health Education Assessment</u>	9/18
Complete module and post homework	9/24
Discussion forum open for Module 1	9/18-9/24
<u>Week 2: Module 2- Understanding the Essence of Skills</u>	9/25
Complete module and post homework	10/1
Discussion forum open for Module 2	9/25-10/1
<u>Week 3: Module 3- Teaching with the End in Mind</u>	10/2
Complete module and post homework	10/8
Discussion forum open for Module 3	10/2-10/8
<u>Week 4: Module 4-Standards, Performance, Rubrics and Grades</u>	10/9
Complete module and post homework	10/15
Discussion forum open for Module 4	10/9-10/15
<u>Week 5: Module 5- Developing Performance Assessments</u>	10/16

Complete module and submit homework	10/22
Discussion forum open for Module 5	10/16-10/22
<u>Week 6: Module 6- Scoring Student Work</u>	10/23
Complete module and submit homework	10/29
Discussion forum open for Module 6	10/23-10/29
<u>Final Mini Project: Using the Health Education Assessment Project (HEAP)</u>	11/3
Searchable Database	

Points for Assignments:

Post homework activities/ complete discussion questions for the 6 modules by the dates indicated, 10 pts each module	60
Provide substantive responses to colleagues' discussion board posting by dates indicated, 5pts each module	30
Final Mini Project: Using the Health Education Assessment Project (HEAP) Searchable Database	10
TOTAL	100

EVALUATION/GRADING:

Grades will be computed on the following scale according to the average earned:

- 93 - 100 A
- 88 - 92 AB
- 83 - 87 B
- 78- 82 BC
- 73-77 C
- 65-72 D
- 0-65 F