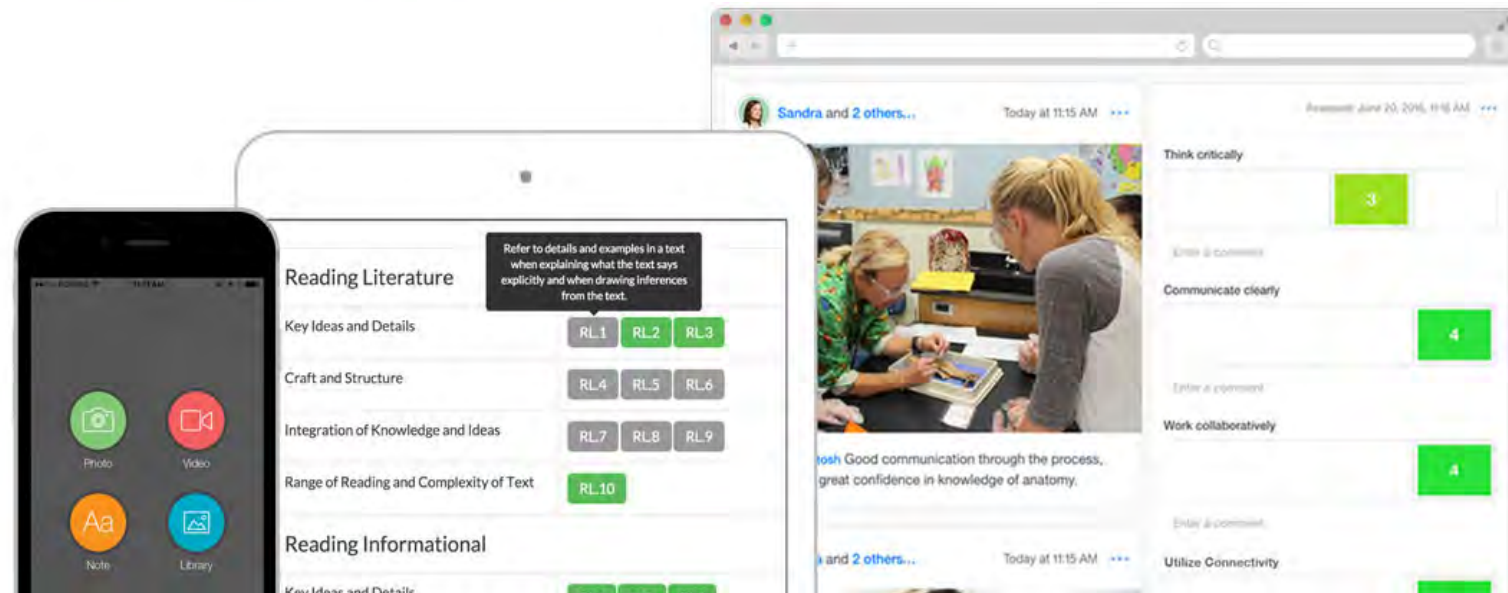


Documenting & Assessing Learning Outcomes

with



Dr. Mary Wilson, Niagara College



Dr. Camille Rutherford, Brock University



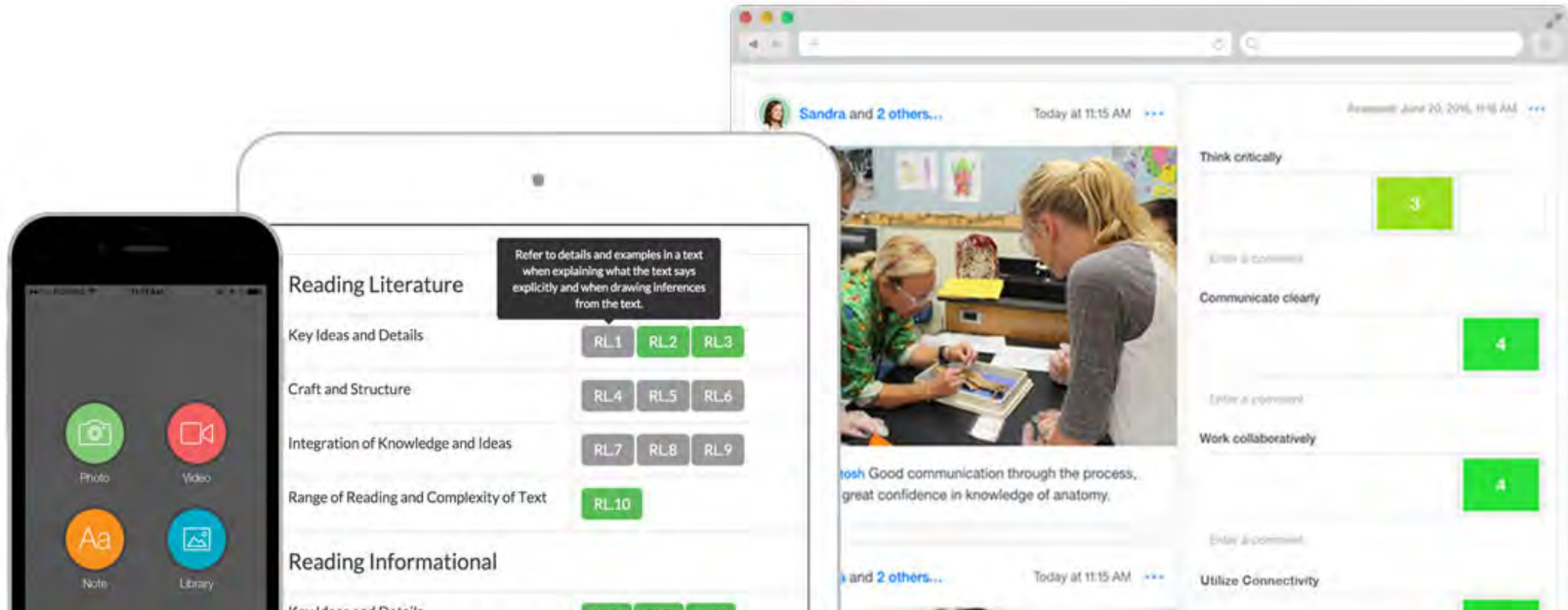
The Challenge



The Solution



- Mobile
- Customizable rubrics & checklists
- Assess photos, video, audio and text
- Built in curriculum standards/learning expectations





Instant photos/videos upload



Easy assignment and student work collection



Seamless integration with 1000's of apps



Customizable rubrics and checklists



Built-in curriculum standards



Unlimited file storage and private access



Year-after-year student record



Password-free scan code sign



Private posts only visible to teachers



Shared access to resources from other
teachers



Simple gradebook export and download



Collaborative classes and shared students

Practicum Evaluation



Practicum Evaluation



| | Level:P1 <i>Highly Successful</i> | Level:P2 <i>Proficient</i> | Level:P3 <i>Marginal</i> | Level:F <i>Unsatisfactory</i> |
|--|--|--|--|---|
| Planning Book | X Very well organized and complete planning book | ___ Well organized and complete planning book | ___ Somewhat organized and/or partially complete planning book | ___ Poorly organized and/or incomplete planning book |
| Unit Planning | X Excellent unit plans | ___ Good unit plans | ___ Unit plans need refining | ___ Little evidence of and/or poor unit plans |
| Lesson Plan | X Excellent lesson plans | ___ Good lesson plans | ___ Lesson plans need refining | ___ No evidence of or poor lesson plans |
| Lesson Materials & Resources | X Learning materials very well integrated into lesson | ___ Learning materials well integrated into lesson | ___ Learning materials partially integrated into lesson | ___ Learning materials poorly integrated into lesson |
| Lesson Delivery | X Excellent delivery, lesson easily understood by students | ___ Good delivery, lesson understood by students | ___ Uneven delivery, lesson only partially understood by students | ___ Poor delivery, lesson not understood by students |
| Questioning & Clarity of Instructions | X Excellent questioning and clarity of instructions | ___ Good questioning and clarity of instructions | ___ Uneven questioning and/or clarity of instructions | ___ Poor questioning and/or clarity of instructions |
| Instructional Strategies | X Excellent instructional strategies | ___ Good instructional strategies | ___ Some areas of concern with instructional strategies | ___ Significant areas of concern with instructional strategies |
| Lesson Pacing & Transitions | X Excellent pacing and transitions | ___ Good pacing and transitions | ___ Some areas of concern with pacing and/or transitions | ___ Significant areas of concern with pacing and/or transitions |
| Subject Knowledge | X Excellent knowledge of subject area | ___ Good knowledge of subject area | ___ Limited knowledge of subject area | ___ Poor knowledge of subject area |
| Voice & Body Language | X Excellent voice and body language | ___ Good voice and body language | ___ Some areas of concern with voice and/or body language | ___ Significant areas of concern with voice and/or body language |
| Classroom Management | X Excellent management, discipline, and routines | ___ Good management, discipline, and routines | ___ Some areas of concern with management, discipline, and/or routines | ___ Significant areas of concern with management, discipline, and/or routines |
| Assessment & Evaluation | X Excellent assessment and evaluation | ___ Good assessment and evaluation | ___ Some areas of concern with assessment and/or evaluation | ___ Significant areas of concern with assessment and/or evaluation |
| Professionalism | X Excellent demonstration of professionalism | ___ Good demonstration of professionalism | ___ Limited demonstration of professionalism | ___ Poor demonstration of professionalism |

Practicum Evaluation



| Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------------------------------|---|---|--|--|
| Professional Behaviour and Attitudes | Uniform is less than 80% complete. Does not contribute or contributes negatively to the team environment | Uniform is 80% complete. Lacks contribution to the team environment and only performs duties assigned | Uniform is complete. Contributes to team environment in positive manner and performs his/her duties | Uniform is complete according to policy. Contributes to the team environment consistently and performs tasks that are above and beyond his/her duties. |
| Pre Lab Preparation | Pre Lab Preparation | Adequate planning and Efficiency. | Thorough planning evident before and during class. | Extremely prepared highly efficient. |
| Safety/Sanitation/Work area | Did not follow safety rules.Did not use kitchen equipment in a safe manner.Did not sanitize and work area was messy at all times. | Student used equipment safely and correctly with little help.Sanitized very little.Work area was in satisfactory condition for food production. | Student demonstrated safe and correct use of all kitchen equipment.Student sanitized station throughout the lab and work area was in good condition most of the lab. | Student mastered all aspects of safety and sanitation throughout the lab.Work area was impeccable all the time. |





<https://youtu.be/rMNbMLRhRWo>

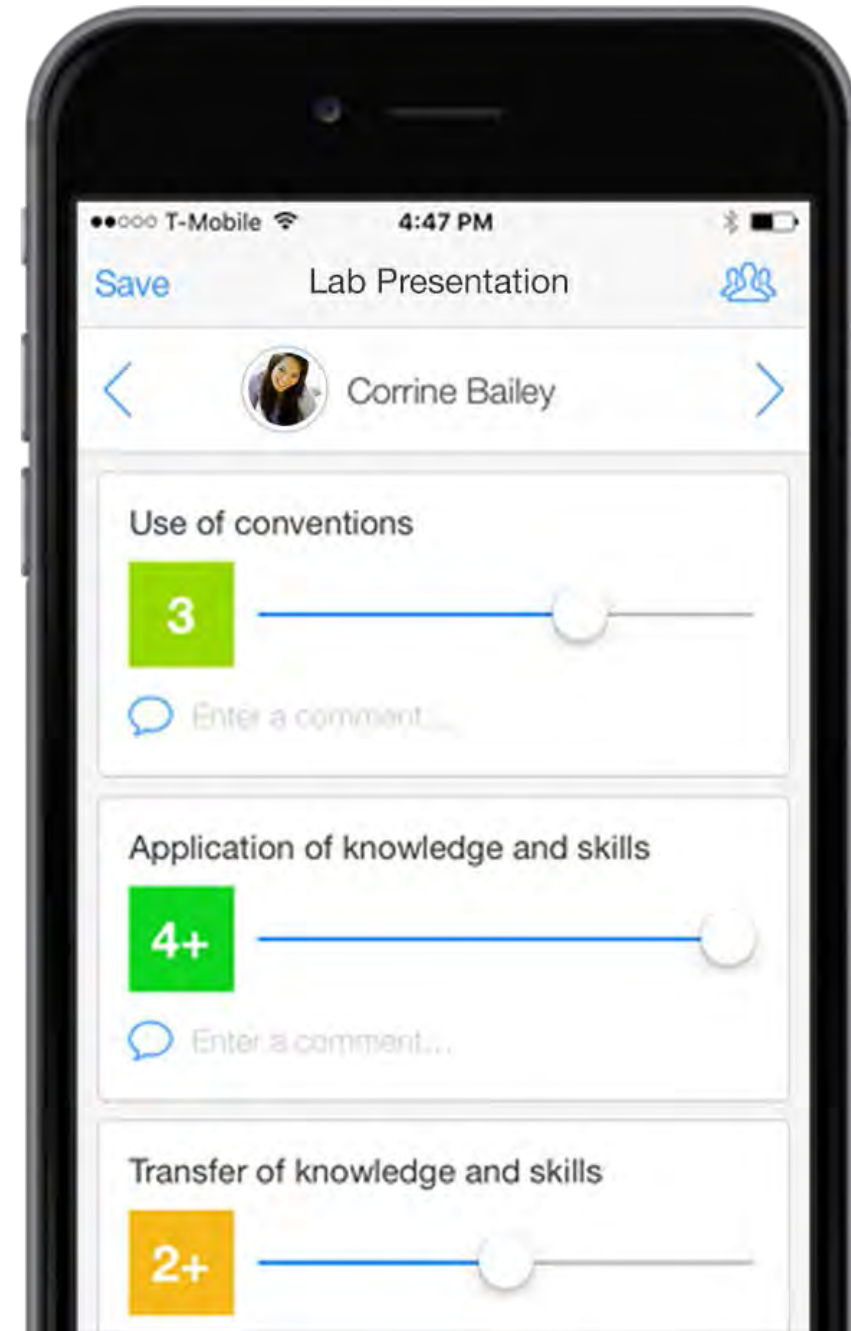


Hands-on Activity

Class: Learning Outcomes Conference

Assess the following learning activities:

- Quick Breads – Tea Biscuit & Blueberry Muffin
- Chemical Engineering Lab
- Coca Cola Case Study Presentation
- Practical Physical Exam

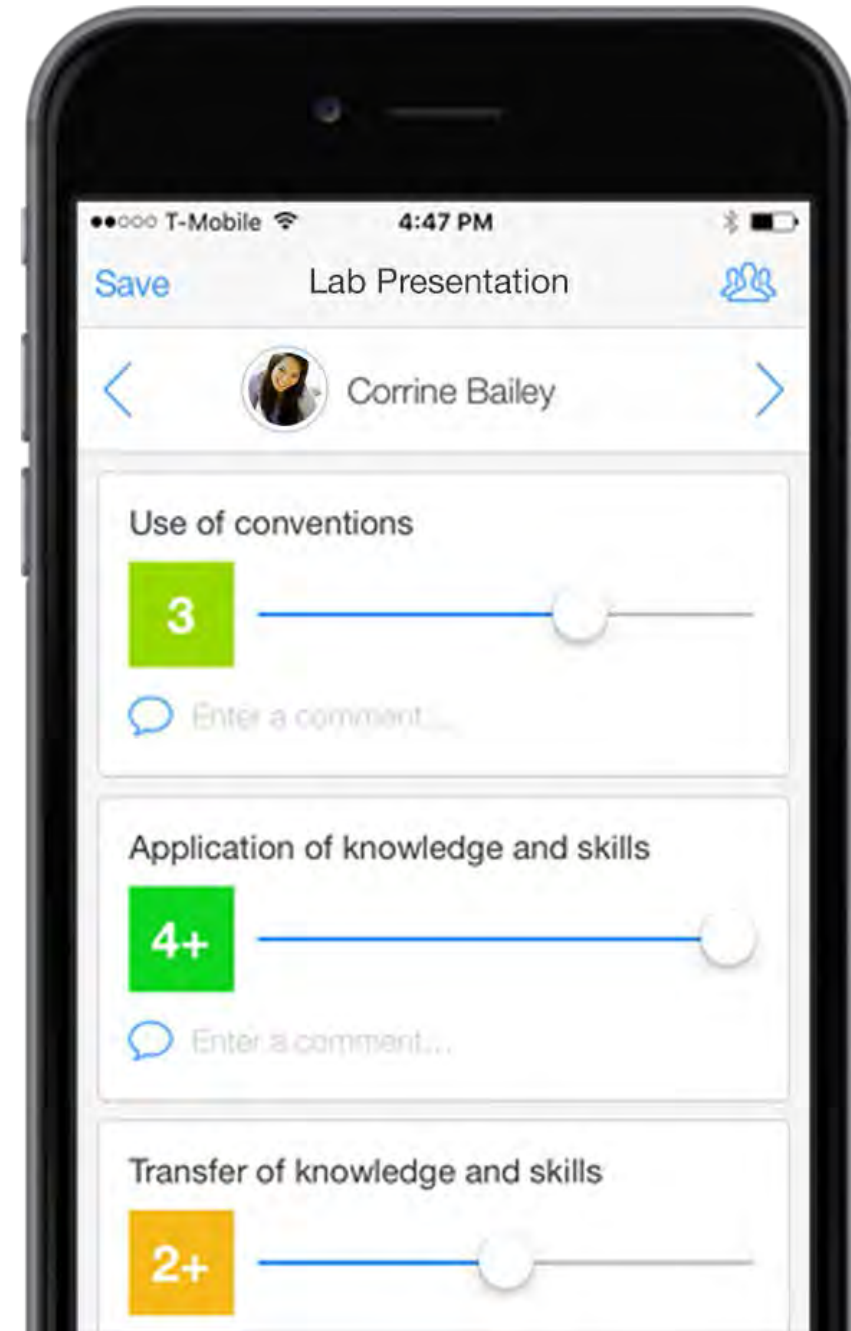




How to Assess



1. Select Sesame App
2. Select class: Learning Outcomes Conference
3. Select an activity:
 1. Quick Breads – Tea Biscuit & Blueberry Muffin
 2. Chemical Engineering Lab
 3. Coca Cola Case Study Presentation
 4. Practical Physical Exam
4. Select **Open**
5. Select a student (Use the same student for all of the activities)
6. View learning object (Tap triangle for videos)
7. Move **slider** to assess (Level descriptors will appear as you move the slider).
8. Add an overall comment.





The Potential



Curriculum Maps

Ontario College Culinary Management (Four Semester)

Vocational Standard

Provide accomplished culinary planning, preparation, and presentation for a variety of food service environments

A1.1 A1.2 A1.3 A1.4 A1.5 A1.6 A1.7 A1.8 A1.9 A1.10

Contribute to marketing effectiveness to promote the successful operation of a hospitality operation

A2.1 A2.2 A2.3 A2.4

Contribute to the management of a variety of food and beverage operations by the effective use of hospitality management skills

A3.1 A3.2 A3.3 A3.4 A3.5 A3.6 A3.7 A3.8 A3.9 A3.10 A3.11 A3.12
A3.13

Ensure ongoing personal growth in the areas of self-management, interpersonal skills, professional ability, and industry awareness

A4.1 A4.2 A4.3 A4.4 A4.5 A4.6

Ontario Council of Academic Vice-Presidents University University Undergraduate Degree Level Expectations

Baccalaureate/Bachelor's Degree

1. Depth and Breadth of Knowledge

1a 1b 1c 1d 1e 1f

2. Knowledge of Methodologies

2a 2b

3. Application of Knowledge

3a 3b 3c

4. Communication Skills

4a

5. Awareness of Limits of Knowledge

5a

6. Autonomy and Professional Capacity

6a 6b 6c



Curriculum Maps

Assessed

Ontario Council of Academic Vice-Presidents University Undergraduate Degree Level Expectations

Baccalaureate/Bachelor's Degree

1. Depth and Breadth of Knowledge

1a

1b

1c

1d

1e

1f

2. Knowledge of Methodologies

2a

2b

the ability to make use of scholarly reviews and primary sources.

3. Application of Knowledge

3a

3b

3c

4. Communication Skills

4a

5. Awareness of Limits of Knowledge

5a

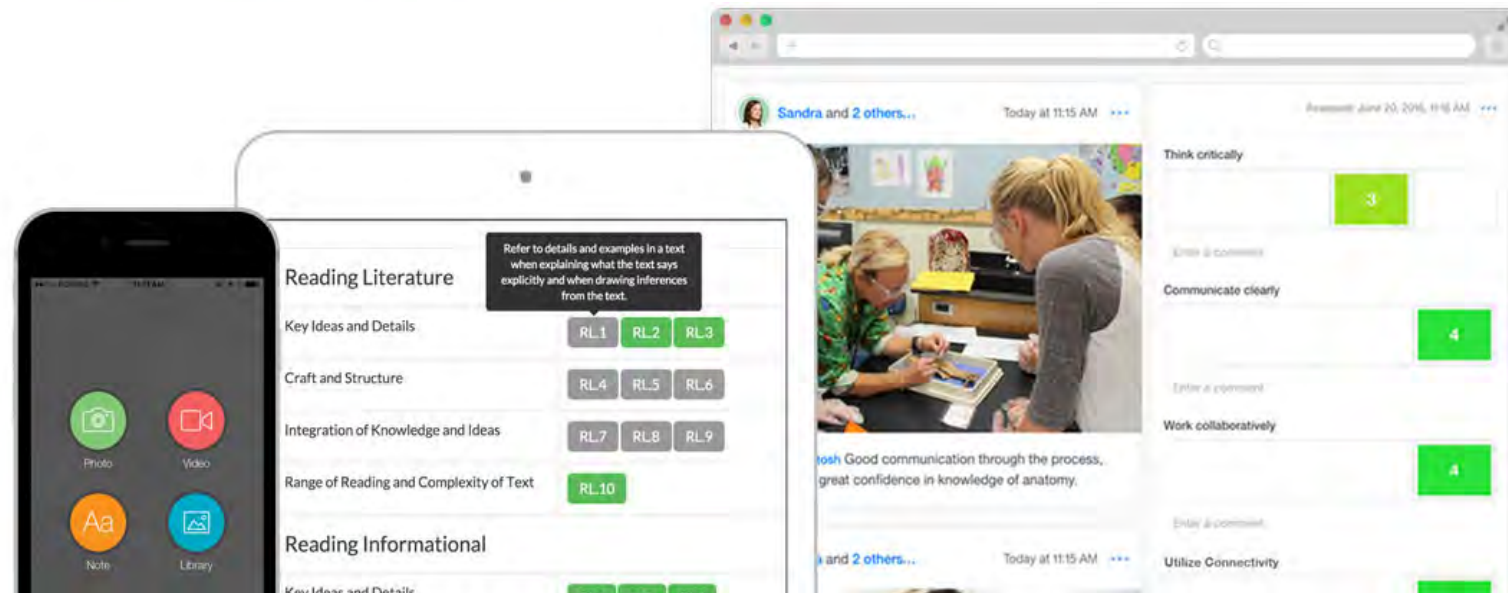


The Potential?

- Discussion

Documenting & Assessing Learning Outcomes

with



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