



Danny15 https://commons.wikimedia.org/wiki/ABBA#/media/File:ABBA_wax_figures.JPG CC BY-SA 3.0

ABA

Always Be
Assessing

**THE VIRTUAL
CLASSROOM
GETS REAL**

**Authentic and Engaging
Online Assessment**



Quick Intro

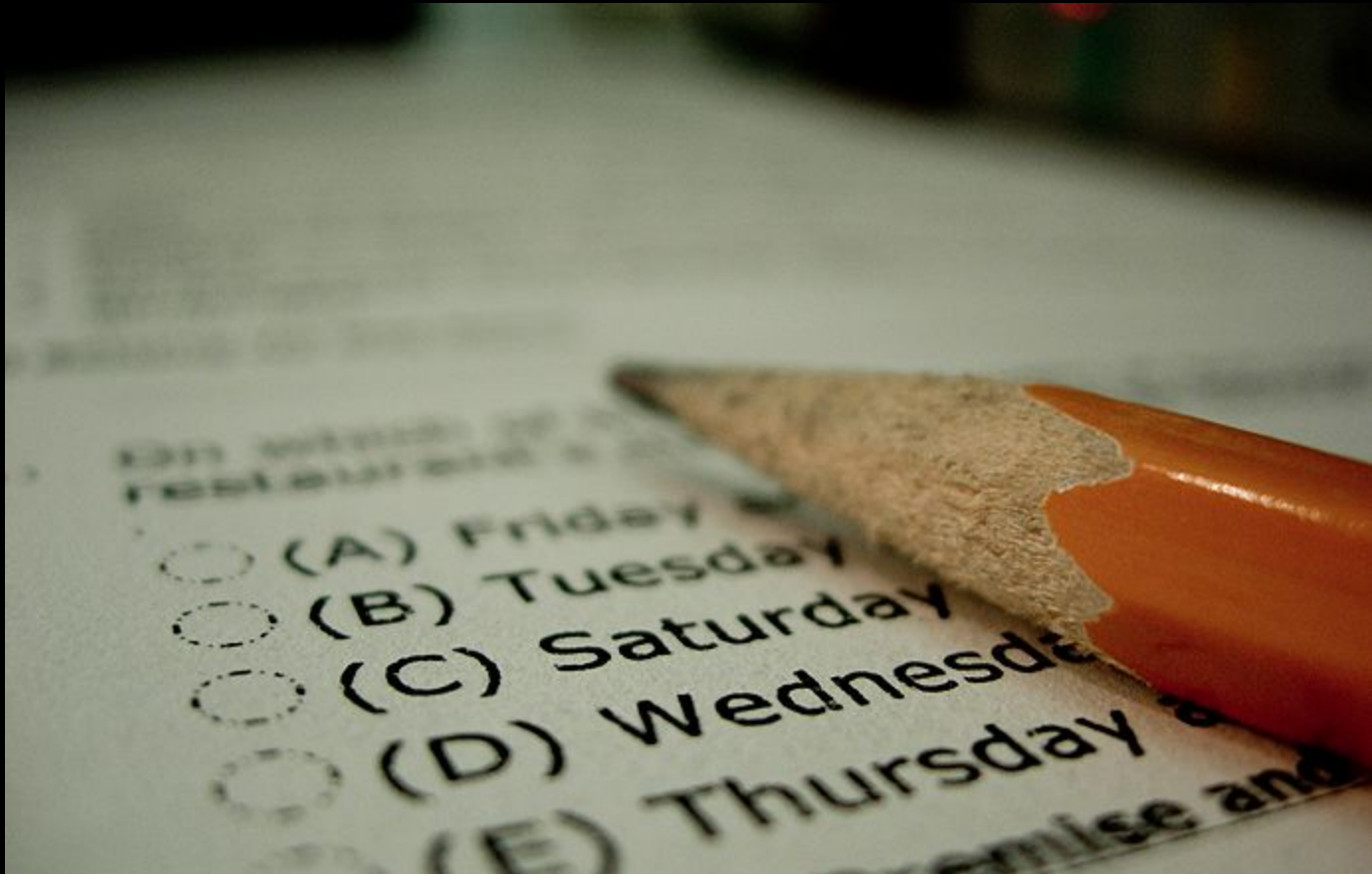
Chris Luchs, Associate Dean for Career
Technical Education, CCCOnline, Colorado

Dr. Farah Bennani, Associate Dean for
Science and Math, CCCOnline, Colorado

Kae Novak, Instructional Designer for Student
Engagement & Assessment, Front Range
Community College, Colorado

Authentic Assessment

"...Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field." -- Grant Wiggins -- (Wiggins, 1993, p. 229).



Question 1

When taking the question, it would appear as:

The Insanity Defense Reform Act (IDRA) of 1984 required defendants to prove _____ that they were insane at the time of the crime.

- a) "by reason of doubt"
- b) "by clear and convincing evidence"
- c) "by a margin of doubt"
- d) "beyond a reasonable doubt"

Answer 1

When grading the question, it would appear as:

The Insanity Defense Reform Act (IDRA) of 1984 required defendants to prove _____ that they were insane at the time of the crime.

- a) "by reason of doubt"
- b) "by clear and convincing evidence"
- c) "by a margin of doubt"
- d) "beyond a reasonable doubt"

Question 2

When taking the question, it would appear as:

A highly publicized trial in California, which was later seen as a factor in the subsequent death of Harvey Milk, brought up the influence of heavy ingestion of junk food on mental state. The defense of the accused, Dan White (1978), was referred to as the:

- a) Big Mac defense.
- b) Cinnabon defense.
- c) Little Debbie defense.
- d) Twinkie defense.

Answer 2

When grading the question, it would appear as:

A highly publicized trial in California, which was later seen as a factor in the subsequent death of Harvey Milk, brought up the influence of heavy ingestion of junk food on mental state. The defense of the accused, Dan White (1978), was referred to as the:

- a) Big Mac defense.
- b) Cinnabon defense.
- c) Little Debbie defense.
- d) Twinkie defense.







Critical Thinking

Students interpret, analyze, evaluate, and infer from their own thinking and that of others in order to form well-reasoned and informed conclusions.

Skill Component	Exemplary	Proficient	Developing	No Evidence	Does Not Apply
<p>Interpret: To comprehend and express the meaning or significance of communication or representation.</p>	Interpretation is consistent, complete, concise and accurate with little room for improvement.	Interpretation is largely consistent, complete, concise and accurate with some room for improvement.	Interpretation was attempted but largely inconsistent, incomplete, unclear and/or largely unsupported.	No Evidence of an attempt at interpretation.	
<p>Analyze: To identify the inferential relationships between beliefs, opinions, experiences, judgments or statements of fact.</p>	Identification of the intended and actual inferential relationships is consistent, complete, concise and accurate with little room for improvement.	Identification of inferential relationships is largely consistent, complete, concise and accurate with some areas in need of improvement.	Identification of inferential relationships is largely inconsistent, incomplete, inaccurate and/or unsupported.	No evidence of identification of inferential relationships.	
<p>Evaluate: To assess the credibility of statements of belief, opinion, experience, judgment or statement of fact. OR To assess the strength of the inferential relationship between beliefs, opinions, judgments or statement of fact.</p>	Evaluation of credibility and the logical strength of inferential relationships is consistent, complete, concise and accurate with little room for improvement	Evaluation of credibility and logical strength is consistent, complete, concise and accurate with little room for improvement.	Evaluation of credibility and logical strength is largely inconsistent, incomplete, unclear and/or largely unsupported.	No evidence of an evaluation of credibility or logical strength.	
<p>Infer: To form reasonable hypotheses, conjectures or conclusions from given information. OR To offer justification (in the form of evidence or reasons) from which hypotheses, conjectures or conclusions are reasonably formed or drawn.</p>	Identification of reasonable conclusions, conjecture and hypothesizing are complete, concise, consistent and accurate.	Identification of reasonable conclusions, conjecture and hypothesizing are largely complete, concise, consistent and accurate with little room for improvement.	Identification of reasonable conclusions, conjecture and hypothesizing are largely incomplete, inconsistent, unclear and/or lacking support.	No evidence of the actual or intended inferences have been drawn.	

Epistemic Frames

Epistemic Frames

... are a form of knowing ... for a particular community, knowing *where* to begin looking and asking questions, knowing *what* constitutes appropriate evidence to consider or information to assess, knowing *how* to go about gathering that evidence, and knowing *when* to draw a conclusion and/or move on to a different issue. (Shaffer, 2006 p. 228)

Epistemic Frames

... are a form of **knowing** ... for a particular community, knowing **where** to begin looking and asking questions, knowing **what** constitutes appropriate evidence to consider or information to assess, knowing **how** to go about gathering that evidence, and knowing **when** to draw a conclusion and/or move on to a different issue. (Shaffer, 2006 p. 228)

Shaffer, D. (2006) Epistemic frames for epistemic games. *Computers & Education* 46 pp. 223-234 Found at: http://edgaps.org/gaps/wp-content/uploads/ShafferEpistemic_frames_for_epistemic_games.pdf

Ways we incorporate Epistemic Frames

- Require that student correspondence and posts in discussion model industry norms
- Utilize appropriate simulations/ games
- Require project based assignments or allow alternative methods of submission (Screencast, prezis, multimedia, etc.)

Communities of Practice

- **Domain** (of interest)
- **Community** (activities & discussions)
- **Practice** (practitioners)

(Wenger 2007)

Game Based Learning

Alternate Reality Games (ARGs)
Pervasive Games



Projects

(role play games & ARGs)

Seamless Mobile Learning

Learning anywhere anytime on any
device

Role Play



Chris' Cucina Consulting

Business
Accounting

Epistemic Games with Epistemic Frames











Red Velvet
Cake Bar

Red Velvet
Cake Bar

Chocolate Raspberry
Cake Bar

Lemon Raspberry
Cake Bar

Red Velvet
Cake Bar

Red Velvet
Cake Bar

Mocha
Cake Bar

Amaretto
Cake Bar

Death By Chocolate
Cake Bar

Death By Chocolate
Cake Bar

Death By Chocolate
Cake Bar

Death By Chocolate
Cake Bar

Death By Chocolate
Cake Bar

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie

Vanilla Cream Pie



The essence of a
Bacon Brownie Bourbon Bomb



Maple Syrup



PIECE OF LOVE & CHOCOLATE
BOULDER, COLORADO

Bourbon



Bacon



Chocolate



Pecans

Eggs

Signature your favorite ingredients
to make this recipe your own!
\$4.99
PIECE OF LOVE & CHOCOLATE



MORAVIAN COOKIES
Ginger Spice
ARTISAN BLEND CHOCOLATE

MORAVIAN COOKIES
Classic Chocolate
ARTISAN CHOCOLATE

Project Outbreak

**CREATING AN EPISTEMIC
GAME FOR MICROBIOLOGY**


EPISTEMIC FRAME

EPISTEMIC GAME

Problem Trying to Solve

- Develop competency in microbiology, cell biology and genetics.
- Adopt the role of professionals in the field.
- Conduct virtual investigations of possible microbial outbreak scenarios.

Epistemic Frame

CDC Home
 Centers for Disease Control and Prevention
CDC 24/7: Saving Lives. Protecting People.™

[SEARCH](#)

A-Z Index [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#) <#>

Epidemic Intelligence Service (EIS)

EIS
More About the EIS
Program Eligibility
Apply Now
EIS Conference


**Apply online
between May 1
and
September 1.**

The Epidemic Intelligence Service (EIS) is a unique 2-year post-graduate training program of service and on-the-job learning for health professionals interested in the practice of applied epidemiology.

Since 1951, over 3,000 EIS officers have responded to requests for epidemiologic assistance within the United States and throughout the world. EIS officers are on the public health frontlines, conducting epidemiologic investigations, research, and public health surveillance both nationally and internationally.




Recent EIS Investigations


- Assistance with tracking cases in multistate outbreak of fungal meningitis associated with injection of methylprednisolone acetate solution
- Shelter surveillance after Hurricane Sandy
- Investigation of suspected organ-transplant associated human rabies case
- Legionnaires disease outbreak at an acute care hospital
- Investigation of necrotizing enterocolitis in infants receiving feeding thickening agents, Washington state


EIS Officer (PhD, MSc) drawing blood samples during an outbreak of Nipah virus—Bangladesh.

[Email page link](#)
[Print page](#)
View page in
[Español \(Spanish\)](#)


Contact Us:

 **Epidemic Intelligence Service**
Centers for Disease Control and Prevention
1600 Clifton Rd
Mailstop E-92
Atlanta, GA 30333
 404-498-6110
TTY: (888) 232-6348
 EIS@cdc.gov

™

Epistemic Frame

Twitter


 CDCgov
@MensHealthMag hosted @DrFriedenCDC for Google+ HOA. Watch it & learn imp health tips for US men's health: <http://t.co/cZBM2B5KAY> 28 minutes ago

Teen birth rates decreased 25% overall between 2007–2011. Despite this decline disparities persist. <http://t.co/wD4CFgwg0>

Med Tag 01

MedTag Case 001

Initial Information	Case 001	Additional Information
---------------------	----------	------------------------



Possible Pathogen

Possible Diseases

Guillain-Barre Syndrome <http://www.cdc.gov/flu/protect/vaccine/guillainbarre.htm>

Myasthenia gravis <http://www.mayoclinic.com/health/myasthenia-gravis/DS00375>

Tick paralysis <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5534a1.htm>

Cerebral vascular accident http://www.who.int/topics/cerebrovascular_accident/en/

Botulism intoxication <http://www.cdc.gov/nczved/divisions/dfbmd/diseases/botulism/>

Heavy metal (thallium, arsenic, lead) or organophosphate toxicity <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5846a4.htm>

Time Zone

13:31 JUN 19
MDT

Organizations

American Society for Microbiology
<http://www.asm.org/>

Center for Disease Control
<http://www.cdc.gov/>

World Health Organization
<http://www.who.int/en/>

[edit](#)


Emergencies and Outbreaks - World Health Organization

- + World Health Organization concerned over the emergency situation in Gaza
- + Philippines Tropical Storm Washi Donor Alert
- + Thousands of South Sudan people suffer from kala azar epidemic as cases rise
- + WHO scales up humanitarian support in Sindh

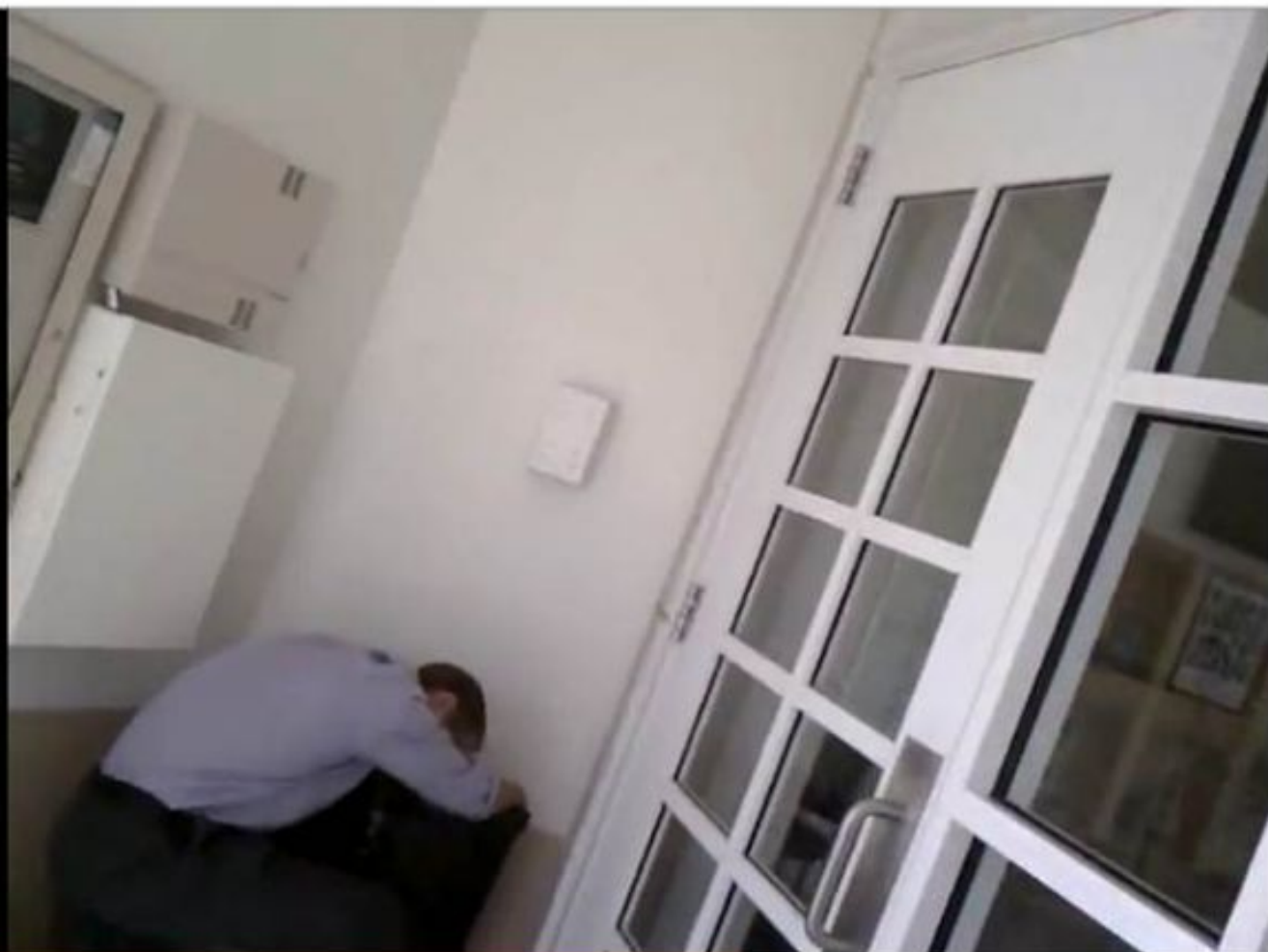
Internships in Epidemiology

The case review portion of the MedTag project is based of the Centers for Disease Control and Prevention's Epidemic Intelligence Service (EIS). <http://www.cdc.gov/eis/index.html>

For senior medical and veterinary students, the CDC also has a Epidemiology Elective Program. <http://www.cdc.gov/EpiElective>

 Google+





0:12 / 0:24



You 





Researchers say new policy needed to reduce youth hookah smoking in US. Read more in the #PCD Journal.

<http://t.co/dRcrvMhm>

2 minutes ago

#Antibiotic resistance is a global public health problem. Join us in keeping antibiotics effective #EAAD #SaveAbx

2 hours ago



Emergencies and Outbreaks - World Health Organization

- ④ Philippines Tropical Storm Washi Donor Alert
- ④ Thousands of South Sudan people suffer from kala azar epidemic as cases rise
- ④ WHO scales up humanitarian support in Sindh
- ④ Pakistan Floods Donor Alert
- ④ New psychological first aid guide to strengthen humanitarian relief

Page 1

Upload Images

Search



MedTag 001 -...



MedTag 001 -...



MedTag 001 -...



MedTag Object 5



MedTag 001 -...



MedTag 001 -...



Medtag 001 -...



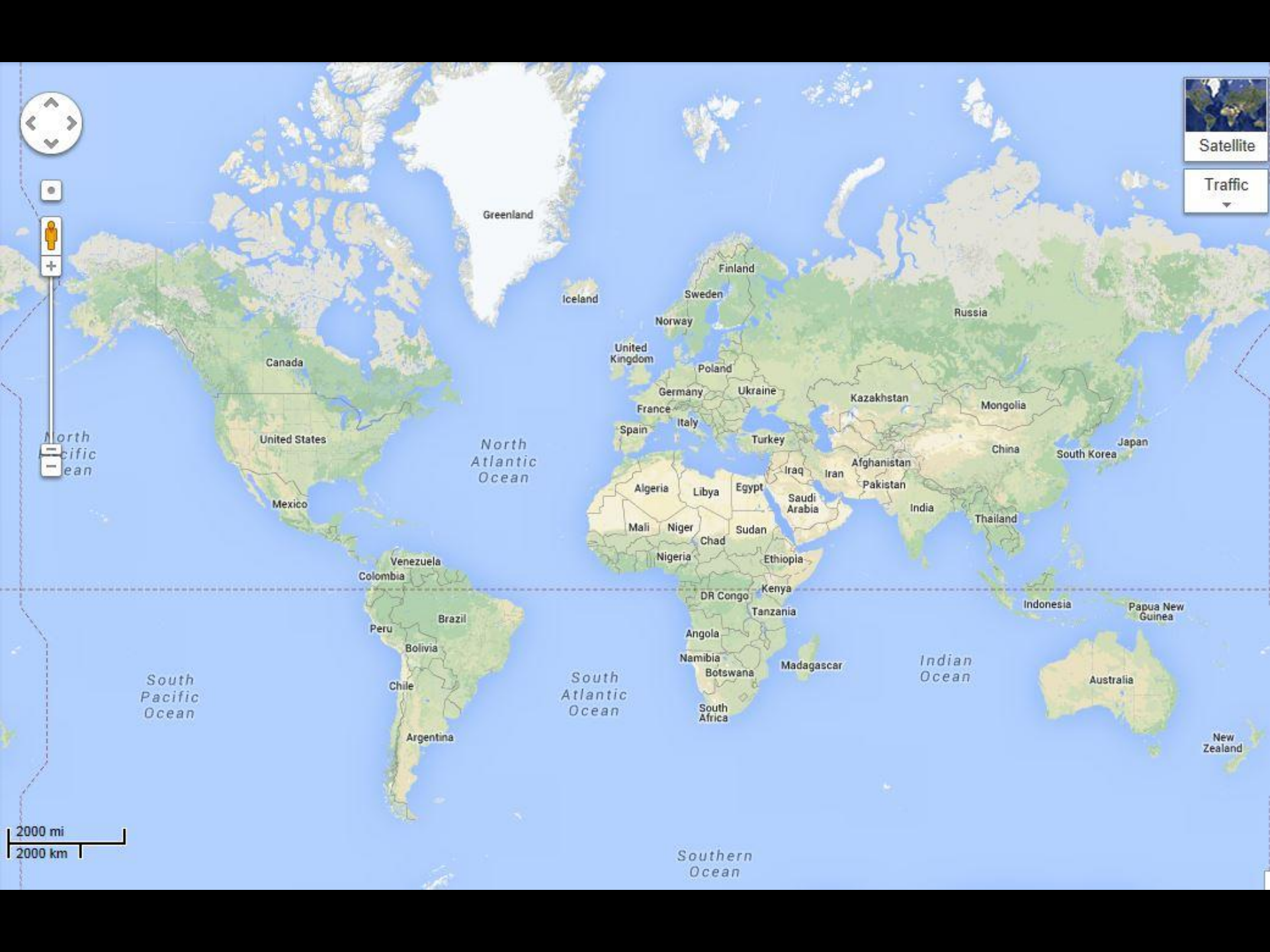
MedTag 001 -...

MEDTAG ALGORITHM

Ludic Fallacy and
Quantitative Reasoning

Epistemic Frame

**IMPORTANCE OF A
GLOBAL COMPETENCE**



Satellite
Traffic



North Pacific Ocean

2000 mi
2000 km

Greenland

Iceland

Finland

Sweden

Norway

Russia

Canada

United Kingdom

Poland

Germany

France

Italy

Spain

Turkey

Kazakhstan

Mongolia

United States

Mexico

North Atlantic Ocean

Algeria

Libya

Egypt

Iraq

Iran

Saudi Arabia

Afghanistan

Pakistan

India

Thailand

China

South Korea

Japan

Mali

Niger

Chad

Sudan

Nigeria

Ethiopia

Kenya

South Atlantic Ocean

Venezuela

Colombia

Peru

Brazil

Bolivia

Chile

Argentina

DR Congo

Angola

Namibia

Botswana

South Africa

Tanzania

Madagascar

Indian Ocean

Indonesia

Papua New Guinea

Australia

New Zealand

Southern Ocean

Countries

* Canada

* Jamaica

* Germany

* India

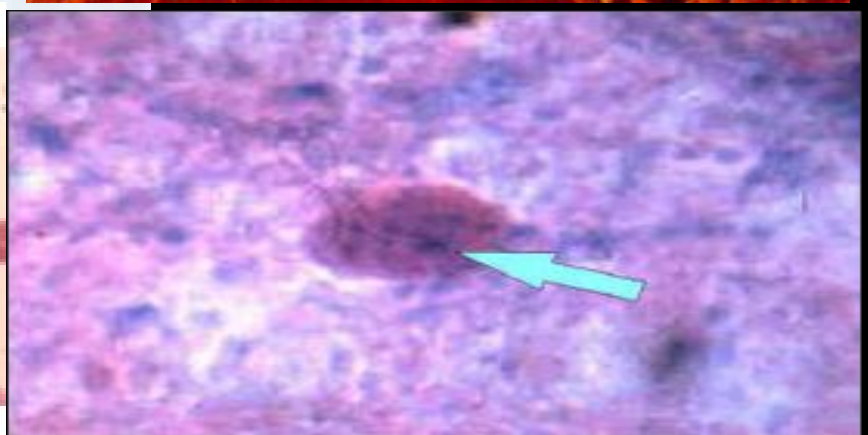
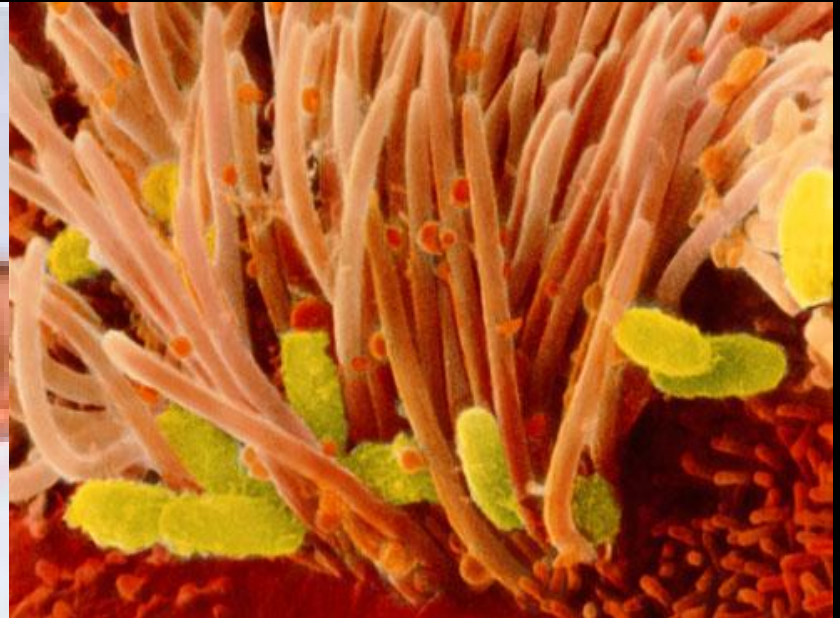
* Slovenia

* Mexico

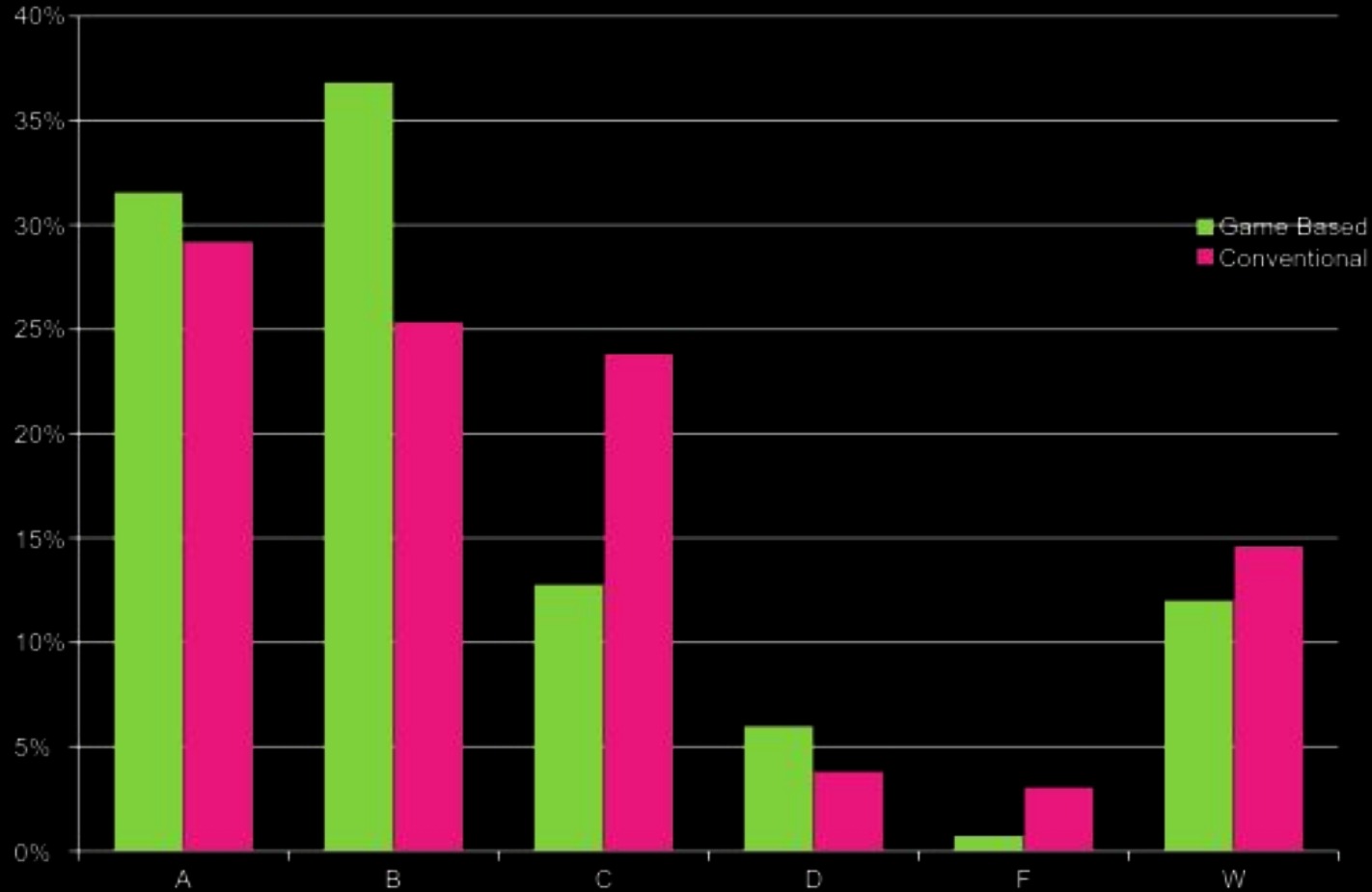
* Kenya

* Congo

Pictures:

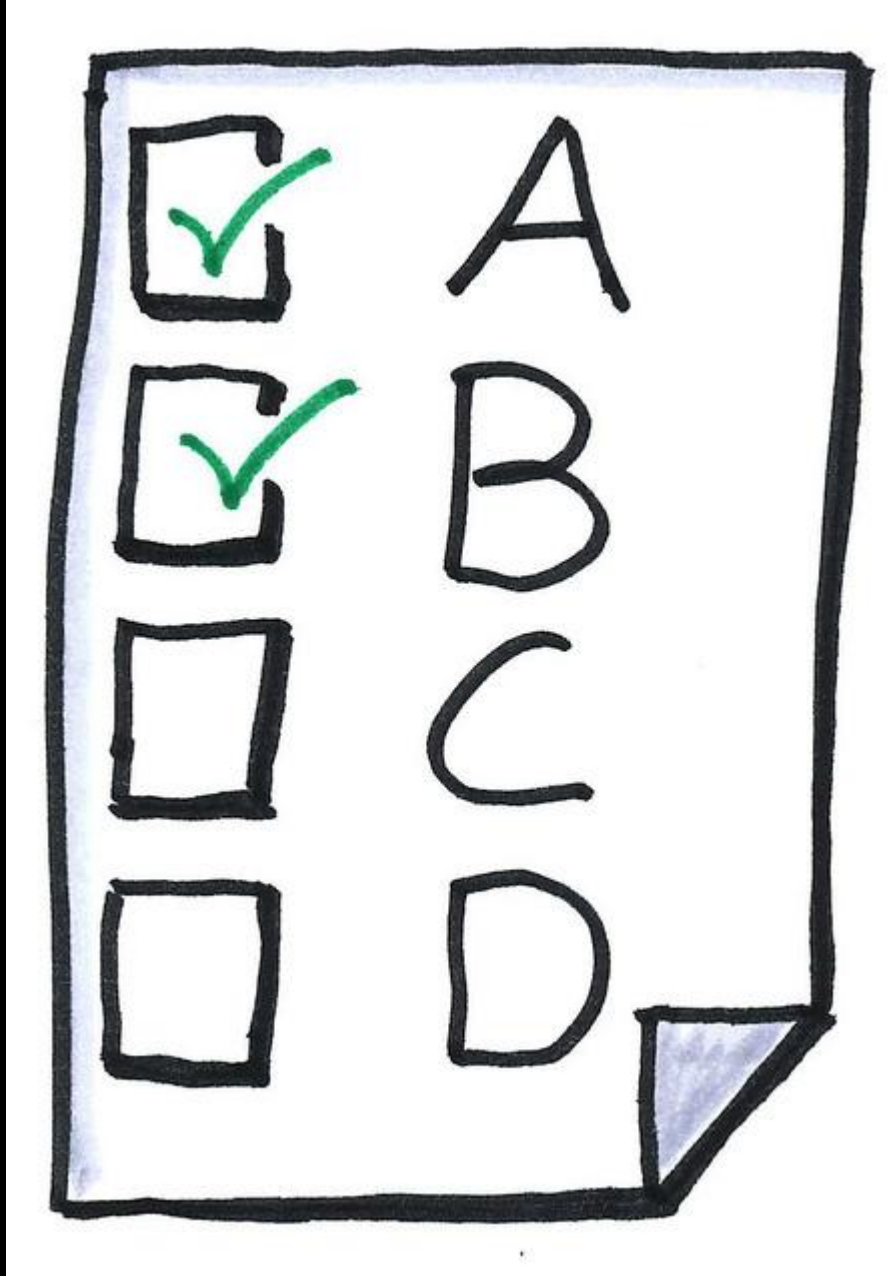


Grades Distribution



Evolving Scenarios





For this week's assignment, you asked students to write an opinion paper and post it on discussion for peer reviews. This assignment is due on Wednesday, students are to post their peer review by Friday and over the weekend they respond to their classmate's comments. It's Friday evening, you open up the first peer review post. It reads, "Your paper sucks....it's so boring, it's like reading straw." What could you do? What should you do? Is this a Student Code of Conduct violation?

Please check back after your initial post as this scenario evolves....

It's been three days since the initial "your paper sucks" posted. You look in the email inside the D2L course, you have an email from John Smith, the student who received the "your paper sucks review."

It states:

I am John Smith's mother. He is a high school junior and this is first exposure to a college class. I can only hope that the way you allowed another student to bully him is not indicative of how your college treats all students. I want to know what you are going to do about it. Please call me and let me know how you are disciplining that other student.

Sincerely,

Mary Smith

So it's scenario time, what are the issue/s here and how do you address them? How do you think your earlier action influenced what happened here?

Next part of this scenario - it doesn't matter what you responded in the discussion and there were a lot of thoughtful, useful responses.

The student who posted "your paper sucks" sends you an email stating: "I think you are biased against me because I'm a Wiccan."

There has been no required discussion of religious affiliation in your class. But the student did post that they were a Wiccan in the "Introduce Yourself to the Class."

What do you do?

Assessment Components

- Original Post in discussion
- Use conditional release in discussion
- Student not able to see other responses until they post first
- Responses count for discussion points and Original Post counts for assignment points

Emails

Chris Luchs: Christopher.Luchs@cccs.edu

Farah Bennani: Farah.Bennani@cccs.edu

Kae Novak: Kae.Novak@frontrange.edu

Coming this
Summer!

BIOMIMICRY



Image courtesy of Arch[id] coral reef shading by P Hansen at <https://flic.kr/p/735NzE> [CC BY-NC 2.0](#)