

Unit 5: Criteria Experience

Subject: Summary of my criteria experience : NEED MORE INFO **Topic:** Unit 5: Evaluating Activities

Author: Steve MacKenzie

Date: March 15, 2011 12:08 PM

My biggest problem with the process of applying the set criteria to the stations, was that I was left without enough information to properly assess the strategies or understand the set criteria and what they meant. It wasn't until after I did assign 1 that I figured out the meanings of the different criteria. This resulted in some pretty bad assessments in the previous applications of the criteria to the readings.

Here are my answers to the discussion questions, hopefully they are better than my assessments using the set criteria.

Was the set criteria used, a good model or example?

When I began the process of assessing the readings and stations based on this model, I didn't realize that it was all the major constructivist instructional principles. But as I completed my research for assignment 1, I realized that it was a pretty extensive and comprehensive list.

Did you find the criteria to be relevant in evaluating the constructivist elements of each station you visited?

Each station's readings described a constructivist strategy of learning. However, the readings did not always present enough information, particularly descriptions of real life examples, to be able to accurately match them to all of the set criteria. I believe the incorporation of certain criteria would depend on the facilitator of the strategy.

Which criteria are relevant but missing in the given example, and needs to be added?

I must have read in excess of 30 papers on constructivist principles and I don't think there is a major point of constructivist instructional principles that are not included in this list. Although the criteria was complete, some of the criteria were difficult to understand unless you were very familiar with constructivist theory. I think the list should have links to areas where one could locate background information on the specific criteria to facilitate better understanding.

Instead of adding a criteria, I would like to add-on to two of the existing criteria.

1. Although the list does suggest providing opportunities for collaboration or setting up forums for social negotiation, it does not suggest encouraging student discussion, just articulation, through coaching. I would like there to be a more specific definition of coaching.

I would reword the third criteria under cognitive apprenticeship as:

Coaching “encourages student discussion and exploration of mistakes” to improve personal performance and to reach a skilled level in task completion.

2. Students self-assess through the process of determining viability or non-viability. Like in nature and evolution, if a model is not viable, it dies out, if it is viable, it flourishes. Knowledge faces this same test. If a model of understanding is viable and works for similar situations, the model is kept or accommodated into the students understanding of the world, if it doesn't work it is discarded or revised until it is viable.

Therefore I think the first criteria under process based evaluation should be added to:

Assessment tests the learning outcomes. Assessment of skills involves using the skills, not describing them verbally. “Students self-assess their skills through testing the viability or success of the skills in application.”

Which criteria are irrelevant, and needs to be deleted?

I personally thought all of the criteria are relevant as constructivist principles and should be retained but some of them were difficult to interpret and may be difficult to answer when analysing some of the strategies/stations. Depending on the strategy, certain criteria were not answerable due to insufficient information about the strategy.

Steve

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Subject: Re:Summary of my criteria experience : NEED MORE INFO **Topic:** Unit 5: Evaluating Activities

Author: Erica Toombs

Date: March 16, 2011 1:29 PM


Not sure why html won't comply with me lately. Thus I resort to taking a screen shot of my response and inserting it.

I am not intentionally trying to be fancy...I am just trying to retain my formatting.

Great thorough review, Steve.

I think, like you, depending on when you assess the criteria and if/when you revisit it, your assessment will be different.

If we had no exposure to any constructivist strategies prior to seeing the criteria, we would answer much differently than those who recently studied it in their education degree, perhaps. (My Ed 'degree', from 16 years ago- gasp - was definitely a Situated Cognition / Cognitive Apprenticeship / **learning by doing** approach vs. a discussion of learning strategies / theories. I loved it, but this definitely left me, upon embarking in this MET program, searching for more info / reading articles (as you stated) to "catch up" on what others seemed to be familiar with in terms of constructivist strategies.

Again, if ~~if~~  ~~when~~ - you assessed Unit 1 in week 2; I think the assessment would differ if it was completed after the exposure to all the stations in Unit 4.

For those you have completed ETEC 512 where we studied all learning theories, Behaviourist, Cognitive, Constructivism, Developmental and all the overlap therein, then you walk in with pre-conceived notions of where the strategies fit for you and what it means to you.

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Subject: Re:Summary of my criteria experience : NEED MORE INFO **Topic:** Unit 5: Evaluating Activities

Author: Dale Addis

Date: March 16, 2011 1:43 PM

Hi Erica,

I agree with you that each person comes into this activity with different knowledge. This previous knowledge does help us deal with this task. Hmm, I guess this activity was truly constructivist in nature as we had to pull from previous knowledge to learn new knowledge ;-).

Cheers,

Dale

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Subject: Re:Summary of my criteria experience : NEED MORE INFO **Topic:** Unit 5: Evaluating Activities

Author: Jasmeet Virk

Date: March 16, 2011 4:44 PM

Erica

Your screen shots are fancy!.. totally impressed!

You are right about pre-conceived notions from 512 last term. Now after this course I realize how little

we had explored constructivism then. The way I am applying constructivism today in my class is way different from what I did last term.

Jasmeet

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Subject: Re:Summary of my criteria experience : NEED MORE INFO **Topic:** Unit 5: Evaluating Activities

Author: Yvonne Dawydiak

Date: March 16, 2011 8:07 PM

re: 512 and constructivism... I know! I looked back at my concept map from 512 and it was pretty lean in the constructivist area. Here I thought I 'knew' constructivism. The first set criteria assignment for unit 1 really made me reconsider my understandings.

Of course, I also found it confusing trying to evaluate the cartoons - the sculptor and clay for example - if I look at it as the sculptor as teacher and the clay as student then it's simple... NOT constructivist... but what if you look at the sculptor as the learner and the clay as the learning!

I really struggled with the set criteria but found, as I used them more in Unit 4, that they made greater sense. Of course, since the stations in Unit 4 were constructivist in nature, most of the set criteria 'fit'.

As you note here, some links within the criteria for further description would be helpful. Another help and an aid to the process would be to have shared our set criteria along the way and dialogue about our similarities, differences, opinions etc.

An aside - if anyone can clarify, I'd appreciate it - In the Set Criteria for Unit 4 there are 7 stations... am i missing something? I've only filled in the boxes for 4 Stations.

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Subject: Re:Summary of my criteria experience : NEED MORE INFO **Topic:** Unit 5: Evaluating Activities

Author: Erica Toombs

Date: March 17, 2011 10:21 AM

I went through that confusion earlier on too and ended up asking my group to help me figure out why I could NOT figure out the Set Criteria thing.

Apparently if you get the doc entitled

U4_SetCriteria.doc at the beginning of unit 4 and not the assess stations doc, then you will get the 4 columns (stations) one.

The correct doc is here:

Your location: Home Page › Unit 4 › Introduction Unit 4 › Station 1: Practice Fields

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Subject: Re:Summary of my criteria experience : NEED MORE INFO **Topic:** Unit 5: Evaluating Activities

Author: Yvonne Dawydiak

Date: March 19, 2011 11:30 AM

Great, thanks Erica, I'll go get that one and transfer my comments.

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Subject: Re:Summary of my criteria experience : NEED MORE INFO **Topic:** Unit 5: Evaluating Activities

Author: Yvonne Dawydiak

Date: March 19, 2011 11:30 AM

Great, thanks Erica, I'll go get that one and transfer my comments.

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Subject: Re:Summary of my criteria experience : NEED MORE INFO **Topic:** Unit 5: Evaluating Activities

Author: Jeremy Reid

Date: March 19, 2011 3:32 PM

For the record: I think that Erica is trying to be fancy ;)

Jasmeet, I am doing the exact same things. As I am going through my classes lately , I have been making all kinds of constructivist changes and throwing out some other ways I was teaching the curriculum. I am really enjoying it: probably because I have a prep right now and have a little time to do this.

Jeremy

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Subject: Re:Summary of my criteria experience : NEED MORE INFO **Topic:** Unit 5: Evaluating Activities

Author: Erica Toombs

Date: March 20, 2011 12:22 AM

Only trying????

Darn.

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Subject: Re:Summary of my criteria experience : NEED MORE INFO **Topic:** Unit 5: Evaluating Activities

Author: Yvonne Dawydiak

Date: March 21, 2011 10:55 AM

Succeeding!

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Subject: Re:Summary of my criteria experience : NEED MORE INFO **Topic:** Unit 5: Evaluating Activities

Author: Yvonne Dawydiak

Date: March 21, 2011 11:25 AM

I've found myself doing the same thing Jasmeet and Jeremy. I must say though, I did start to worry and second guess myself after reading that article (sorry, brain freeze, can't recall title/author) that discussed the 'haphazard' implementation and how it can miss the mark... I'm a bit haphazard (or at least impulsive as I tend to 'steal' those teachable moments frequently) by nature and tend to implement what works from wherever I can get it.

Having said that, I believe I do it all from a philosophical approach with strong constructivist leanings. Being 'trained' as a teacher during the experimental years of ungraded, unstructured curriculum and also having had some quite excellent teachers early in life shaped me! In fact, one of my primary school teachers in East Van in the early 70's was quite involved in the school reform attempted in the early 90's (the short-lived Year2000 program that advocated discovery and constructivist approaches among other philosophical changes).

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Subject: Re:Summary of my criteria experience : NEED MORE INFO **Topic:** Unit 5: Evaluating Activities

Author: Jennifer Stieda

Date: March 16, 2011 11:42 PM

I agree, Erica, that my assessments would differ if I re-did them all now. Like I said elsewhere, some of the criteria were not clear to me at the time. You also make a good point that individuals would answer differently depending on their experience with learning theories. I'm glad I had 512 under my belt before taking this course on!

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Subject: Re:Summary of my criteria experience : NEED MORE INFO **Topic:** Unit 5: Evaluating Activities

Author: Erica Toombs

Date: March 17, 2011 10:26 AM

I know, Jennifer.

I think that taking 530 before 512 would not have been optimal, so glad that I had 512 first.

Only reason I say that, is because it seems in 512 we glazed over ALL theories and then now we are essentially zooming into the portion of our 512 CMAP entitled Constructivism. (except that in my 512 CMAP there was so much overlap between Cognitivism, Constructivism and Developmental, that all the lines are too blurry to be transferred to this course).

Regardless, I now know why some students in 512 seemed more 'in the know' than me - perhaps they had already taken 530- I was learning it all from scratch, it seemed, last term.

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Subject: Re:Summary of my criteria experience : NEED MORE INFO **Topic:** Unit 5: Evaluating Activities

Author: Jennifer Stieda

Date: March 17, 2011 9:27 PM

Yes, I know some people had already taken 530 (before 512). I started this concept map with part of the one I made for 512, but it's certainly morphed considerably since then. Which reminds me, I haven't looked at it in a couple of weeks to be honest!

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Subject: Re:Summary of my criteria experience : NEED MORE INFO **Topic:** Unit 5: Evaluating Activities

Author: Jeremy Reid

Date: March 19, 2011 3:34 PM

I am behind on my concept map also, will try to catch up this week because it is spring break!

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Subject: Re:Summary of my criteria experience : NEED MORE INFO **Topic:** Unit 5: Evaluating Activities

Author: Jeremy Reid

Date: March 19, 2011 3:34 PM

Me too, glad I took 512 before also!

Jeremy