

Curriculum Guest Teaching Reflection Fall 2009

My first experience leading a college-level learning session was for Curriculum and Intervention in Early Childhood Services, a 100% online, asynchronous master's level course for students pursuing early childhood intervention specialist licensure. For this class I created an online module within the class wikispace for the topic of assessment, as defined by the curriculum framework that is the focus of the course. My instructions were to develop content for the week. The instructor gave me access to the wikispace from the same course last year so that I could see what had been developed previously for this topic. The previous year's wikispace also gave me insight into what types of activities the instructor expected me to include in my module as well as her general style and format of presentation of content and assignments. Based on this information, I created a lecture in the form of a narrated PowerPoint presentation. In collaboration with the instructor, I selected readings and handouts that were in digital format and accessible directly from the wikipage.

I faced two significant challenges during the preparation of the module, one technical and one pedagogical (or andragogical depending on your definition of the terms).

Narrating the PowerPoint proved to be a very time consuming process. I began by speaking from an outline and after several recording attempts realized that I needed a full script to read in order to sound fluid in my recording. Once I was content with the actual recording I encountered issues playing the audio and video portions of the presentation simultaneously from the wikispace. Eventually, I discovered a method to save the audio files within the main PowerPoint file, but then created a document that was too big to upload to the wikispace. Finally, I created a link from the wikipage to my Kent dropbox and provided directions for students to help them access the full presentation from my dropbox. The lesson learned here was that I needed to allow significant extra time for technology-related issues, in this case three days to resolve one issue.

I had little information about students' backgrounds to guide the creation of an assignment. I was able to gather minimal information about the individual students in the course by accessing their profiles on this year's wikispace. Also, I had access to the course content that had been presented so far this semester. I requested additional information from the instructor about students' prior experience working with children. Specifically, I was interested in knowing what experience students had with assessments: Had they seen assessment being administered? Had they read assessment reports? Had they participated in assessment administration? Were they familiar with any early childhood assessments? While I was not able to learn the answers to all of these questions, I did find out that most students had some experience working with young children in educational settings. I presumed that their experiences provided them with minimal exposure to early childhood assessments, reports and opportunities to observe assessment administration.

I relied heavily on Fink (2003) to guide the development of an assignment. The course instructor provided the learning goal for the week which was that students understand what constitutes quality in early childhood assessment based on a specific set of quality indicators. While the instructor defined the learning objective at the foundational knowledge level, I chose

incorporate multiple kinds of significant learning experiences into the assignment as Fink (2003, p. 81) suggests. Therefore, I designed an assignment that required students to demonstrate their foundational knowledge of the topic through application and integration. Overall, students demonstrated that they clearly understood the components of quality assessments through articulation of how they would prioritize each quality indicator differently based on the three different scenarios I presented to them. I gave students feedback on an individual basis through email, which provided a confidential setting for discussing any misconceptions or deficits in foundational knowledge that surfaced in student's work. The course instructor set the grading criteria and assigned point values to student work.

Fink, L.D. (2003). *Creating significant learning experiences*. San Francisco CA: Jossey-Bass.