Teaching and Learning with Documents

An Online Graduate Course

Course Description

Various educational institutions, both private and public have long encouraged the use of critical and analytical skills. There has been an increasing focus throughout the past years to utilize document based questions for assessment. Document based questions have always been used on the College Board Examinations and are currently used by various state education agencies. In addition, Document and data based questions have been used to differentiate instruction and increase student achievement in all content areas and grade levels. Graduate school comprehensive examinations are now among the educational institutions that use document based questions. This course will deal directly with the use, understanding and application of documents in the classroom for the purpose of increasing student understanding, encouraging analytical skills and maximizing performance. The focus will be on exploring the skills necessary to make classroom exercises, activities and assessment using documents and the document based questions successful and productive. Teachers will address how to differentiate instruction based on available documents. Teachers will learn how to assess students based on documents based questions both with a scaffold and unguided.

Objectives
As a result of participation in this course, students will be able to:

- Identify the different types of documents used in educational settings.
- Examine the role of document based questions and activities for the purpose of assessment of student's knowledge and skills.
- Research different types of grade appropriate document activities and instruction.
- Determine how the use of critical and analytical skills can be enhanced via document based activities.
- Improve literacy and writing skills of students.
- Design assessment tools, strategies and activities through the synthesis of documents.
- Assemble a host of resources and tools that they can use during daily instruction.
- Differentiate between primary and secondary source documents and their respective role in research and instruction.
- Appraise specific documents that encourage mastery and enrichment of content areas.
- Examine the use and impact of videos as a type of document.
- Create and organize document based questions, activities, and units.
- Collect and employ document based resources to integrate into curriculum.

- Develop classroom activities that will encourage student creation on document based activities.

Curriculum Design

This is a sixty-hour, three credit graduate level course completed over a thirteen-week period. Modules one through nine will be completed one per week. Module Ten will be completed over a two-week period so students will have time to revise and complete the final integration project.

Hardware & Computer Skills Requirements

Computer and Internet access required. Students must have regular access to a computer and be able to use computer skills to successfully complete this course. Many problems instructors and students run into stem from mis-configured browsers, incorrect software versions, pop-up blockers, and other issues. Most of these issues can be prevented by performing the browser tune up before the course or once a problem arises. Often students find it easier to use *Mozilla Firefox*, *Google Chrome*, or *Safari* rather than Internet Explorer; for some applications Internet *Explorer* may work well.

Course Materials

The required textbook for this course is Browne, M.N. & Keeley, S.M. (2017).*Asking the Right Questions with Readings: A Guide to Critical Thinking, 12th edition*. Pearson Education.

Module Outline

Module One: An Introduction to Document and Data Based Learning
Content

1. Member introductions
2. Individual and group expectations
3. Course sessions, resources and requirements
4. Identification of the different types of documents used in educational settings
5. The purpose of Document Based Questions and Activities.
6. Using the Document Based Question in conjunction with already mastered content
7. Assignments

Module Two: Primary versus Secondary Sources
Content

1. Defining a document
2. Examining the role of document based questions and activities for the purpose of assessment of student's knowledge and skills
3. Exploring Cartoons, Maps, Graphs, Political Cartoons, Diaries and Videos
4. How to differentiate between primary and secondary source documents and their respective role in research and instruction.
5. How to analyze a primary source
6. How to analyze a secondary sources
7. How to compare and contrast like sources
8. Assignments

Module Three: Document Bias
Content
1. Identifying the Point of View in documents
2. Identifying the Origin of the Document
3. Identifying whether the documents used are Valid or Hearsay
4. Focus on the importance of document bias
5. Comparing historian bias and introducing satire
6. Assignments

Module Four: Developing Appropriate Questions Related to Documents
Content
1. Developing questions that encourage analytical skills
2. Introducing Document Based questions that require use of previous knowledge and information
3. Appraising both Scaffolding and free synthesis of the document
4. Evaluating guided reading as a helpful tool to document based unit
5. Improve literacy and writing skills of students
6. Assignments

Module Five: Using Photographs for Instruction and Assessment
Content:
1. Analyzing a photograph.
2. What types of photographs are appropriate for the content and grade level
3. Evaluating how are photographs manipulated
4. Utilizing the quadrant technique for analyzing a photograph
5. Assignments

Module Six: Integrating Cartoons as Documents
Content:
1. Analysis of cartoons.
2. Evaluating the satire and bias in political cartoons
3. Acquiring skills to critique and analyze humorous cartoons.
4. Assessing the Value of Satire in the curriculum for older grades
5. Assignments

Module Seven: Utilizing Charts, Graphs, Pie charts in the Document Based Assessment and Activities
Content:
1. Developing ways to help student comprehension of Graphs and charts.
2. Utilizing graphs and charts on the document based assessment.
3. Utilizing Graphs and Charts as a tool for assessment
4. Assignments

Module Eight: Video and Audio Clips as a Document
Content:
1. Utilizing Video Clips as a document
2. How to scaffold response to a video clip
3. How to integrate video and audio clips into activities
4. Assessing the Value of Satire in video for older grades
5. Assignments

Module Nine: How to Create a Document Based Question/Unit or Activity
Content:
1. Identifying a theme or centralized topic
2. Coordinating the desired content
3. Diversifying the document based series based on multiple intelligence and differentiated instruction
4. Proposing student creation of document based activities.
5. Assignments

Module Ten: Incorporating Documents into Lessons and Exams
Content:
1. Grouping various documents with a common theme to create a document based question or activity
2. Designing assessment tools, strategies and activities through the synthesis of documents
3. Final project: Creation of a document based assessment tool.

Student Requirements

1. Participation: Actively participate in all Forum activities.
2. Reading assignments: Complete all readings and reflection assignments.
3. Students are required to construct a document based unit/assessment for the final project. The Final project will be due at the conclusion of Module 10.

Grading Criteria

Assignment	Points	Grading Scale	
Forum Participation	30	100-93	**A**
Class assignments	45	92-85	**B**
Final Project	25	84-77	**C**
Total Points	100		

Student Academic Integrity

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.

References

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Journal of Experimental Psychology: Learning, Memory, and Cognition, v36 n1 p240-247

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