Layne Bee

BGSU – EDTL 7100

May 22, 2012

**Curriculum Design Project – Evaluation Strategy**

Our Earth as we know it only exists because of the constant interaction of organisms, flow of energy and cycling of matter. With the ever increasing number of people inhabiting the Earth, we are placing an ever-increasing burden on how many people our environment and their resources can support. It is crucial that our students understand how their choices and actions impact the environment, and in turn enable them to come up with a plan of action to change their personal habits. The long term plan is to motivate students to develop ways to increase awareness of human impact on ecological processes, among their peers and members of the school community. The curriculum design is intended to take a typical Biology unit on ecology and make it more contextual and relevant, linking it to the students’ everyday lives. The new curriculum design will be assessed using both formative and summative evaluation methods. These methods will ensure that students are not only understanding important content, but also how that content can be applied to their everyday lives and the future choices of the school community.

Formative evaluation will include formal assessments like quizzes and tests on content. These will include pre-assessment and post-assessments for each subunit. They will help measure knowledge of ecological terms, impact of ecological relationships, and other major concepts as outlined by the Unit Intended Learning Outcomes. The class’s action plan and the resulting project will also serve as a formative assessment. The teacher of the unit will also use informal assessments like observations, reading of daily resource use reflections, and exit surveys about whether they are taking steps to be more eco-friendly.

In addition to formative evaluation, summative methods of evaluation will be conducted at the end of each semester for the next three years. These summative assessments will be on going after students have completed the course in hopes that the students have continued to be environmentally conscientious. There will be surveys given to upperclassman and the greater school community to determine whether Biology students have successfully implemented and maintained the plan of action they designed. Faculty and administration will be surveyed to assess whether they feel that there is an atmosphere of being more eco-friendly around the school. Finally, the teacher will reflect on student engagement to determine if the unit was effective in meeting the needs of both the students and the community.

By using both formative and summative assessment, the teacher, curriculum directors and administration will be able to decide if the end goal of changing the mindset of the school community and increasing awareness of human impact on the environment was reached through the new curriculum. The teacher will be able to analyze formative assessment data to measure learning outcomes. It is important for the teacher and curriculum director to reflect upon whether the new curriculum design of an ecology unit within the context of the real world impacts student learning and engagement.