

# Department of Public Instruction

## Health Literacy Distance Learning Collaborative

### Part 1 Syllabus

PROGRAM AREA: Health Education Curriculum, Instruction and Assessment

COURSE #: HED 691 E– Health Literacy Distance Learning (Carroll University)

TERM/YEAR: Winter 2011

TOTAL COST: \$50.00 if taken for professional development only  
\$150.00 if taken for Graduate credit

REGISTRATION: <http://www.dpi.wi.gov/sspw/healthdcert.html> Registration link is under professional development opportunities. Cost to register with DPI will be \$50. This covers all materials.

**Course is scheduled to begin:  
January 14, 2011**

COURSE CREDIT: Part 1 can be taken for 1 Graduate credit. **Credit registration occurs once course starts.** This is an additional cost of \$100.

COURSE: The Health Literacy Distance Learning Collaborative will introduce participants to:

- Skill-based health education and assessment
- Innovations in assessment which move beyond standardized multiple-choice testing to performance-based evaluations.
- Performance assessment materials that offer educators a way to measure students' knowledge and skills related to instruction in the classroom.
- Strategies that shift the emphasis from knowing health facts to developing health skills, thus providing a more complete and authentic picture of student achievement

COURSE LOCATION and TIME: This learning collaborative will occur entirely online through Sakai. Participants view modules, complete assignments and participate in discussions within designated timeframes for each module. Participation occurs asynchronously, which means that participants can view modules, complete assignments and contribute to discussions when it's most convenient for them.

LEARNING COLLABORATIVE: Participants will work together to navigate the material, participate in discussions and challenge the group to use the information to move the Health Education profession forward. A facilitator will be following the discussion boards and assignments, providing feedback as necessary.

INSTRUCTOR: Emily Holder

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**LEARNING COLLABORATIVE ADDRESS:** You will be provided with login information within 2 days of the start of the course.

**Course Outcomes:** By the end of the course, the student will:

1. Review the Wisconsin Health Education Guidelines for Curriculum and Assessment.
2. Examine the ways in which district framework for health education aligns with the state and national standards.
3. Examine teaching with the end in mind.
4. Identify types of assessment.
5. Examine components of good assessment.
6. Describe the National Health Education Standards in relationship to concepts and skills.
7. Describe criteria that relate to health skills.
8. Analyze the relationship between criteria, assessment items, and curriculum.
9. Describe scoring criteria.
10. Describe standards-based assessment and the C-I-A connection
11. Define performance-based assessment
12. Explain the Health Education Assessment Project's (HEAP) scoring system
13. Evaluate student work using HEAP rubrics

**Required Text(s): Assessment Tools for School Health Education (supplied)**

**Course Assignments:**

**1. Complete the following Web based Modules using the external link by dates indicated in the class schedule.**

**Module 1- Standards Based Health Education Assessment**

**Module 2- Understanding the Essence of Skills**

**Module 3- Teaching with the End in Mind**

**2. Participate in the forum (homework) on the following Modules by the dates indicated in the class schedule**

**Module 1- Standards Based Health Education Assessment**

**Module 2- Understanding the Essence of Skills**

**Module 3- Teaching with the End in Mind**

**Discussion questions/topics are provided as part of the homework. Answers should build upon your colleagues previous entries on the discussion board and should address the following:**

- 1. An interesting observation on the content of the module**
- 2. How the module will enhance the way you teach**
- 3. A comment regarding another student posting you may not have considered during the module viewing.**

**3. Action Planning: Describe in the forum how you intend to use the strategies covered during Part 1 of the Health Literacy Distance learning Collaborative.**

**Professional Development Commitment**

1. It is your professional student responsibility to complete all Modules, homework activities and discussions by dates indicated.
2. Those who miss the posted dates will receive a 0 for the module unless arrangements are made with the facilitator prior to due date.

## Schedule

<b><u>Week 1: Module 1- Standards Based Health Education Assessment</u></b>	<b>1/14</b>
Complete module and post homework	<b>1/17</b>
Discussion forum open for Module 1	<b>1/14-1/20</b>
<b><u>Week 2: Module 2- Understanding the Essence of Skills</u></b>	<b>1/21</b>
Complete module and post homework	<b>1/24</b>
Discussion forum open for Module 2	<b>1/21-1/27</b>
<b><u>Week 3: Module 3- Teaching with the End in Mind</u></b>	<b>1/28</b>
Complete module and post homework	<b>1/31</b>
Discussion forum open for Module 3	<b>1/28-2/3</b>

### Points for Assignments:

Post homework activities/ complete discussion questions for the 6 modules by the dates indicated, 10 pts each module	<b>30</b>
Provide substantive responses to colleagues' discussion board posting by dates indicated, 5pts each module	<b>15</b>
Action Planning: Describe how you intend to use the material covered in Part 1 of the Distance Learning Collaborative	<b>5</b>
<b>TOTAL</b>	<b>50</b>

### EVALUATION/GRADING:

Grades will be computed on the following scale according to the average earned:

94 - 100	A	47-50 pts
88 - 93	AB	44-46 pts
84 - 87	B	42-43 pts
78- 83	BC	39-41 pts
72-77	C	36-38 pts
66-71	D	33-35 pts
0-65	F	0-32 pts