



Deaf Students as Agents of Their Own Learning: Implications for Teaching and Assessment

Workshop Learning Objectives

By the end of the Workshop, participants will:

1. a) formulate general characteristics of leaning through observing, comparing and discussing *expected* versus *actual* learning behaviors, and b) analyze the implications and benefits of free-writing as a learning tool.
2. analyze and discuss implications of general learning principles for deaf and hard-of-hearing students.
3. a) identify and discuss those general guidelines most important for supporting the learning of deaf and hard-of-hearing students, and b) provide real-life examples of guidelines so identified, based on instructional experiences with deaf and hard-of-hearing students.
4. analyze and generate positive and negative examples of: a) learning objectives; b) content validity; and c) reliable test questions and conditions.
5. a) compare and contrast the distinction between assessing “knowing how” (performance assessment) versus “knowing that” (multiple-choice or ‘select-type’ assessment), and b) discuss factors and analyses involved in developing and applying rubrics to assess student performance in a particular content area.
6. analyze and discuss the implications of Workshop activities and outcomes for classroom practice.