SAINT · XAVIER · UNIVERSITY
School of Education

Preparing scholars, lifelong learners, leaders, and reflective professionals who are dedicated to the pursuit of excellence

Authentic Assessment Module

Dr. Susan C. Philhower: EDUGF - 533
An audioclip Welcome from Dr. Philhower
Please complete Student Enrollment Authentic Assessment Form
How I prepared for your course All students are encouraged to view this module.
AssessmentCourse Blog Please bookmark this site.
Bloom's Revised Taxonomy **All students should be familiar with this content as prerequisite knowledge base.**
Required Print Material for the Introduction to this Course, Page One
Required Print Material for the Introduction to this Course, Page Two

This is a mixed format course that combines face-to-face and online components. Students will use the print syllabus, course textbook and the online course materials. The wiki includes the IRIS matrix of tools and the Universal Design for Learning materials to illustrate differentiated instruction, dealing with diversity, collaboration, working with non-standard students using standards, and assessment for instruction.

Introduction

Overview and Rationale

This course is designed to address the assessment and evaluation of student progress toward meeting targeted objectives, competencies, goals, and standards. There is a need to examine and utilize a balanced assessment model for student evaluation. Educators need to use standardized and teacher-made tests to have comparative information that is norm-referenced and/or criterion-based to assess students' content knowledge. Educators also need to include measures such as portfolios to monitor students' growth and development as well as performance tasks to measure application and transfer.

Course Description

This course examines the qualities desired in any measurement procedure. Traditional, standardized (norm-referenced and criterion-referenced), and teacher-made tests are examined. Participants focus on creating effective teacher-made tests that include a variety of question types, modalities, higher-order thinking and allowances for exceptional needs students. Participants investigate a variety of significant classroom assessments such as journals, logs, portfolios, group projects, reflective papers, student interviews, self-evaluation, and metacognition. They then will

relate the usefulness and applicability of particular measures to appropriate elements in curriculum and instruction.

Course Standards

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

Knowledge Indicator: The competent teacher…

8A. Understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Academic Standards, and what kinds of experiences will support their further growth and development.

8B. Understands the purposes, characteristics and limitations of different kinds of assessments.

8C. Understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring.

8D. Understands how to use the results of assessment to reflect on and modify teaching.

8E. Understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.

8F. Knows legal provisions, regulations, and guidelines regarding assessment (and inclusion in statewide assessments) of individuals with disabilities.

8G. Knows methods for monitoring progress of individuals with disabilities.

8H. Knows strategies that consider the influence of diversity and disability on assessment, eligibility, programming, and placement of students with disabilities.

Performance Indicator: The competent teacher…

8I. Uses assessment results to diagnose student learning needs, align and modify instruction, and design teaching strategies.

8J. Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.

8K. Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.

8L. Maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues.

8M. Uses appropriate technologies to monitor and assess student progress.

8N. Collaborates with families and other professionals involved in the assessment of individuals with disabilities.

8O. Uses various types of assessment procedures appropriately, including the adaptation of procedures for individual students in specific contexts.

8P. Uses technology appropriately in conducting assessments and interpreting results.

8Q. Uses assessment strategies and devices which are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

 In addition to your course text there are many required materials online that you will be asked to print and bring to class. These are listed under each week's **Learning Materials** section. Successful students will have read these required materials in advance of the course meeting, and completed other activities listed each week under **Activities to Prepare for Class.**

[Week One](#)

- Student Learning Standards and Introduction

[Week Two](#)

- Standardized Tests
- Formative Summative Assessment
- Performance Assessment

[Week Three](#)

- Multiple Intelligences and Differentiation
- Portfolio Assessment

[Week Four](#)

- Alternative Assessment, Accommodations/Assistive Technology

Week Five

- Teacher Made Tests
- Learning Logs and Journals
- Metacognitive Assessment

Week Six

- Rubrics
- Observation and Checklists
- Graphic Organizers

Week Seven

- Interviews and Conferences
- Reporting Systems

Methodology

The course objectives will be accomplished through a variety of teaching techniques direct instruction to summarize key research in student assessment. Collaborative group and individual planning, individual and group presentations, critical analysis of papers, use of technology and the Internet, and the development of a course portfolio (wiki) may be used. Reflective journal entries,, learning logs, simulations, and peer coaching may be used to facilitate transfer.

Course Assignments and Evaluation

Intro and Student Learning Standards - Chapter One

Knowledge Indicator:

8A. Understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Academic Standards, and what kinds of experiences will support their further growth and development.

8B. Understands the purposes, characteristics and limitations of different kinds of assessments.
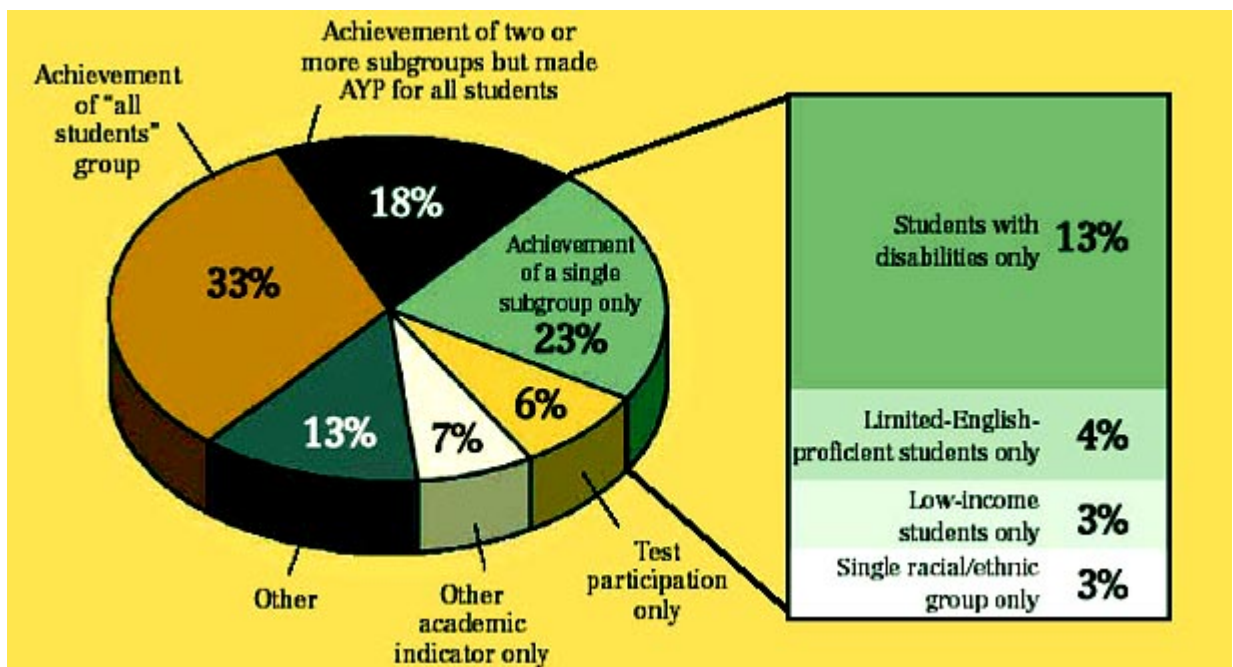
How Are We REALLY Doing?
December 13, 2006. *Framing the Debate* by Lynn Olson and David J. Hoff, __EdWeek __.

Supplementary Learning Materials for this Week:

- Concept to Classroom|Teaching to Standards module
- Integrating Assessment with Instruction - NWREL Toolkit.
- An overview of the course content is found on this website. Please note the Resources section with single topic hotlinked items for your consideration.
- SchoolTree.org
- Kids Count-State Profiles
- Value-Added and Growth Models as an Alternative to AYP

- [Standards Based Assessment Chapter One - NWREL Toolbox](#)
- [Illinois Interactive Report Card](#)

Required Learning Materials for this Week

An overview of Assessment and can be found at
[Concept to Classroom Workshop: Assessment, Evaluation and Curriculum Redesign](#)
Please read these materials online in preparation for the first session.

- o What is curriculum redesign?
- o Why have a workshop about assessment, evaluation, and curriculum redesign?
- o What is the range of assessments and evaluations that students and teachers face?
- o How does focusing on assessment, evaluation, and curriculum redesign differ from the traditional approach?

Please print (or be prepared to view electronically during class) the following materials:

[Illinois Interactive Report Card](#) for your district and your community's profile at [dataplace](#)

[Education Watch 2006 State Summary Report site](#) Choose a state other than your own and print that profile in addition to your home state profile.

[A Public Education Primer:Basic (and Sometimes Surprising)Facts about the U.S. Education System](#)

[Visual Organizer - Integrated Teaching and Assessment](#)

[Value-Added and Growth Models as an Alternative to AYP](#)

Activities to prepare for class:

All students complete this assignment.

1a. Read relevant Text chapter(s) and complete worksheets.

1b. An overview of Assessment and can be found at
[Concept to Classroom Workshop: Assessment, Evaluation and Curriculum Redesign](#)
Please read these materials online in preparation for the first session.

Choose two additional assignments from the list below. Please be sure that at least one person in your workgroup has done every task.

2. Visit the Online Roadmap to School Improvement Site at [SchoolData4all](#). Bring your school improvement plan to class. Comment on your wiki about the areas that are strengths and weaknesses.

3. Locate your school profile at [Illinois Interactive Report Card](#) and your community's profile at [dataplace](#). Print the information to bring to class and describe your community and your school on your wiki.

4. Locate, read and print your state profile at the [Education Watch 2006 State Summary Report site](#). Be prepared to compare and contrast the reports during class and post a statement on your wiki titled "My School's Achievement in the Context of State and National Results".

5. Read the information at [Data Quality Campaign](#) to determine how prepared our state is to implement a growth model in place of or in addition to AYP. Comment on your wiki.

6. Read the information at [A Public Education Primer: Basic (and Sometimes Surprising)Facts about the U.S. Education System](#) and be prepared to discuss the implications in class and on your wiki.

7. Read [Value-Added and Growth Models as an Alternative to AYP](#). Discuss our state's readiness to use this method as an alternative to AYP.

7. Read the article [Proficiency for All Is an Oxymoron](#). Be prepared to discuss within group and between group differences. Begin to understand how AYP designation under NCLB avoids this issue.

Enter a reflection on your wiki.

8. Begin to work on your wiki project,enter blogpost comments at [Our Class Blog](#), and participate in Google Group discussions throughout the course.

Week Two
Standardized Tests - Chapter Two

Knowledge Indicators:

8C. Understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring.

8D. Understands how to use the results of assessment to reflect on and modify teaching.

8E. Understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.

Supplementary Learning Materials

- Understanding Statistics Tutorial
- National Center for Educational Statistics This site offers a branching program to help critique research.
- Staff Development Training on Probability and Statistics Learn about data warehousing, data mining, and graphing student data.
- Project Based Learning Instructional Module
- Help with Research Tutorial
- See also relevant materials at External Resources Links

Required Learning Materials

Assessment Module

Part One, Guided Process, is designed to give participants a brief introduction to assessment. It answers the questions "Why is Assessment Important?"; "What are Some Types of Assessment?"; and "How Do Rubrics Help?" The Guided Process includes the Assessment Resources section and a PowerPoint® presentation, including presenter notes. This presentation can be shown directly from the Web site or can be downloaded for use as a stand-alone slide show. The video segment, "Assessment Overview" demonstrates assessment in action at various schools. Review the materials thoroughly and be prepared to discuss the content. You may wish to take extensive notes and/or bring hard copies of the content to class with you. There is an icon at the bottom of the first page of the site that prompts you to download the entire page as a pdf file.

Please print (or be prepared to view electronically in class) these materials:

NONE, except as required by your group activity below.

Activities to Prepare for Class

All Students Complete

1a. Read the textbook chapters and complete the worksheets.

1b. Complete the task shown under the Required Learning Materials section above.

Choose one additional assignments from the list below. Please be sure that at least one person in your workgroup has done every task.

2. View the video in the How to series called Creating an effective learning environment using your Unitedstreaming account. Critique the content and enter on your wiki.

3. Goto Staff Development Training on Probability and Statistics, print the session materials for your group and bring these pages to class with you. Summarize on your wiki.

4. View the video AssessmentEnter a reflection on your wiki.

5. Print, read and critique on your wiki the Performance Assignments- Accommodations Reference Guide. Be prepared to share in your small group.

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Week Three
Multiple Intelligences - Chapter Three
Portfolio Assessments - Chapter Four

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Knowledge Indicators:

8E. Understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.

8O. Uses various types of assessment procedures appropriately, including the adaptation of procedures for individual students in specific contexts.

Supplementary Learning Materials:

- Concept to Classroom: Multiple Intelligences
- Multiple Intelligences
- Outstanding ePortfolio shared as an exemplar
- Schematic for eportfolio
- View the ePortfolios video in the Teaching through Technology series using your Unitedstreaming account

Required Learning Materials

- Technology Tips for Differentiated Instruction
- Differentiated Instruction in Inclusive Classrooms

Activities to Prepare for Class:

All students complete both assignments

1. Read the two textbook chapters and complete worksheets.

2. Complete the self-assessment at Multiple Intelligences Snowflake and enter a statement about your learning style on your wiki.

3. Read Assessment Through the Learning Process and comment on your wiki.

Week Four
Alternative Assessment, Accommodations and Assistive Technology

Knowledge Indicators:

8F. Knows legal provisions, regulations, and guidelines regarding assessment (and inclusion in statewide assessments) of individuals with disabilities.

8G. Knows methods for monitoring progress of individuals with disabilities.

8H. Knows strategies that consider the influence of diversity and disability on assessment, eligibility, programming, and placement of students with disabilities.

8M. Uses appropriate technologies to monitor and assess student progress.

8P. Uses technology appropriately in conducting assessments and interpreting results.

8Q. Uses assessment strategies and devices which are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

Supplementary Learning Materials

- Designing High Quality Alternative Instruction - NWREL Toolkit
- Search LDonline for assessment items Learn about special needs students and state accountability testing, eligibility determinations, content area assessment best practices, alternative assessment and accommodations, functional behavior analyses, 504 designations, and determination of need for assistive technology.
- Teaching Every Student-Universal Design Toolkit
- CAST Universal Design for Learning - Assessment Resources
- Curriculum Modifications
- Curriculum based Evaluation
- Standards based assessment for students with low incidence disabilities - The promise of Universal Design

Required Learning Materials for this Week

Access to the General Education Curriculum: The Interrelationship between IDEA 2004 and NCLB

Please print (or be prepared to display electronically during class) the materials shown below:

[Access to the General Education Curriculum: The Interrelationship between IDEA 2004 and NCLB](#)

Activities to Prepare for Class:

All students are to complete 1a. and 1b. below

1a. Review and be prepared to discuss the portions of
[Access to the General Education Curriculum: The Interrelationship between IDEA 2004 and NCLB](#) Prepare a comparison and contrast for your wiki

1b. [Performance Assignments- Accommodations Reference Guide](#) Prepare a reflective statement for your wiki that synthesizes your understanding of the accommodations, assistive technology, and alternative assessment requirments you are expected to meet.

Choose one additional assignment from the list below. Please be sure that at least one person in your workgroup has done every task.

2. Scan the site and select two documents to review from
[The Accessible Classroom Primer](#). Be prepared to discuss the items during class.

3. View the videos; [Assistive Technology-Streaming Video](#), and Assistive Technology in the Teaching Through Technology Series using your [Unitedstreaming account](#). Enter a reflection of your experience on your wiki.

4. For an understanding of alternative assessment please view [Testing Matthew](#)

5. [Search LDonline for assessment items](#) Learn about special needs students and state accountability testing, eligibility determinations, content area assessment best practices, alternative assessment and accommodations, functional behavior analysis, 504 designations, and determination of need for assistive technology. Review the content of the website and report to the group on its value to you as a practitioner.

Week Five
Teacher Made Tests - Chapter Six
Learning Logs and Journals - Chapter Seven
Metacognitive Assessment - Chapter Eight

Knowledge Indicators

8E. Understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.

8M. Uses appropriate technologies to monitor and assess student progress.

Supplementary Learning Materials

- An Introduction to Quality Teacher-Made Tests
- Curriculum Based Measurement and Assessment
- Working Smarter, Not Harder is an article from The Journal about new assessment technology.
- As Easy As AYP describes how data-driven strategies and personalized instruction are yielding higher test scores.

Web 2.0 applications for the read/write web

Online Communities and Personalized Spaces

- Thnkquest

Educational blogging (Online Journals and Reflective logs)

- Master's in Teaching and Learning Blog - Assessment Our class site
- Blog of Proximal Development
- Bob Sprankle Portal
- Never-ending Search
- Podcast - EdTech Talk
- EduBlog Insights
- See also the related resources on the External Resources Links

Required Learning Materials for this Week

University of Minnesota-Virtual Assessment Center You will create an assessment using the online features of the site.

Please print (or be prepared to view electronically during class) the materials shown below:

University of Minnesota-Virtual Assessment CenterYou will need to read and print the entire set of resources for discussion in class and reflection on your wiki.

 Activities to Prepare for Class

All students will complete these assignments:

1a. Read the chapters and complete the worksheets

1b. University of Minnesota-Virtual Assessment Center You will create an assessment using the online features of the site.

2. Continue to read and comment on the class blog as described in the course expectations document. Start preparing for the final display of your wiki content during the final week of class.

Choose one additional assignment from the list below. Please be sure that at least one person in your workgroup has done every task.

1. View one of the videos; Gifted Education, Single Sex Classrooms, Disappearing Dropouts, and Learning differences among the learning disabled. Enter a reflection on your wiki that links the content to the indicators for the Assessment standard.

2. Visit the Bob Sprankle Portal to see what blogging, social bookmarking, and podcasting is all about. Be prepared to discuss in class and reflect in your wiki.

3. Visit Elgg - the online learning community and see what features it has to offer. Enter your reflection on your wiki.

4. Sign in as a guest to view team products at Thinkquest. Enter your reflection on your wiki.

Graphic Organizers
Rubrics
Observation Checklists

Knowledge Indicators

8D. Understands how to use the results of assessment to reflect on and modify teaching.

8E. Understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.

8I. Uses assessment results to diagnose student learning needs, align and modify instruction, and design teaching strategies.

8J. Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.

8K. Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.

8L. Maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues.

8M. Uses appropriate technologies to monitor and assess student progress.

Supplementary Learning Materials:

- Kartoo provides a visual indication of importance of results and links between them
- Mooter provides an initial visual representation
- WebBrain displays a visual representation above, and links below
- Grokker
- Visual Thesaurus
- Cmap
- Inspiration
- RubiStar
- SurveyMonkey

Activities to Prepare for Class:

All students complete

1a. Read related chapters and complete worksheets

1b. Download and read the 2006 Poverty Report, Illinois. To what extent are these factors influencing student achievement in your district? Add a reflective comment to your wiki and be prepared to discuss in class.

Choose two additional assignments from the list below. Please be sure that at least one person in your workgroup has done every task.

2. Select one of these mediaclips for review; Achievement Gap, Dismantling BiLingual Education, Universal Pre_k, Resegregation of American Schools. Enter a wiki reflection the links the content of the two clips to the indicators for the Assessment standard.

3.Conduct a search using the visual displays shown in the Graphic Organizer Learning Materials. Reflect on your wiki about the nature of the information and link to your learning preference profile in the Multiple Intelligences module of this course

4. View the [Rubistar http://rubistar.4teachers.org/|RubiStar]

templates. Create a rubric that aligns with one of your current classroom assignments. Post the link to your rubric on your wiki and reflect on your success in using it

5. Create a trial account at SurveyMonkeyto construct an electronic survey that would serve as an Observation Checklist that would be suitable for use in your class.

6. Create a visual montage to reflect your learning in the course. Visit Google Montage enter a word that best reflects your learning, and images will be selected and arranged into a montage that you can use a screen capture to print.

Week Seven
Interviews and Conferences
Reporting Systems

Knowledge Indicators:

Knowledge Indicators

8D. Understands how to use the results of assessment to reflect on and modify teaching.

8E. Understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.

8I. Uses assessment results to diagnose student learning needs, align and modify instruction, and design teaching strategies.

8J. Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.

8K. Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.

8L. Maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues.

8M. Uses appropriate technologies to monitor and assess student progress.

Supplementary Learning Materials:

Instructional Tools related to Grading

Grading and Reporting - NWREL Toolkit

Educational Uses of Digital Storytelling

A Girl Like Me

Undereducated, Overincarcerated

(Hate) Machine

Activities to prepare for class:

Choose two assignments from the list below. Please be sure that at least one person in your workgroup has done every task.

1. Use the Online Brochure Maker to invite your students' parent(s) to a classroom activity you've planned.

2. Explore the Digital Storytelling siteand make an entry on your wiki about the possibilites this may have as an educational method. Use the research base and articles on the site to strengthen your position.

3. Read the IFSP Tutorial on Evaluation and Assessment for Early Childhood.

4. Visit Dicovery School - Kathy Schrock Guide to Assessment and Rubrics. Concentrate of the section on grading. Enter a reflective statement about the samples of progress reports you viewed.

5. The Mile Guide Online Assessment helps educators and administrators gauge their school's effectiveness in integrating 21st century skills into the learning process. The 23 question assessment will help you measure the progress of your school or district in defining, teaching and assessing 21st century skills. As a result of the Online Assessment, you can initiate discussions with staff, administrators, technology directors, school board members and community leaders about improving your school's plans for 21st century skills. Complete the online questionnaire and discuss the results on your wiki.

Course Assignments and Evaluation

Listen to me - Chill out, Kick back and Relax
Print Syllabus-MSWord_revised

Print Syllabus-pdf format_revised

1. It is expected that all students will complete the assignments described in this file - wiki, blogging comments, and Google Group discussion board participation. The product descriptors and rubrics are found here.

Product Descriptors for Assessment Module

Blogging Comment Rubric for our Assessment course blog.

Wiki Rubric

There will be wiki reflective log assignment(s) every week of class.

Advanced tech-savvy students (or those who wannabe)may elect to complete the wiki and substitute a digital storytelling project for the blogging assignment. If you are interested in this option please goto FAQs about Digital Story Telling to learn more. The Case for Digital Storytelling in the Classroom website is an online workshop that includes a high quality presentation Speed of Creativity.

2. In addition to your course text there are many required materials online that you will be asked to print and bring to class. These are listed under each week's **Learning Materials** section. Other online resources are displayed at my social-bookmarking account site. It is expected that all students will complete the readings, download, print and review the documents/activities in advance of the class meeting date. These are listed each week under **Activities to Prepare for Class.**

3. It is expected that all students in the Assessment Module will complete the final activities in each textbook chapter.

4. It is expected that all students will complete the course evaluation survey prepared and linked at this location at the end of the course. Click here to take survey

External Resources Links

Dr. Philhower's del.icio.us site for Developing Cognitive Abilities module

Dr. Philhower's del.icio.us site for Assessment module

Dr. Philhower's del.icio.us site for Special Needs Students

Dr. Philhower's del.icio.us site for Educational Technology

AssessmentCourse Blog You will be commenting on blogposts here.

Google Group MTLassessment message board where you will receive and read messages

Or Google Group email address is MTLassessment@googlegroups.com When you use this address you will send messages to the entire class membership.

Additional resources

You may be expected to use the video resources at Unitedstreaming.You may already have an account or you can request a free 30 day trial membership. The video resources you will use for this module are:

found in the How to series...

- create an effective learning environment
- conferencing
- use graphic organizers to promote student thinking
- use Socratic Dialogue

In the Teaching through Technology videos

- eportfolios
- assistive technology

- University of Minnesota-Virtual Assessment Center

- Web-based resources The sites specific to this course are tagged MTLassessment

Webquests

- The Unschooled Mind and its application to current educational issues
- Diversity Matters
- Assistive Technology
- Weaving the Web into your K-12 Curriculum
- Learning Objectives Workshops

Thinkquests You will be able to register for a free thirty day trial that will give you access to the resources.

George Lucas Educational Foundation - Edutopia - Assessment

- 4teachers.org - Assessment Resources

- Turnaorund Specialist: Parts One, Two and Three
- Is Excellence Enough?
- Testing Our Schools
- Index of all televised segments/videos online

- Trackstar
- Rubistar
- Assessment Toolkit98 - NWREL
- Assessment and Accountability Comprehensive Center

- Illinois State Board of Education - Student Assessment

- Secrets of the SAT

- How effective is your classroom instruction, lecture format delivery? Wonderful Assessment piece here.

- Digital Kids @ Analog Classrooms

- Inclusion: A Special Education Dilemma

- The IRIS center includes modules on ACCOMMODATIONS,BEHAVIOR, COLLABORATION, DIFFERENTIATED INSTRUCTION, DISABILITIES, DIVERSITY, IDEA and TRANSITION. Resources are also sorted by type: Book Activity, Movie Activity, Case-Based Activity, Online Game Activity, Class Discussion Activity, Small Group Activity, Independent Activity, and Website Activity.

- [Animal School](#)

Internal Links

[Factors involved in complex change](#)

[Web-based research links](#)

[Integrating Teaching and Learning](#)

[Multimedia Clips](#)

[Core Values of Democratic Society](#)

[Who should go to school?](#)

[Universal Design for Learning](#)

[Primer on Value-Added Testing](#)

[2006 Poverty Report, Illinois](#)

[Habits of Mind](#)

[10 Lenses of Viewing Diversity](#)

[10 Lenses self-inventory](#)

Just for Fun

[I Will Survive](#)

[Building a Dream](#)

[The Magic of Teamwork](#)

[Life on the Treadmill](#)

[I Believe in Miracles](#)

[MAC vs. PC Commercials Mashups](#)

[Small Changes, Done Consistently well, Yield GREAT results - Honda](#)

[Rethink Everything- Lion and Gazelle, Hyundi](#)

[A Different Perspective on Lion and Gazelle](#)

[Own our Data](#)

[Understanding Workplace Requirements](#)

[More on Workplace Requirements](#)