ASSESSMENT STRATEGIES FOR ENGAGING STUDENTS WITH ACTIVITIES – ON CAMPUS & ONLINE

The activities and related assessment ideas outlined in this handout can be adapted for use in the classroom and/or the online environment. For each activity/idea you will find some suggestions on "Adaptation for Assessment." These suggestions are by no means exhaustive; rather, they are merely illustrative to help give you some ideas for how particular activities can be linked to assessment tasks.

And in all such cases there must be constructive alignment, whereby the Unit Learning Outcomes underpin the learning activities that are directly aligned to the assessment tasks.

Questions for consideration:

1. What Unit Learning Outcome (ULO's) are being evidenced?

2. What criteria are being used to form the basis of judgement? And to which ULO's do these align?

3. What and how to assess? For instance:

   – **Product** e.g. concept map, discussion response, guided analysis, presentation, one-minute paper, quiz response etc.

   – **Process** e.g. by observing and assessing students' active contributions as individuals or in teams.

   – **Pattern** e.g. as a series of ongoing activities requiring repetition, or as the culmination of ongoing work (both cases involve scaffolded learning).

Manageable ways to capture evidence and assess participation

Below are some general items for consideration when planning class- or cloud-based learning activities that are to be assessed, plus some examples of how the available technology can assist in capturing the evidence and recording feedback for participation in a way that is both manageable for staff and meaningful for students.

1. **Quiz/survey tool in CloudDeakin**

   This can be used in class for a variety of activities such as polling/multiple choice, one-minute papers, one-sentence summaries, or the muddiest point.

   Note: The survey and quiz tool in CloudDeakin can be accessed by students via a phone/tablet or computer. The survey tool can be used to gather immediate feedback/input from students. Any type of multimedia (e.g. a video, sound file, or still image) can be integrated directly into a survey. Reports can be displayed on screen for students to receive immediate feedback and form the basis for discussion within a class or a Blackboard Collaborate session. Questions based on a Likert scale are the only option available in the survey tool. For an example of a Survey Report, see overleaf:

Overall Results

6 attempts have been completed

Student survey on reflective writing resource

Question 1

Please respond to the following statement by clicking the corresponding radio button.

The graphics used were visually appealing and engaging.

Strongly Disagree	0 (0 %)
Disagree	0 (0 %)
Neutral	1 (16.67 %)
Agree	4 (66.67 %)
Strongly Agree	1 (16.67 %)

Question 2

Please respond to the following statement by clicking the corresponding radio button.

I feel more prepared/informed when I go out on my placement to choose an appropriate experience to critically reflect on.

Strongly Disagree	0 (0 %)
Disagree	1 (16.67 %)
Neutral	2 (33.33 %)
Agree	3 (50 %)
Strongly Agree	0 (0 %)

Question 3

What aspects of the resource in particular helped you gain a better understanding of writing reflectively?

∨ Collapse Responses

▸ Questions asked during the classes. One girl asked is there certain structure to follow and Bronwyn said 'no and that we should write our report any way we feel.' Before any questions were asked I was sort of scrambling around for information about how to approach the report. I had an idea that it was to be approached in an unstructured way, but because it hadn't been clarified or I hadn't seen that information I was a bit unsure to dive into it before that questions were answered

▸ The explanation of the Borton Model

The quiz tool can be used to automatically grade some question types and it also can provide embedded feedback in response to particular questions.

Students can create their own multiple-choice questions through the use of various applications such as Study Blue. Quizzes and flash cards can be created and shared with other class members.

2. **Concept maps/diagrams**

    − can be submitted in hard copy or in digital format

    − hard copies can be scanned or photographed using smart phone/iPad and shared with class

    − white board display can be photographed and shared

    − various mapping tools are available or programs such as Microsoft word can be used to create diagrams, insert shapes or add SmartArt Graphics.

3. **Blackboard Collaborate sessions**

    − polling tool can be used to obtain student responses

    − students can be given access to the digital "white board" to make contributions

    − student responses can be saved as a text file – chat area

    − virtual "breakout rooms" can be used to construct ideas as teams, and then slides from each breakout room can be shared with the overall class.

4. **Discussion space in CloudDeakin**

    −   Contributions can be assessed directly within the discussion space area. Marks can be aggregated and scores fed directly into the gradebook.

    −   Rubrics can be attached to discussion posts to provide ongoing feedback to students so that they have the opportunity to improve their performance during the trimester. See illustration below:

5. **CloudDeakin Gradebook**

    −   use to directly record assessment of active participation observed during seminars.

    −   grade items can include text fields or drop down lists.

    −   individual comments/feedback can be made directly into the grade book.

6. **Timeline software**

    −   There are various timeline software options available such as TIKI TOKI

    −   Free Timeline tool is available in PowerPoint as an add on.

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ACTIVITY 1: CONCEPT MAP EXERCISE (including several variations)

The following video illustrates how concept maps can be used within a classroom or online as a form of assessment.

[Classroom Assessment Technique: Concept Maps](#)

(Creator: Assoc. Prof. Karen Rohrbauck Stout, Center for Instructional Innovation & Assessment, Western Washington University. Title: "Classroom Assessment Technique: Concept Maps." URL: <https://www.youtube.com/watch?v=Gm1owf0uGFM#t=44> Access date: 28/04/2015)

In-class mapping technique

Classroom Assessment Technique: Concept Maps

Note that students need to understand what is a concept map. This may need to be explicitly taught to the students with some examples provided.

Possible Adaptation for Assessment:

− use concept maps as "bookends," to commence and conclude a topic/unit/course (or students could continually add to a map over time)
− use as a team exercise
− provide students with an incomplete concept map and then challenge them to fill in the blanks to build a complete map that can be shared with the class
− use a concept map as a framework for a textual analysis (journal article, book, weekly reading, poem etc.)

Variation: Team Graphic
Steps:

1. Have students get in pairs or small teams

2. Ask the pairs/teams to illustrate core learning content by constructing a picture, diagram, flow chart, concept map, or some other visual illustration that represents their understanding of the content being covered

3. Have students report on their team graphic to the wider group, explaining what is represented and why (their representation may include questions, unknowns etc.)

4. Have other teams respond with questions or suggestions, and also you can provide feedback to help clarify issues, point out misconceptions or oversimplifications, or to correct errors. You could have teams submit their illustrations for you to scrutinize after class and then hand back later with feedback

For large cohorts, have teams assign roles such as: scribe/recorder (person drawing/writing); facilitator (ensures everyone contributes); reporter (will speak on behalf of team); and other contributors (generating discussion, searching for information etc.). Once the graphic is complete, have each team's reporter(s) visit another team and report on the illustration, receiving feedback from the other team. Some educators provide markers and large post-it notes or butcher's paper and adhesive tape to adhere illustrations to a wall.

Value
Promotes integration of ideas and thinking within a team environment, facilitates attention on the "big picture" and relationships among ideas, and encourages creativity in thinking and expression.

Source: http://tep.uoregon.edu/pdf/assessment/Student-Engagement-Techniques.pdf

> *(Creator: Jason Schreiner, Teaching Effectiveness Program, University of Oregon. Title: "Student Engagement Techniques." URL: <http://tep.uoregon.edu/pdf/assessment/Student-Engagement-Techniques.pdf>*
> *Access date: 28/04/2015)*

Possible Adaptation for Assessment:

This activity can be done by way of students forming teams according to topics. Each team reads one article on that topic, captures the main points in the form of a concept map or digital graphic to share with the class, and submits it for assessment.

Some further resources:

Rubric for a concept map

> *(Creator: Centre for Teaching and Excellence, University of Waterloo, Title: "Rubric for assessing concept maps." URL: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-student-work/grading-and-feedback/rubric-assessing-concept-maps> Access date: 28/04/2015)*

Planning an assignment using mind mapping

This student resource is part of a series of videos developed for the BECE (Bachelor of Early Childhood Education) Learning HUB at Deakin University by Dr Linda Theis, Tanya Landreth, and Kate Artz, Language and Learning Advisers. They support students in their transition to university study and in the development of their academic skills. This particular video features Kate Artz demonstrating how to plan an assignment using mind mapping.

> *(Creator: Kate Artz, Language and Learning Adviser, Deakin University. Title: "Planning an assignment using mind mapping." URL: <https://www.youtube.com/watch?v=2LY825ti74Y> Access date: 28/04/2015)*

Concept maps for assessment

> *(Creator: David Jennings, UCD Teaching and Learning, University College Dublin, Title: "Concept maps for assessment." URL: <http://www.ucd.ie/t4cms/UCDTLA0040.pdf> Access date: 28/04/2015)*

Concept Mapping

> *(Creator: Centre for Teaching and Learning, Brigham Young University, Title: "Concept Mapping." URL: <http://ctl.byu.edu/tip/concept-mapping> Access date: 28/04/2015)*

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ACTIVITY 2: VIDEO DICTOGLOSS

A dictogloss is a teaching technique first developed for teaching foreign languages. Originally, a teacher would read out a passage and learners would work in teams to reconstruct. A video dictogloss is a similar technique but one that uses vision as well as spoken word to assist with constructing meaning. It is an active learning technique designed to assist with listening and watching content material.

This strategy works very well at the beginning of your tutorial as a way to engage your students with the key material. The technique:

- emphasises the key concept

- positions the students deeply from the beginning of the tutorial

- is inclusive of diverse knowledge and skills

- is scaffolded by degrees (start with pairs, then small teams, then whole class)

Choose a short video (30-40 seconds) that relates to the key topic/concept for the seminar. In brief, students work as pairs to reconstruct the script of the video. They watch the video twice. They team up with other pairs and compare what they have written. Then they are given the actual script. Students decide who was closest (the "winners").

Video Dictogloss how-to sheet

1. Instruct students: "*Let's start the seminar with a little bit of a competition… but it also involves some key information I want you to focus on for this tutorial.*"

    - "I will play a short video clip twice. In pairs you will attempt to remember what you hear, word for word. You can take notes, key words, or diagram."

Play video (30 – 40 seconds is ideal)

    - "With your partner, reconstruct the text." (3 mins.)

    - "Now join with 2 other pairs. Each pair read out your script. Compare – who do you think got the closest?"

    Hand out the script – Ask students to determine who was closest. Ask "What did you miss?"

    Now move on to the relevancy of **why** this information is important for the seminar (key concept you want them to understand and remember).

    If you are interested in sharing "learning how to learn" skills here, you could invite students to predict why this listening and reconstructing activity assists learning (example answer: pulls central idea sharply into focus by being active with listening/watching/reading rather than being merely a passive receiver of information)

Possible Adaptation for Assessment:

- Discuss/submit why this key information is important to that session (key concept you want them to understand and remember)

- Pairs/teams take a turn to create a video dictogloss, producing a 30-second clip to be viewed by the class at the start of each seminar

Adapted from DLF's Teaching and Learning Approaches Resource

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ACTIVITY 3: SCENARIO-BASED LEARNING AND ASSESSMENT

Scenario-based learning, problem-based learning, and learning activities built around case studies in real or virtual classrooms enable **students** to:

1. <u>Apply</u> their knowledge to an authentic situation

2. <u>Analyse</u> a problem through diagnosis and evaluation

3. Propose <u>solutions</u> to a problem with rationale for approach

4. Work <u>autonomously</u>, work within a <u>team</u> and also work with other teams

5. Assess the standards of their work and that of others, thus participating in <u>peer learning</u>

6. Receive <u>immediate feedback</u> from peers and educator (model answer) on their efforts

7. Receive <u>formative feedback</u> that enables them to address learning gaps and advance their capabilities

8. Participate in an experiential learning activity that is <u>engaging</u>

For **educators** a scenario-based learning activity and assessment:

1. <u>Constructively aligns</u> the learning activity with the assessment task, ensuring the assessment also becomes an integral part of the learning

2. Provides <u>learning and assessment in situ</u> reducing the demands of marking time outside of class

3. Provides <u>immediate feedback</u> on how the student cohort has performed on the learning activity

4. Provides for <u>moderation</u> of the marking by looking at the peer marks and team marks

Possible Adaptation for Assessment:

Scenarios/problems/case studies can be developed or selected according to the discipline. This enables core content to be covered in a relevant manner (e.g. sociological, anthropological, historical etc.). The nature of various scenarios or problems or case studies can ensure that appropriate theoretical and methodological approaches are applied, and within an authentic setting.

Students may be asked to work individually or within teams. They may be asked to submit a written response, deliver a presentation, or perhaps conduct a debate.

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ACTIVITY 4: GUIDED ANALYSIS

Time requirements: Entire seminar

Special features: This technique helps students to develop their analytic skills in any field by observing their educator's analytic skills in action.

Procedure

1. Select a brief document (a short review, poem, proof, chart/table, abstract from an article, daily news item etc.) to analyse as an example

2. Make enough copies of a similar document to distribute to all class members or to small teams (depending on your preference)

3. Perform an analysis of your document in front of the class, making clear the procedure you use to reach your assertions, and using visual aids and supplementary material as necessary

4. Give students 5-10 minutes to analyse their document: the conclusions they reach will be their own, but they will have learned rigour and analytic skills from observing you

5. Depending on class size, have students (or representatives from teams) present their analysis, with the wider cohort responding to each one

Function in the class: An entire seminar can be structured around this exercise. Consider leading into the exercise with a mini-lecture on the type of document you and your students will be analysing.

Source: https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/active-learning/varying-your-teaching-activities

Reproduced with permission from CTE, University of Waterloo. 2015

(Creator: Centre for Teaching Excellence, University of Waterloo, Title: "Varying Your Teaching Activities." URL: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/active-learning/varying-your-teaching-activities> Access date: 28/04/2015)

Possible Adaptation for Assessment:

Individuals or teams can submit their analysis for assessment in the form of a written submission or as an oral presentation delivered to their peers. Either option could involve some form of peer-marking.

Guided analysis activities may be conducted a certain number of times per trimester (e.g. on four occasions) rather than weekly.

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ACTIVITY 5: ONE-SENTENCE SUMMARY

(or can be set to a certain limit such as 100 words)

For students, this exercise not only enhances comprehension but also writing skills. For educators, it can provide you with valuable written feedback that can be used to gauge how well students understood the content and concepts covered that week.

Conducted at the end of a session (on-campus) or at the end of a week (cloud), the one-sentence summary is an effective tool for reviewing material just covered. The one-sentence summary also can be used in its own right to enhance general writing ability (e.g. producing "on the spot" and succinctly providing key information).

- Objective is for students to encapsulate the major point of an entire seminar/weekly learning module in a limited amount of writing.

- **To provide an example for the students to follow:** In Week 1 select a relevant issue covered in the unit, and in relation to that issue set out some basic parameters (e.g. asking questions such as "who did what to whom, when, where, how, and why?") and then construct a one-sentence summary in response.

- Announce another, similar topic to your students and give them 3-5 minutes to produce their own one-sentence summaries (or longer if you choose to set it at 100 words).

- Collect these trials and work through some of them with the students as a way to determine if students (a) recognized the key points and (b) have grasped the concept of producing short summaries "on the spot."

- One optional extension is to have students swap with the person next to them – have a few minutes' silence for reading and formulation of comments, then a few minutes of discussion in pairs before discussing the summaries as a class.

Source: https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/educational-technologies/all/activities-large-classes

Reproduced with permission from CTE, University of Waterloo. 2015

(Creator: Centre for Teaching Excellence, University of Waterloo. Title: "Varying Your Teaching Activities." URL: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/educational-technologies/all/activities-large-classes> Access date: 28/04/2015)

Possible Adaptation for Assessment:

If used at the end of a session (on-campus) or week (cloud), students could submit their one-sentence summary (or 100 words) for assessment. The quiz tool or survey tool in CloudDeakin could be used to capture student responses electronically. For on-campus students an alternative would be to have them write and submit in hard copy.

Conducting this activity on a weekly basis, and providing ongoing feedback (through a marking rubric and perhaps with brief comments), enables students to improve their skills and performance during the trimester.

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ACTIVITY 6: WHAT DO YOU KNOW?

This teaching idea helps you to focus the students on the key concept for the seminar/weekly topic by **linking it to what they already know**. In essence, to commence you ask students to identify what they already know about Topic X (individually or as a pair, then as a class). Collectively, they might know quite a bit! Record what they say on a whiteboard or scribing for projection via your laptop (also can be done easily in Blackboard Collaborate sessions in CloudDeakin). Before leaving this activity, ask the students to identify what they want to know about this topic. Record this, too.

You can use this as your "gateway" in to what you want to introduce. Build on what students have offered and/or refer back to their "what they want to know" suggestions about the topic.

Strengths of this teaching idea include:

- Providing scaffolded learning
- Writing promoted as thinking time
- Giving students something to contribute orally
- Acting as a rehearsal for speaking
- Serving as a focus on the specific content to follow
- Giving access to information to other students (sharing/collaboration)
- Forming a negotiated learning intention for the session (or topic)
- Identifying for the educator what students already know (and still need to learn)
- Enacting constructivist learning theory (start with what they know, not what you want to teach)

Instruction Sheet. "*What do you know*?"

1. Tell students this is a two-minute individual thinking and writing activity. What do you know about (topic X)? Advise students that anything at all is good!

2. Now ask students to share what they know with the whole group. Scribe their responses (whiteboard is good) so they can all see the comments.

3. Now ask students what they want to know. Scribe again.

4. Discuss the questions for which you think they will know the answers by the end of the session. Encourage students to note (to the whole class) when a question is answered.

5. Now proceed with your other activities, and wherever and however appropriate incorporate what the students want to know (as designated by them previously).

The above is adapted from DLF's Teaching and Learning Approaches Resource.

Possible Adaptation for Assessment:

Ask students to submit their responses to the survey tool in CloudDeakin. The information is captured and can be displayed to the class for discussion/observation as well as being assessed (and here peer-marking is an alternative option).

Conducting this activity regularly, and providing ongoing feedback (through a marking rubric and perhaps with brief comments), enables students to improve their skills and contributions during the trimester.

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ACTIVITY 7: ONE-MINUTE PAPER

Classroom Assessment Techniques: Minute Paper

> *(Creator: Michael Zeilik, Department of Physics & Astronomy, University of New Mexico, Title:*
> *"Classroom Assessment Techniques: Minute Paper." URL:*
> *<http://www.flaguide.org/cat/minutepapers/minutepapers7.php> Access date: 28/04/2015)*

Possible Adaptation for Assessment:

This task could be submitted weekly for assessment either at the end of the class or posted to a discussion board at the end of the week. The discussion space can be set up so that a student can only view other postings on the condition they already have posted their contribution.

A one-minute paper (or presentation) could take the form of an audio note or video using the tool available to students in the discussion space or assignment folder in CloudDeakin.

ACTIVITY 8: MUDDIEST POINT

Classroom assessment technique 'The Muddiest Point'

> *(Creator: Center for Instructional Innovation and Assessment at Western Washington University.*
> *Title: "Class room assessment technique 'The Muddiest Point.'" URL:*
> *<https://www.youtube.com/watch?v=SvT6RmuZigw&feature=youtube> Access date: 28/04/2015)*

Possible Adaptation for Assessment:

A discussion space or survey could be set up with students posting the "muddiest point" in response to a reading/video/previous lecture prior to a seminar. A timeframe would need to be established to enable the lecturer time to prepare the response before the next class.

Inviting students to contribute suggestions *prior* to a seminar enables students to play an active role in the preparation of their learning experiences. Due to time constraints, it is unlikely that every student will have their suggestions included in the class-time activities. But all students still can have their suggestions assessed. (And it is possible to ensure that all students are included by keeping records on a weekly basis to take note of anyone who has not had their suggestions incorporated into class-time activities.)

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ACTIVITY 9: QUIZZES AND POLLING

Six ways to use quizzes

(Creator: Matt Cornock, Department of Social Policy and Social Work, University of York. Title: "6 ways to use online quizzes."' URL: <https://www.youtube.com/watch?v=e8ONTpTb9YA> Access date: 28/04/2015)

Possible Adaptation for Assessment:

- Students construct a multiple choice question and share (invites students to make an active contribution to their learning experience, and immediately builds a large pool of questions relating to the chosen topic)

- Present a question/problem at the start and then end of a session, noting responses

- Multiple-Choice Survey Steps:

  1. Write on a whiteboard or screen a multiple-choice item (preferably conceptual in nature) related to the weekly topic and then give four response options

  2. Survey students' responses (have them raise hands, use coloured cards, or use electronic response system – "clickers")

  3. Next have them pair up and take a few minutes to attempt to convince each other of their responses

  4. Then re-survey the students to gauge any shifts

  5. Clarify any misconceptions before proceeding

Value

Makes students apply and discuss material while fresh in their minds, and challenges them to simultaneously try to convince colleagues of their views while remaining receptive to others' views. It also provides immediate in situ feedback about student understanding.

Source: Prepared by the University of Oregon Teaching Effectiveness Program

(Creator: Jason Schreiner, Teaching Effectiveness Program, University of Oregon. Title: "Ways to Assess Student Learning in Class." URL: <http://tep.uoregon.edu/resources/assessment/assess_inclass.html> Access date: 28/04/2015)

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ACTIVITY 10: FOUR CORNERS

Four Corners is a strategy that can be used in the formative assessment process for gauging student understanding. It can engage students in conversations about controversial topics. The four corners of the classroom can be labelled as Strongly Agree, Agree, Disagree, and Strongly Disagree.

Present students with a divisive statement based on the weekly topic. (For illustrative purposes, something like "All students should wear uniforms to school" or "Australia should reintroduce the death penalty.") Ask students to move to the corner that best represents their stance on this matter.

Students then could discuss why they feel the way they do. The teacher can listen to student discussions and determine who can mount a persuasive case based on informed opinion.

Another way to use Four Corners is associated with multiple-choice quizzes. Label the corners of the classroom as A, B, C, and D. Students respond to a teacher-created question by choosing the answer they feel is correct. They must be able to give a reason for their answer, by providing evidence that can be found within the unit's learning materials or supplementary resources.

(Creator: West Virginia Department of Education/Teach21. Title: "Four Corners." URL: <http://wvde.state.wv.us/teach21/FourCorners.html> Access date: 28/04/2015)

Possible Adaptation for Assessment:

- Use for multiple-choice quizzes conducted during seminars
- Include a short reflection on reasons for choice of option (to eliminate guessing correct answers) and if and why they changed their mind during the session
- Redo to determine if any students changed their mind

ACTIVITY 11: DECISION-MAKING STEPS

1. Provide students with a problem
2. Ask students to work in pairs or small teams to develop a response/solution based on what they have learned in the unit to date
3. Have students share ideas with the entire class, making notes on the board. Invite other students to comment on each team's proposal and suggest changes.

Source: Prepared by the University of Oregon Teaching Effectiveness Program

(Creator: Jason Schreiner, Teaching Effectiveness Program, University of Oregon. Title: "Ways to Assess student learning in class." URL: <http://tep.uoregon.edu/resources/assessment/assess_inclass.html> Access date: 28/04/2015)

Possible Adaptation for Assessment:

- Students submit their plan, plus the peer reviews they received, for assessment. (This activity could include peer-marking as a component of the assessment process.)

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ACTIVITY 12: CONSTRUCT A TIMELINE

Deakin colleague Fiona Phillips, Lecturer, School of Education, provided the example below.

This activity was developed for a small cohort of students who were mostly studying online. The idea was to encourage synthesis and co-construction of knowledge by students.

The Task
Having read through the chapter in your textbook on Early Childhood educators and pioneers, and completed some research on more recent theories of learning in early childhood, I am asking you to construct a timeline of 2 Early Childhood Education advocates and pioneers. You are to synthesise the information you have read and watched, and complete a short overview of the most important aspects of each pioneer's work. Consider what stands out to you as the most important elements or findings or what has been the greatest influence of this person on Early Childhood Education and in particular MUSIC. It would be good to have an overview of all the pioneers and construct a whole timeline together. To enable this please contact your group to let them know which of the pioneers or theorists you have chosen. First in best dressed if you have a favourite!

See example prepared earlier featuring 2 entries: 1592 - 1778 Comenius and Rousseau

Tool to Construct the Timeline

You are going to use Tiki Toki as the medium to complete this task. Tiki Toki is an online timeline maker.

Please follow these steps:

1) Click on the link to locate "Tiki Toki" web-based timeline maker TIKI TOKI

2) Sign up for a free account

3) Choose to begin a new timeline

4) Choose a title for your timeline and a time range and enter this information into the corresponding boxes

5) Enter in the information for your introduction, which should give an overview of the importance of historical perspectives – SAVE TIMELINE

6) Choose to add your first story. Give it the title of the first historical person you are going to highlight

7) Write a short account of the work of that pioneer or educator focussing on the musical aspects

8) Complete a search for a website that provides additional background information and create a link to this URL address. Copy and paste this link into the story. Save your timeline.

9) Add another story and title the story with the name of the next pioneer/educator

10) Write a short account of the important aspects of this person and then complete a search for a video that links to this person. Copy and paste the URL of this video into the media for this story and save the timeline

11) View your timeline in both 3D and 2D and then, when you are happy with its look, copy the link to your timeline (the URL in the web browser). This link will now be on your virtual clipboard ready to paste into the URL section of a link when you are prompted.

12) In a new tab open up and log into CloudDeakin and our unit and then go to "Collaborate" and select Discussions and TOPIC 3. Create a new post in the discussions area and submit the link to your timeline by writing the date range 1652-1778 and the names of the pioneers/educators Comenius and Rousseau. Click and select all of this information to highlight it and then click on the 'link' icon in the left top of your post window. You are choosing to link to something and will be given a list in a box to choose from - select "URL."

*Once you have selected the URL you will be prompted to insert a URL link. This is where you post the URL to the timeline that is still on your virtual clipboard. Make sure that you select "open in a **new window**" and then POST your link.*

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ACTIVITY 13: PRACTICE PRESENTATION – PEER REVIEW

The practice presentation should take place a few days before the final presentation due date. Students run through their presentations with the audience (i.e. their peers) evaluating the performance based on the previously established rubric criteria. An easy way for students to furnish feedback is through a T Chart. Students use the left column of the chart to comment on the positive aspects of the presentation, and they use the right columns to suggest changes that the presenter might make to improve the quality of the presentation. By listening to both the practice and final presentations the teacher can easily gauge the level of student understanding of critical concepts and adjust instruction to address any misconceptions.

T chart feedback sheet

Practice Presentation Evaluation

Things that are good…   Things you might consider…

(Creator: West Virginia Department of Education/Teach21. Title: "Practice Presentations." URL: <http://wvde.state.wv.us/teach21/PracticePresentations.html> Access date: 28/04/2015)

Possible Adaptation for Assessment:

- Students submit their peer review for assessment – assess the quality of the feedback

- Students submit their peer review from class colleagues along with their presentation – assess the extent to which they acted on the feedback to improve their final presentation

- This assessment task could incorporate students working in teams, and it can include peer-marking as part of the assessment process

- An option would be to treat the practice presentation as an exercise for receiving formative feedback, but it is possible to set up the assessment task in such a way that both the practice and final presentations are subject to summative assessment for the overall result

* For further advice or suggestions please contact members of the Faculty's Education Services team, the Associate Dean (Teaching and Learning), or your Associate Head of School (Teaching and Learning).

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