

## **FDD Spring 2020**

### **Designing Effective Online Assignments**

Track: A New Spin on Online Teaching and Learning

#### Presenters:

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#### **Pedagogical approach:**

##### **Backward Design:**

An approach to designing instructional materials that asks educators to start with the desired learning outcome and plan supporting instruction around the desired end result. Can be used to develop or revise assignments: aligning assignments with course goals, specific learning objectives for a unit of study, and educational technologies.

Bowen, Ryan S., (2017). *Understanding by Design*. Vanderbilt University Center for Teaching. Retrieved from <https://cft.vanderbilt.edu/understanding-by-design>

Wiggins, Grant and Jay McTighe. *Understanding By Design*. Assn. for Supervision & Curriculum Development, 2005.

#### **Types of assignments:**

- Formative

Help students progress toward achieving learning objectives and take ownership of their learning, and allow instructors to find gaps in knowledge, assess students' attitudes, identify misconceptions, see where students are struggling (Trumbull and Lash, 2013). Students self-assess their progress and skills, peer-edit their work, brainstorm paper topics or draft project proposals, etc.

- Summative

Evaluate students' knowledge, proficiency, and mastery of a specific skill set, usually at the end of an instructional period, such as a module or a course. These formal assignments are often high-stakes, for example midterm and final papers, project-based assignments, or portfolios.

- Individual

- Collaborative

#### **Components of effective and engaging online assignments\*:**

\*Adapted from a webinar presentation created by Ruru Rusmin, Director of Office of Faculty Development and Instructional Technology, at CUNY School of Professional Studies. To view the full presentation and the webinar, please go to:

<https://uslti.bbcollab.com/recording/c586074b8ab749c6ac118067ec44c4aa>

1. scaffolding
2. sufficient time built into the course, especially if doing collaborative work (double the time)
3. for collaborative assignments, both group and individual evaluations
4. explicit instructions and rubrics for assessment (what? when? why? how?)

5. creative elements (e.g. assigning specific roles for collaborative projects; using multimodal tools)
6. peer engagement
7. real-world/experiential
8. reflection

**Selecting ed tech tools:**

- VoiceThread (for mini-lectures; as an alternative to discussion board; submitting or presenting projects; collaborative activities, such as annotation or brainstorming)
- Wikis (in Blackboard)
- Screencast-o-matic; Audacity: screen capture and podcasting tools
- **Collaborative tools:**
  1. Slack (great for messaging and sharing materials; instructor can set up different channels for groups)
  2. Office 365 (available to faculty, but not available to John Jay students yet)
  3. Blackboard Groups (a good starting point; instructor needs to create forums within groups in order to enable subscription to forums)
  4. Dropbox (great for sharing materials)
  5. Manifold (open resource annotating and publishing site)

**RESOURCES:\***

All the resources referenced in the FDD session will be uploaded to the FDD Resources page: <https://fdd2017.commons.gc.cuny.edu/spring-2020-resources/>

**Theoretical and practical guides to creating engaging assignments in any classroom, including online:**

- Bean, John C., and Weimer, Maryellen. *Engaging Ideas: the Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. 2nd ed., Jossey-Bass, 2011.
- Barkley, Elizabeth F., and Claire H. Major. *Learning Assessment Techniques: A Handbook for College Faculty*. John Wiley & Sons, Incorporated, 2016. ProQuest Ebook Central,
- Barkley, Elizabeth F., and Patricia K. Cross. *Collaborative Learning Techniques: A Handbook for College Faculty*. John Wiley & Sons, Incorporated, 2014.
- Thomas A. Angelo/K. Patricia Cross. *Classroom Assessment Techniques*. 2nd Edition. Jossey-Bass: San Francisco, 1993.
- Alison Morrison-Shetlar/Mary Marwitz. *Teaching Creatively: Ideas in Action*. Outernet: Eden Prairie, 2001.
- Silberman, Mel. *Active Learning: 101 Strategies to Teach Any Subject*. Allyn and Bacon: Boston, 1996.
- VanGundy, Arthur. *101 Activities for Teaching Creativity and Problem Solving*. Pfeiffer: San Francisco, 2005.
- \*Yee, Kevin. Interactive Techniques. PDF (see the attached document) (a compilation of resources from the entries listed above)

**Online-specific teaching and learning guides:**

- Derby, Flower with James F. Lang. *Small Teaching Online: Applying Learning Science in Online Classes*. Jossey-Bass, 2019.
- Linder, Kathryn E., and Chrysanthemum Mattison Hayes, editors. *High-Impact Practices in Online Education: Research and Best Practices*. Stylus, 2018.
- Watkins, Ryan. *75 e-Learning Activities: Making Online Learning Interactive*. San Francisco:

Pfeiffer, 2005.

**Online repositories of resources:**

Center for Teaching, Vanderbilt University: <https://cft.vanderbilt.edu/guides-sub-pages/>

Teaching Online Pedagogical Repository (TOPR), University of Central Florida, Center for

Distributed Learning: <https://topr.online.ucf.edu/pedagogical-practice/>

Learning Roadmap for New Online Instructors, John Hopkins University:

<https://ep.jhu.edu/faculty/learning-roadmap-for-new-online-instructors/assessing-student-learning-online>

**Coming soon:** JJay Repository of Resources for Online Teaching and Learning