

Arlin Schaffel – October 8th, 2023

Assignment 2

LIFT-1002 Formative Assessments

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Formative Assessment Experience

Overview

Name: Arlin Schaffel

Course: PROF-100 Professional Practices 1

Program: Interactive Design & Technology

Campus: Saskatoon Main Campus (Idylwyld)

Learning Outcome: LO1: Describe Professional Practices

Formative Assessment Strategy: Crowdsourcing Pre-Assessment

Formative Assessment Strategy

I chose to use the Crowdsourcing Pre-Assessment technique for the first learning outcome in my Professional Practices course. Professional Practices can be dull for students and I suspected they might have some preconceived ideas about professionalism that could be worth challenging.

I thought this approach would engage students by giving them an active role in the learning process, which could increase their participation and focus. Since half of my students are international, I also thought this method would allow for a wide range of perspectives to surface, especially given that attitudes toward professionalism can vary widely across cultures.

Collaboration is extremely important in the Interactive Design & Technology industry. I felt this activity would also be a good way to start introducing students to the importance of collaboration, and give them some initial practice using industry-standard software for teamwork.

When & How

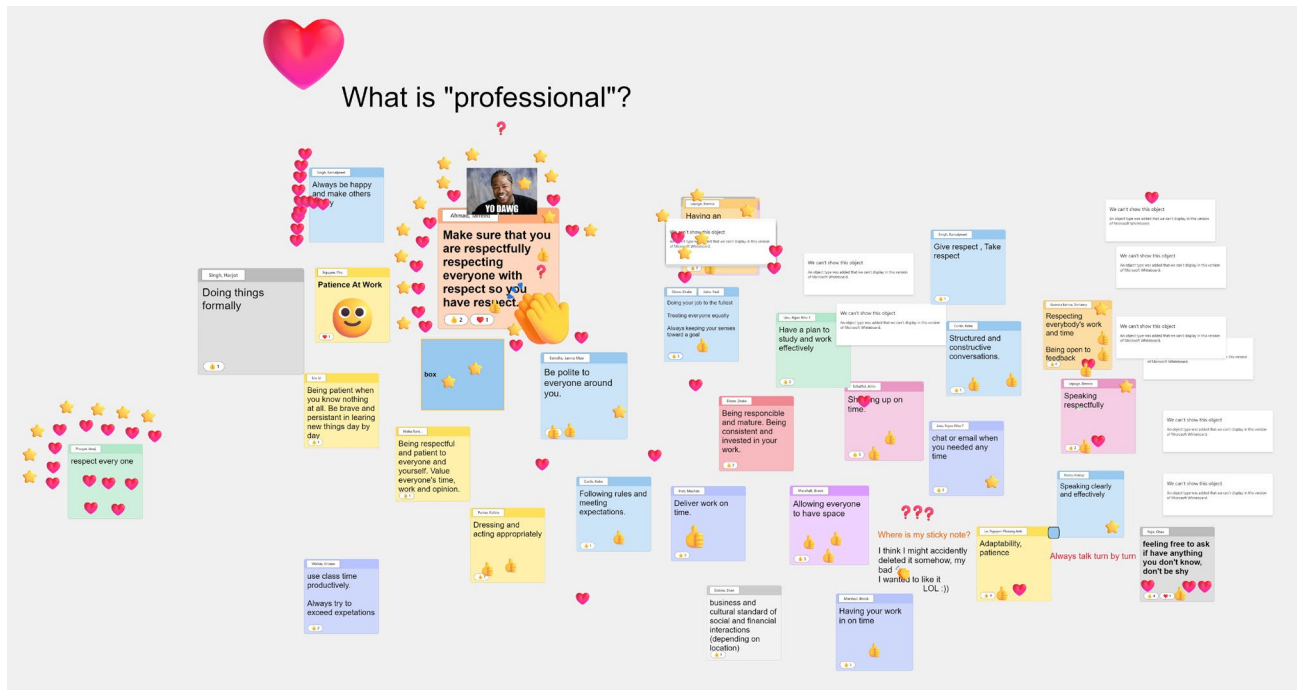
I implemented the Crowdsourcing Pre-Assessment at the start of the first class. After announcements, I briefly introduced the topic and software. We used Microsoft Whiteboard, accessible through SaskPolytech's Office 365 accounts and via web browser, eliminating the need for installation. I posed the question, "What does professionalism mean to you?" and shared the Whiteboard link on the presentation screen, Zoom chat, and Brightspace news, setting a 15-minute time limit for brainstorming. Once time was up, I locked the board and reviewed the responses with the class, pausing at key points for discussion.

Reactions

Overall, student engagement was high, and the new digital tool was generally well-received. Some initial frustrations emerged due to unfamiliarity with Whiteboard, but these were quickly resolved with assistance from peers and myself. A few mature students appeared disengaged, perhaps finding the activity too elementary. Their engagement improved during the discussion phase, where they contributed valuable firsthand experiences about professionalism.

Activity Reflections

As evident from the screenshot below, students genuinely enjoyed the activity and showed creativity in using new digital tools. Although the use of emojis and reactions eventually became excessive, it didn't diminish the overall value of the exercise. Numerous insightful points were raised, and several of these led to more extensive discussions.



Results

We faced some technical issues with Microsoft Whiteboard, including text entry glitches and note display errors, which caused brief frustration. After demonstrating the use of stickers and emojis, student engagement visibly improved, lifting the activity's morale. The board's review sparked important discussions on topics like the nuances of professional dress codes. Students shared personal experiences that highlighted the need to reconsider outdated standards of professionalism.

Main Learning

Initially, I found the Crowdsourcing Pre-Assessment to be a highly effective technique to kick off a course. However, upon revisiting the activity in the past few days, its effectiveness seemed to wane. I noticed some students were more focused on being humorous or drawing than on addressing the questions at hand. This experience was a good reminder of the need to vary activities to sustain student engagement. I still think this approach has merit and could be most impactful at the start of a new course or major topic.

Use the following fillable graphic to complete your own SWOT analysis.

- 1. What is the formative assessment activity or technique?
- 2. Which class or course would you apply this activity or technique?

SWOT ANALYSIS



Instructor Toolkit: Active Learning Strategies

Crowd Sourcing

Description:

Instructor will ask students to tell them everything that they know about a topic. All information about everything students know and think they know will be written down about a given topic. After all sources of information have been exhausted, students will then help organize and categorize the findings.

Purpose:

Crowd Sourcing can be a pre-assessment activity to help the instructor get a better picture of what students already know and what students think they know about a topic **if no electronics are allowed**. Crowd Sourcing can be an inquiry-based learning method **if electronics are allowed**. Crowd Sourcing helps students feel involved and engaged in the process of accumulating and then synthesizing information.

Crowd Sourcing Example:

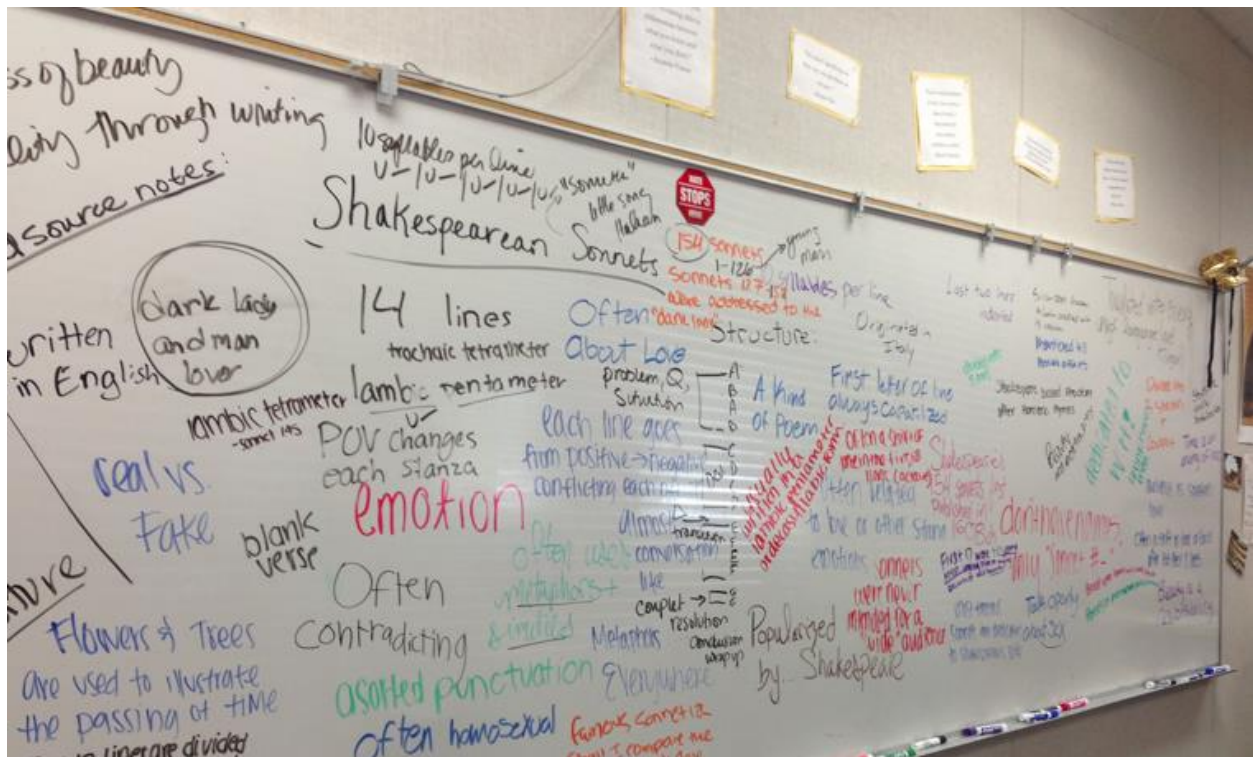


Fig. 1. Crowdsourcing Information in the Classroom. Tucker, C. (April 18, 2013).

Crowd Sourcing as a Pre-Assessment Tool:

1. Tell your students that you will record everything they know, or think they know, about a given topic on the whiteboard. You can have them call out the information and write everything down.
2. The activity continues until the students can't think of anything further, or until the topic is sufficiently explored for the time allotted.
3. Ask students to organize the information into categories or themes.
4. The instructor then comments on the various pieces of information that students have contributed, making connections, elaborating, and correcting any errors.

Crowd Sourcing as Inquiry Learning:

1. Challenge students to generate as much information in collaborative groups as they can in an allotted period of time (i.e. 15 minutes). Amount of time given will depend on the topic, and the depth of knowledge you are hoping to see.
2. Encourage students to research using their electronic devices
3. As a class, collectively review all group, crowdsourced information
4. Have students share/write all information on whiteboards or programs like Google Doc.
5. Have students review the shared information and then begin to organize the information into key concepts. You may want to create a Concept Map with the students.

Video link:

Crowd Sourcing (Brainstorming): <https://www.youtube.com/watch?v=9K8W4ooygUU>

References:

Tucker, C. (April 18, 2013). *Crowdsourcing information in the classroom*. Retrieved from <https://catlintucker.com/2013/04/1760/>

University of Waterloo. (). *Active learning activities*. Center for Teaching Excellence. Retrieved from <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/assignment-design/active-learning-activities>

***For more information or help implementing this strategy into your course, please contact your local ILDC office.