LIFT: Formative Assessment Final Module Assignment

Having an easy-to-use framework like SWOT (**S**trengths, **W**eaknesses, **O**pportunities, **T**hreats) for analyzing your instructional choices is helpful. Successful use of formative assessment strategies greatly improves learner memory, understanding, application, and overall course success.

PART 1 Instructions (In Learning Step 3)

1. Review the Rubric

Review the rubric (below or on brightspace) for this assignment to ensure you understand the criteria and expectations of your work.

2. Choose a Learning Outcome or Learning Step from a Course You Instruct

Choose a learning outcome or learning step from a course you instruct. Doing this will help you determine your chosen formative assessment technique. See learning steps 3.1 - 3.4 for choosing and alignment information.

3. Choose a Formative Assessment Technique

Choose a formative assessment technique that will help you get feedback and help your learners achieve the learning outcome or learning step. Alternatively, if you are not instructing currently, choose a formative assessment technique you have tried in the past.

You can choose an active learning strategy, a Classroom Assessment Technique (CAT), or another formative assessment technique.
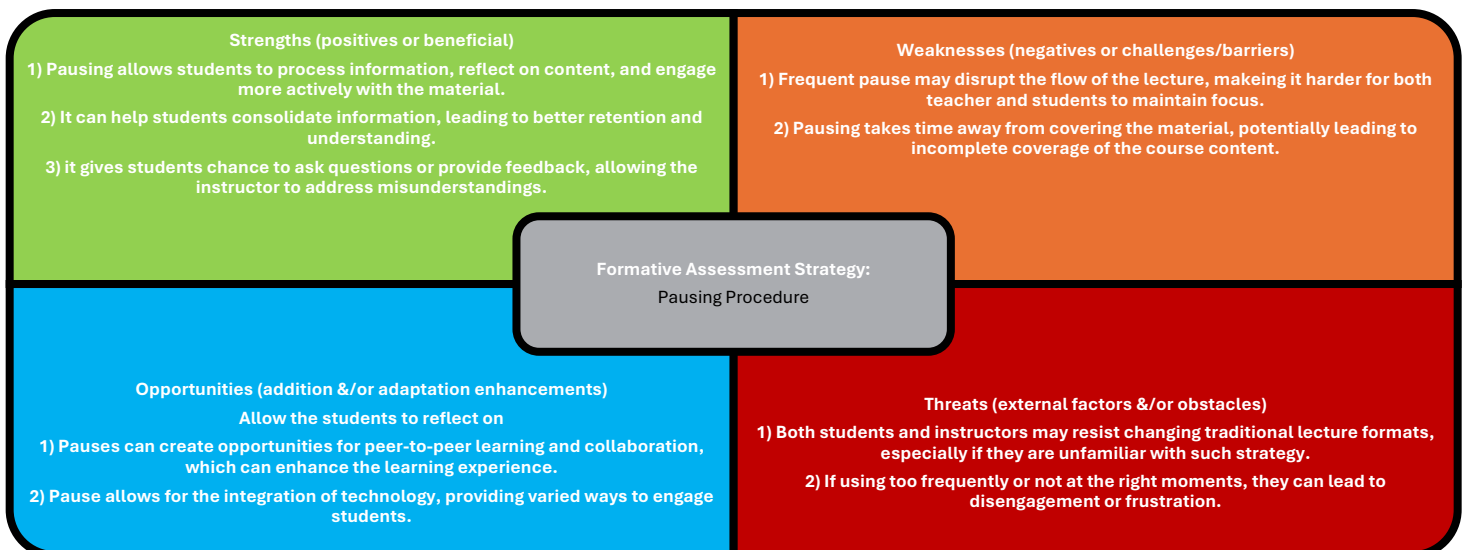
Please do not choose either jigsaw or debate as these have been covered already.

Find a formative assessment technique:

- [ILDC Active Learning Strategies](#) (SharePoint Site)
- [CATs](#) (pdf file)
- [Other Formative Assessment Techniques](#) (pdf file)

4. Complete the SWOT Framework for Your Formative Assessment Technique

Record a **minimum of one idea for each part of the SWOT framework** for your chosen formative assessment technique.

Strengths (positives or beneficial)
1) Pausing allows students to process information, reflect on content, and engage more actively with the material.
2) It can help students consolidate information, leading to better retention and understanding.
3) it gives students chance to ask questions or provide feedback, allowing the instructor to address misunderstandings.

Weaknesses (negatives or challenges/barriers)
1) Frequent pause may disrupt the flow of the lecture, makeing it harder for both teacher and students to maintain focus.
2) Pausing takes time away from covering the material, potentially leading to incomplete coverage of the course content.

Formative Assessment Strategy:
Pausing Procedure

Opportunities (addition &/or adaptation enhancements)
Allow the students to reflect on
1) Pauses can create opportunities for peer-to-peer learning and collaboration, which can enhance the learning experience.
2) Pause allows for the integration of technology, providing varied ways to engage students.

Threats (external factors &/or obstacles)
1) Both students and instructors may resist changing traditional lecture formats, especially if they are unfamiliar with such strategy.
2) If using too frequently or not at the right moments, they can lead to disengagement or frustration.

PART 2 Instructions (In Learning Step 4)

1. Review the Rubric

Review the rubric (below or on brightspace) to ensure you understand the criteria and expectations of your work.

2. How Did it Go?

After you have tried your formative assessment technique, reflect on how it went.

Consider:

- What was accurate from your SWOT framework ideas and why?

1. The prediction that pausing would enhance engagement was accurate. During the pauses, many students asked questions, clarified doubts, or discussed concepts with peers. This led to a noticeable increase in interaction compared to traditional lecture delivery.
2. The SWOT analysis correctly predicted that students would retain and understand the material better. Pausing allowed them to process the information more effectively and connect new content with prior knowledge.
3. The SWOT framework accurately highlighted the opportunity to integrate active learning strategies. The pauses were effectively utilized for quick think-pair-share exercises and mini-group discussions, which made the classroom environment more dynamic and participatory.

- What was inaccurate from your SWOT framework ideas and why?

1. While the SWOT framework identified a potential loss of flow as a weakness, this was not as significant an issue as anticipated. The lecture flow remained smooth, with careful planning and clear instructions for each pause. Students seemed to appreciate the breaks rather than finding them disruptive.
2. The concern about time management was partially inaccurate. While pausing did take up some time, it did not lead to significant content coverage issues. Instead, the pauses helped to prioritize depth of understanding over breadth of content. However, this required slight adjustments to the lesson plan.

3. Final Takeaways

Record your thoughts about analysing and trying your chosen formative assessment technique.

- What I learned about my learners from observing and guiding them through the formative assessment technique:

1. I observed that students responded differently to the pauses. Some were very proactive in participating, while others needed better encouragement. This revealed that learners have varied comfort levels and styles regarding active engagement.
2. Pauses allowed quieter students to find their voice, especially in smaller group discussions. This helped me understand that some students perform better in non-traditional assessment scenarios.

3. The pausing technique served as an informal feedback loop, providing insights into which areas students found challenging. This was valuable for real-time adjustments in instruction.

- What went well:

1. Students could dive deeper into the material, leading to higher-quality questions and discussions.
2. The technique promoted active participation and critical thinking, making the classroom environment more interactive and inclusive.
3. Pauses allowed students to reflect on their learning and ask more thoughtful questions, enhancing the learning experience.

- And what did not go well:

1. Initially, the pauses were either too short or too long, which affected the class's rhythm. It took some experimentation to find the right balance.
2. A few students were reluctant to engage during the pauses, preferring the more passive traditional lecture style. This highlighted a need for strategies to involve these students more effectively.

- What I will change the next time I try the technique:

1. I will provide more precise instructions about what is expected during each pause and set a strict time limit to maintain the class's pace.
2. Next time, I will vary the pauses (e.g., individual reflection, peer discussions, quick polls) to cater to different learning preferences and keep the process dynamic.
3. Implementing more targeted follow-up activities after each pause to reinforce critical concepts and check understanding more systematically.

- How will/did trying my chosen formative assessment technique have an impact on my instructional practice and future instructional decisions?

1. The success of the pausing technique has encouraged a shift towards more active learning strategies in my teaching practice.
2. The experience reinforced the importance of being flexible and iterative in instructional design. I plan to continuously tweak my formative assessment techniques based on real-time feedback and observation.
3. Trying out the pausing technique has helped foster a more collaborative and student-centred classroom culture, which I aim to cultivate further in future courses.

Submission Instructions

1. Choose Your Format

Select one assignment submission format from the choice board provided.

Written Choice	Video Choice	Artistic/Tech Choice	Combined (Text, Video, Audio, Artistic Choice)
Approximately 1-2 page written reflection.	Record a video or mini-podcast (3-5 min).	Create a visual poster/infographic/digital collage.	Create a narrated PowerPoint or Prezzi (3-5 min).

2. Add your information for parts 1 & 2 of the assignment to your chosen format.

3. Submit your full assignment (parts 1 & 2) document/video/graphic etc. to the dropbox.

See rubric on the next page.

Rubric

Criteria	Leading	Mastering	Evolving	Emerging	
Analysis & Reflection	Critically reviews existing knowledge, questions assumptions, and articulates thoughtful explanations and examples to related experiences.	Active and careful consideration of existing knowledge, frequently questions assumptions, and shares explanations and examples related to experiences.	Makes use of existing knowledge without an attempt to evaluate/ appraise knowledge; demonstrates understanding but does not always question assumptions, share detailed explanations or examples, or relate to other experiences.	Automatic/superficial responses with little conscious/deliberate thought or reference to existing knowledge; responses are offered without attempting to understand them.	/4
Growth & Insight	Articulates perspective transformation about self/issue/concept/ problem based on module learnings.	Articulates new understanding/insights about self/issue/concept/problem based on module learnings.	Limited/superficial insight about self/issue/ concept/ problem based on module learnings.	Little to no evidence of insights about self/issue/concept/ problem based on module learnings.	/4
Plans	Articulates directions for self-transformation	Articulates insightful and concrete plans for future	Limited/superficial plans for future personal and	Little to no evidence of plans for future personal and	

	including concrete actions to support personal and instructional practice development.	personal and instructional practice development.	instructional practice development.	instructional practice development.	**/4**
Format	Demonstrates leadership level skill in chosen format. Information is organized with creativity, clarity, and depth.	Demonstrates mastery level skill in chosen format. Information is organized with creativity, clarity, and depth.	Demonstrates evolving level skill in chosen format. Information is organized and clear with some depth.	Demonstrates emerging level skill in chosen format. Information organization is not always clear and frequently lacks depth.	**/4**

Total: **/16**