

## The three examples I choose:

- Multiple Appropriately Design Main Activities
- Effective Instructor Feedback
- Opportunity to Peer Feedback & Discussion

Each of the courses I have been involved in had a few main assignments to complete throughout the semester. Each of them of varying types, extensiveness, and how the specific assignment fits into the overall criteria of the course. Along with this when it comes to instructor feedback, almost all my instructors have returned email, texts, etc. within a 48-hour window. As long as you as a student are not communicating in their last second (procrastinating), it is effective timely communication with the instructor. Lastly, with respect to peer communication. This is as effective as any instructor, as we all come from different places and backgrounds, view things differently, and have a wide variety of experiences. Peer discussion creates new ideas, how ideas are thought about and viewpoints in relation to the subject matter.

### Plagiarism:

There are two concepts I would build into a course in order to lessen the likelihood that plagiarism is to occur: being, creating 'Original' Assignments and Requiring Drafts, where possible. I feel these two go hand and hand into limiting the students' risk of falling subject to plagiarism.

Some of the drawbacks in trying to create 'original' assignments; firstly, if an instructor is teaching seventh grade history, they are generally teaching the same type of material from semester to semester. In this sense it could be difficult to create truly 'original' assignments, but one possibility could be to create a few variety of assignments that can be used and tentatively change points throughout time to increase the student's involvement in 'creating' answers to go along with the assignment.

A rough draft is a way to have 'checkpoints' for assignments in a class, but not all classes can have drafts, or at least have effective drafts. In an English class, an instructor could have a two-draft minimum for an assignment, but in an algebra class this requires a bit more creativity on what can be done to 'draft' an assignment of the Pythagorean theory.

I like these two options, mainly in combination as I feel they promote open-minded learning between the instructor and student. If students are comfortable communicating with the teacher on their assignments, then the instructor can be more effective with the learning criteria. The original assignment promotes honesty in the classroom as it would not be simple to Google and find the assignment listed online somewhere (to an extent).

You have several great examples listed here - Looking back on me writing my discussion for this week, a few of these came to mind under different thoughts I had with relation to what I was thinking would fit with what I was hoping to define as effective formative assessments.

I agree with your examples of plagiarism litigation as well - I can relate very much with the application development of a course. I think this would be a very effective tool. I concur with the time constraints part of it though as this would be a tad bit difficult given what would need done.

I also like the idea pertaining to instructor-learner interaction. This is one of the ways I was thinking would be a great way to provide effective assessment to the learners.

Timely feedback is indeed crucial; it is a crucial part of the learning process. Instructors who do this well often have better designed courses than those who are slow to respond to their learners (in my experience).