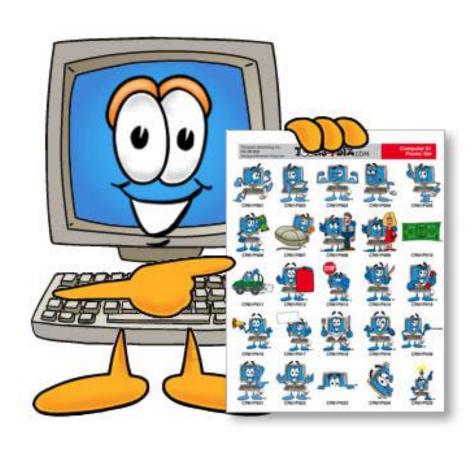
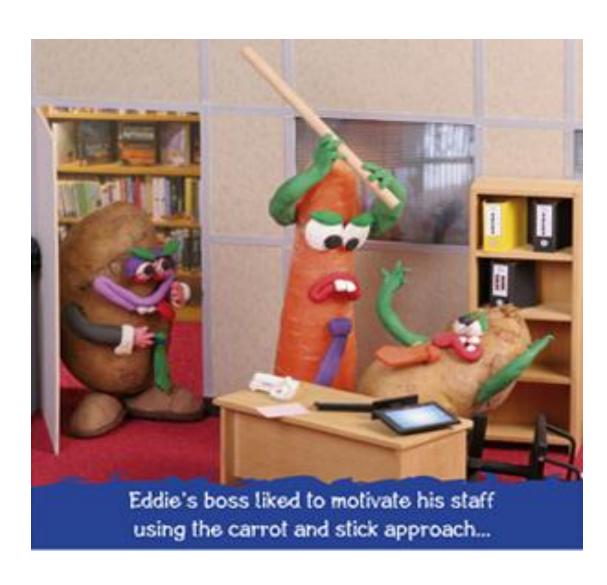
Tips and Tricks: Using Technology to Enhance Feedback

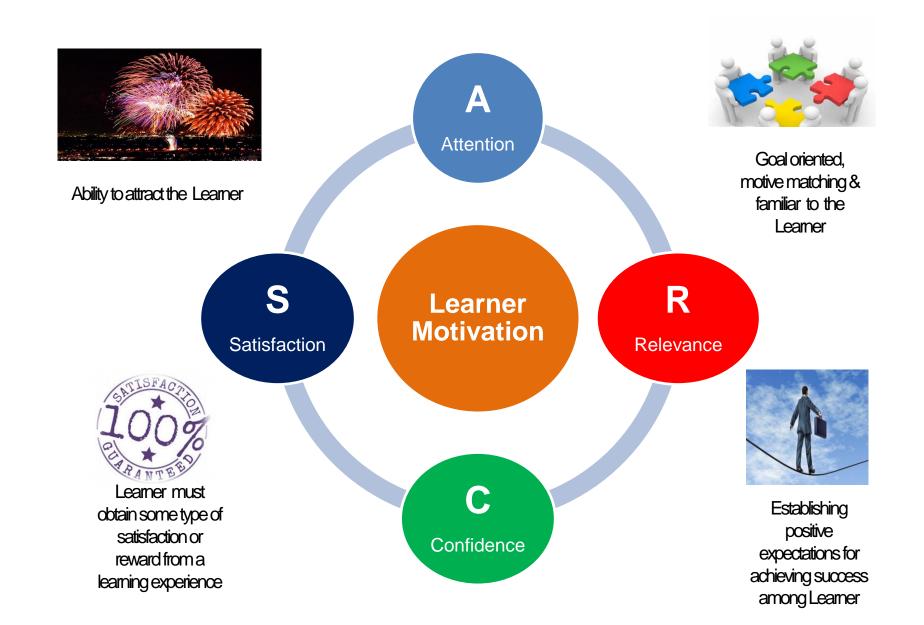


We have to change our design principles to motivate our students

John Keller (2010) created the ARCS model of motivation design which refers to the process of arranging resources and procedures to bring about changes in motivation.



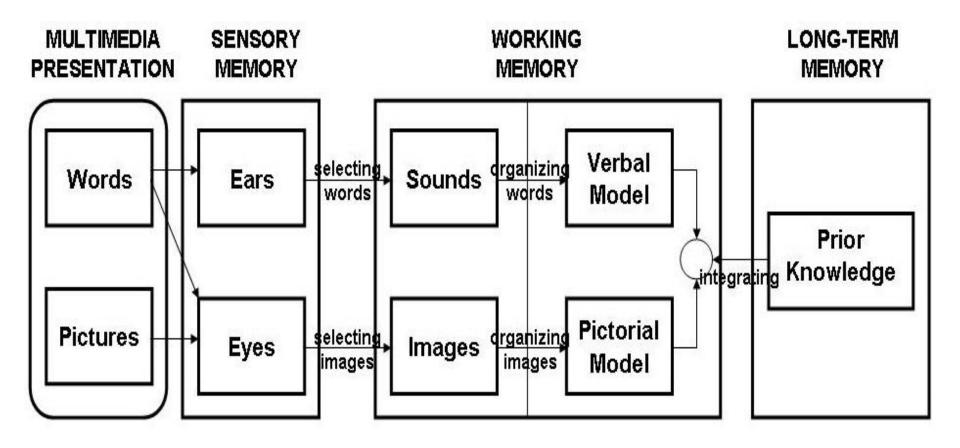
The ARCS Model of Motivational Design



So can technology help us re-evaluate design principles and give effective feedback?

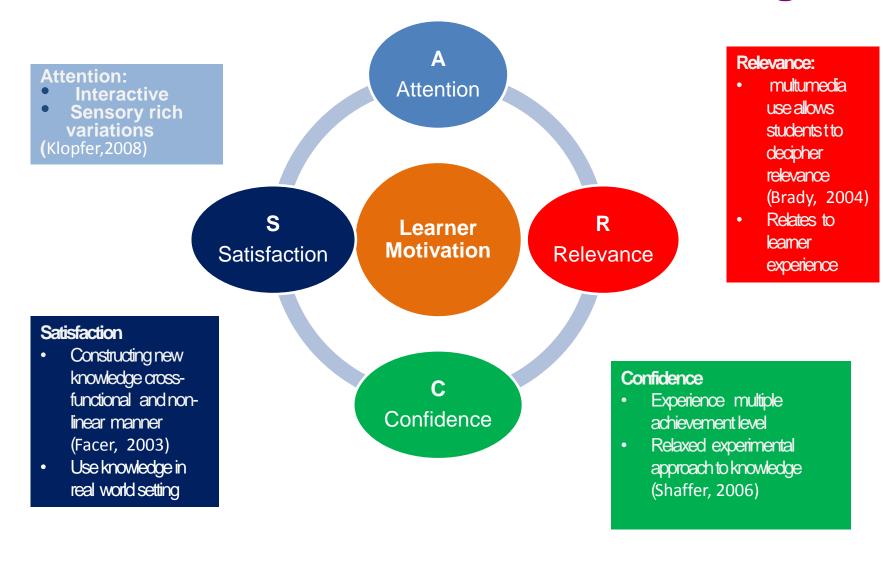


Dual Channel Learning Theory



Richard Mayer (2009) states that the promise of multimedia learning is that teachers can give students multiple ways of thinking about a knowledge domain and become possible experts, while novices have only one or a few ways of approaching a knowledge domain.

The ARCS Model of Motivational Design

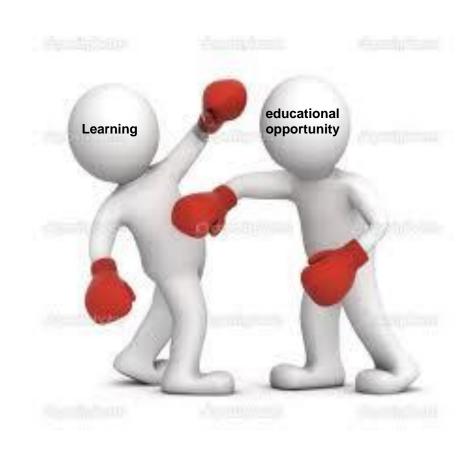


Yikes, how to begin?



Learning vs. Educational Opportunities

With regard to answering this question, Clifford Lynch (2008) has laid out a critical distinction. He argues that we need to distinguish between a "learning opportunity" and an "educational opportunity." Learning opportunities are everywhere. The Internet is buffet of learning opportunities. Learners can access an ever-expanding universe of OERs, searchable databases, online texts, open courseware, and so on. But what is an educational opportunity?



Blooms' Revised Taxonomy

Creating

Generating new ideas, products, or ways of viewing things Designing, constructing, planning, producing, inventing.

Evaluating

Justifying a decision or course of action Checking, hypothesizing, critiquing, experimenting, judging

Analyzing

Breaking information into parts to explore understandings and relationships. Comparing, organizing, deconstructing, interrogating, finding

Applying

Using information in another familiar situation Implementing, carrying out, using, executing

Understanding

Explaining ideas or concepts
Interpreting, summarizing, paraphrasing, classifying,
explaining

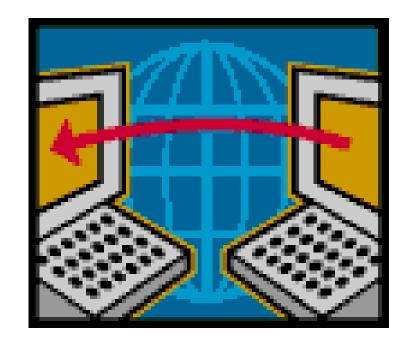
Remembering

Recalling information Recognizing, listing, describing, retrieving, naming, finding



What is Classroom Assessment?

"Classroom Assessment is a simple method faculty can use to collect feedback, early and often, on how well their students are learning what they are being taught. The purpose of classroom assessment is to provide faculty and students with information and insights needed to improve teaching effectiveness and learning quality."



Commonly Used CATs



Background Knowledge Probe

Description	Short, simple questionnaires prepared by instructors prior to a new unit, topic, assignment, etc
Example	How comfortable are you using research in your writing?: 1. Assessment a) I am not comfortable b) I am somewhat comfortable, but not too clear c) I have a clear idea what this is and can execute it d) I have clear idea what this means and I can both execute and explain it to others
Tech Options	Poll Everywhere http://www.polleverywhere.com/
What to do with the data	With this feedback faculty can determine the most effective starting point for a given lesson and the most appropriate level at which to begin instruction.

Poll Everywhere



Minute paper

Description	Ask students a question in discussion in order to elicit data about students' comprehension of the seminar material
Example	During the last few minutes of the Seminar period, ask students to answer questions like: 1. What are the most important characteristics of? 2. What was the best example of? 3. What was the most surprising? 4. What was the best argument for? 5. What is the most important use for ?
Tech Options	Tagxedo http://www.tagxedo.com/
What to do with the data	 Review responses and note any useful comments. During the next seminar emphasize the issues illuminated by your students' comments.

Tagxedo



Muddiest Point

Description	Asks the student to identify a concept that is unclear or muddy
Example	"What was the muddiest point in this week's reading?"
Tech Options	Padlet http://padlet.com/
What to do with the data	 Review the students' responses to determine where there seems to be the greatest confusion Share your observations with your students. Decide which topics need to be covered more on DB or next seminar

Padlet

Teacher question:

What is the most confusing point of Seminar 1 readings?



Derrick

Let me help you Joanne. Freewriting means what its name suggests: writing without constraint. In this technique, the key is to start writing and keep writing. Don't stop to correct mistakes. Don't stop to edit.

