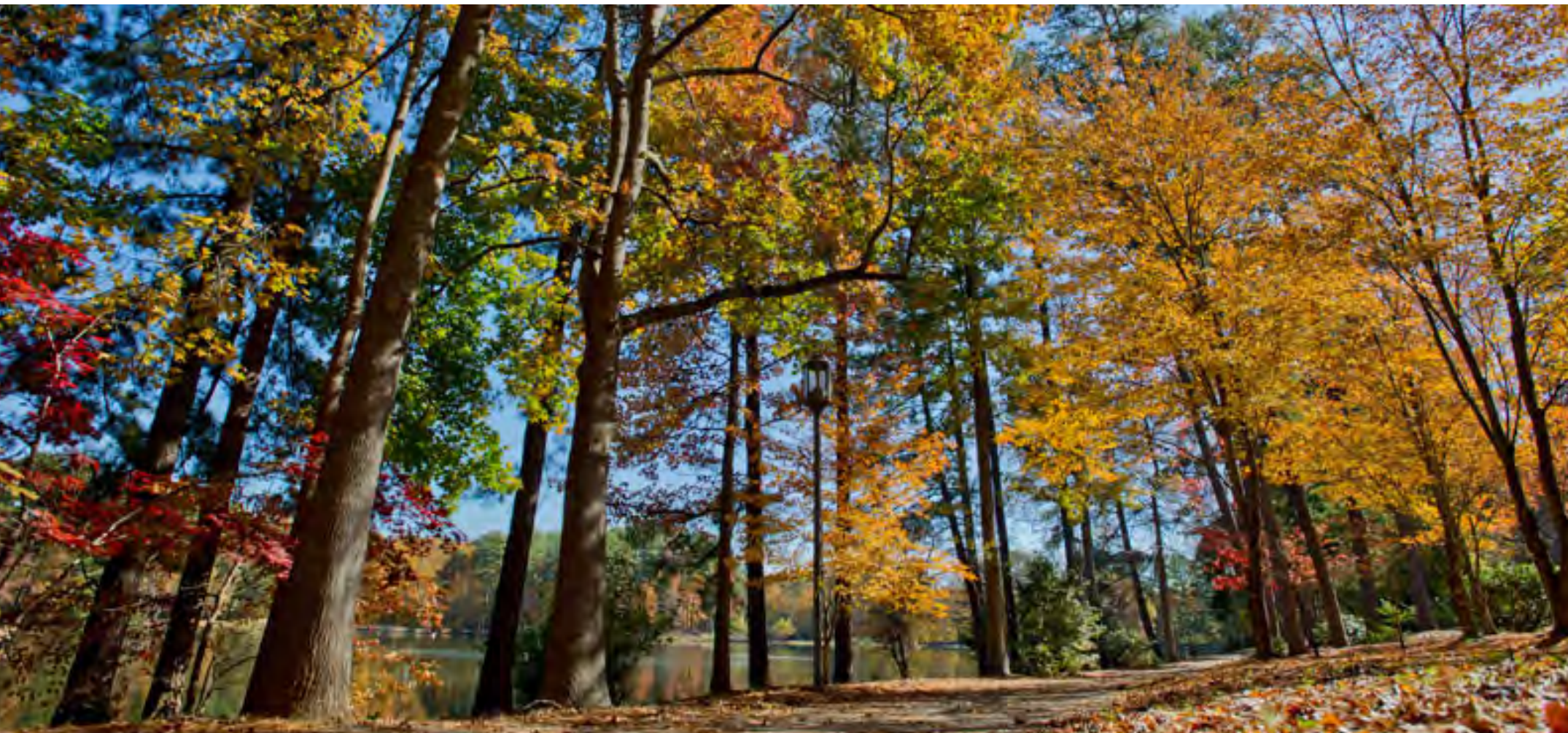


QMConnect 2018

*"THE GROUP PROJECT WAS MY
FAVORITE ASSIGNMENT."*

GASP! How did that happen?!?





COURTNEY L. DUBOIS

Learning Consultant
Center for Excellence in Learning & Teaching
Clayton State University
Morrow, Georgia

OBJECTIVES

- Participants will analyze the design of the Campus Resources group project.
- Participants will discuss the techniques used in the Campus Resources project.
- Participants will discuss ways to apply the techniques to other group projects.

PROJECT OVERVIEW

PROBLEM

First-year seminar class has mandatory presentations (e.g., Career Services, Advisors, Financial Aid, Library), but there are no presenters for online students.

SOLUTION

Student created video presentations

BENEFITS

Active learning.

Collaborative learning.

Practice using online content development tools.

RESULTS

STINK STANK STUNK!



QUALITY MATTERS

Which recommendations from the QM rubric can I apply to my group project?



TILT

Why do I require a group project? What are the benefits to students?



INCLUSIVE DESIGN

Who are the learners and how can I support their learning?





QUALITY MATTERS

Using QM in Assignment Design

Based on the QM rubric, how can I modify the instructional content, or activities to increase the likelihood of a positive outcome?



TILT

Transparency in Learning & Teaching (TILT)

TILT is a teaching framework designed to increase student success. The project aims to promote students' conscious understanding of how they learn. Transparent teaching methods to help students understand how and why an instructor is presenting instructional materials, activities, and assessments in a particular way.



TILT

Using TILT in Assignment Design

How can I change the project so that the students understand why I created the assignment, and how they can benefit from the project activities?



TILT

The Task: What are you asking your students to do?

The Purpose: Why do they have to do it?

The Criteria: How will their work be evaluated?



INCLUSIVE DESIGN

The term "inclusive design" is sometimes used interchangeably with "universal design." Inclusive design considers the needs of as many people as possible in the development of instructional materials. Instructors proactively provide support and remove barriers to allow all students to be successful learners.



“ Universal Design is an educational framework that guides the design of learning goals, materials, methods, and assessments as well as the policies surrounding these curricular elements with the diversity of learners in mind. ”

- UDL ON CAMPUS



INCLUSIVE DESIGN

Using Inclusive/Universal Design

Create a learning environment where all students have the tools they need to be successful.

What information can students use to improve performance? Specific instructions, technical resources, examples, exemplars, & demonstration videos?



APPLICATION

FROM DISASTEROUS TO DELIGHTFUL

View the project through the three lenses (QM, TILT, and Inclusive design)

- Change the activity design to incorporate QM recommendations

- Include the purpose and WIIFM

- Provide support for all learners

Description

Quality Matters

TILT

Inclusive Design

EXAMPLE: COMM 3210

At the end of the semester you will work with 3 or 4 other students to design a half hour presentation to the class on one of the theories from the textbook that we did not cover. (There will be 22 options and 4-5 groups.) Your presentation will do the following: (1) teach the class about the theory's main elements, (2) describe an original context or situation that the theory helps to explain, (3) lead the class in a discussion about the theory's application to that context/situation, and (4) critically evaluate the theory.

In the process of developing the group project, you will create a proposal, annotated bibliography, outline, and PowerPoint presentation





Thank you!

Remember to look through the lenses (QM, TILT, & Inclusive Design) to see your instructional activities in a different light!