

# Assessing Learning with Creative Assignments

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9/28/20

Handout: [https://bit.ly/cetl\\_alwca](https://bit.ly/cetl_alwca)

# What questions or concerns do you have about creating creative assignments?



It's often faster to type

## How to make them interesting.

Engaging the students

I think this is a creative assignment already. I'm going to borrow this for my Zoom sessions!

I am worried about rigor and grading. I know how to grade a formal essay, but creating rubrics for the more creative assignments worries me

It's there

There is a way to make text box!

How do I make sure they are rigorous enough?

How do I grade fairly?

Student buy-in - if things end up using an outside link/system, a lot of students melt down

Trying to scaffold students through assignments that aren't normal papers



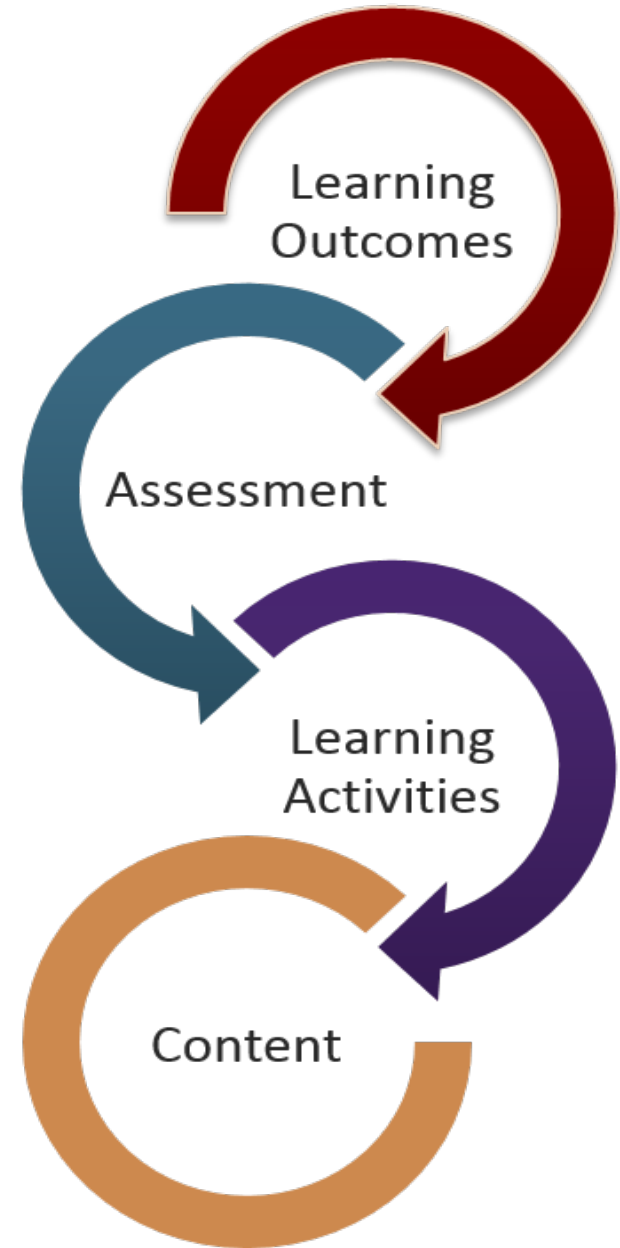
# After successfully completing this workshop you will be able to:

- identify strategies & resources for developing creative assignments
- design a creative assignment



# Backwards Design

1. Identify a course.
2. List its learning outcomes/goals.
  - 
  - 
  - 
  - 
  -



# Types of Assessments

## Formative

Assess Learning Progress

- Focused on Formation
- Estimate achievement in order to enhance learning
- Assessment behind Outcomes
- Students Get Feedback

## Summative

Evaluate Learning Outcomes

- “Sums up” student learning
- Comprehensive
- Focused on Outcomes
- Little Opportunity for Reflection or Growth

# Brainstorming Activities

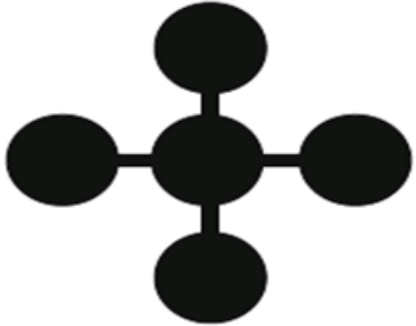
1. List one-two of your course's learning goals that you would like your creative assignment to address.
2. Brainstorm five-ten ways that students could demonstrate that they have met these goals.
  - *Think-Pair-Share in Breakout Rooms*



# Formative Assessments

# Concept Maps

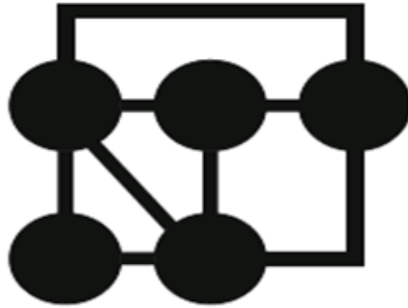
A



B

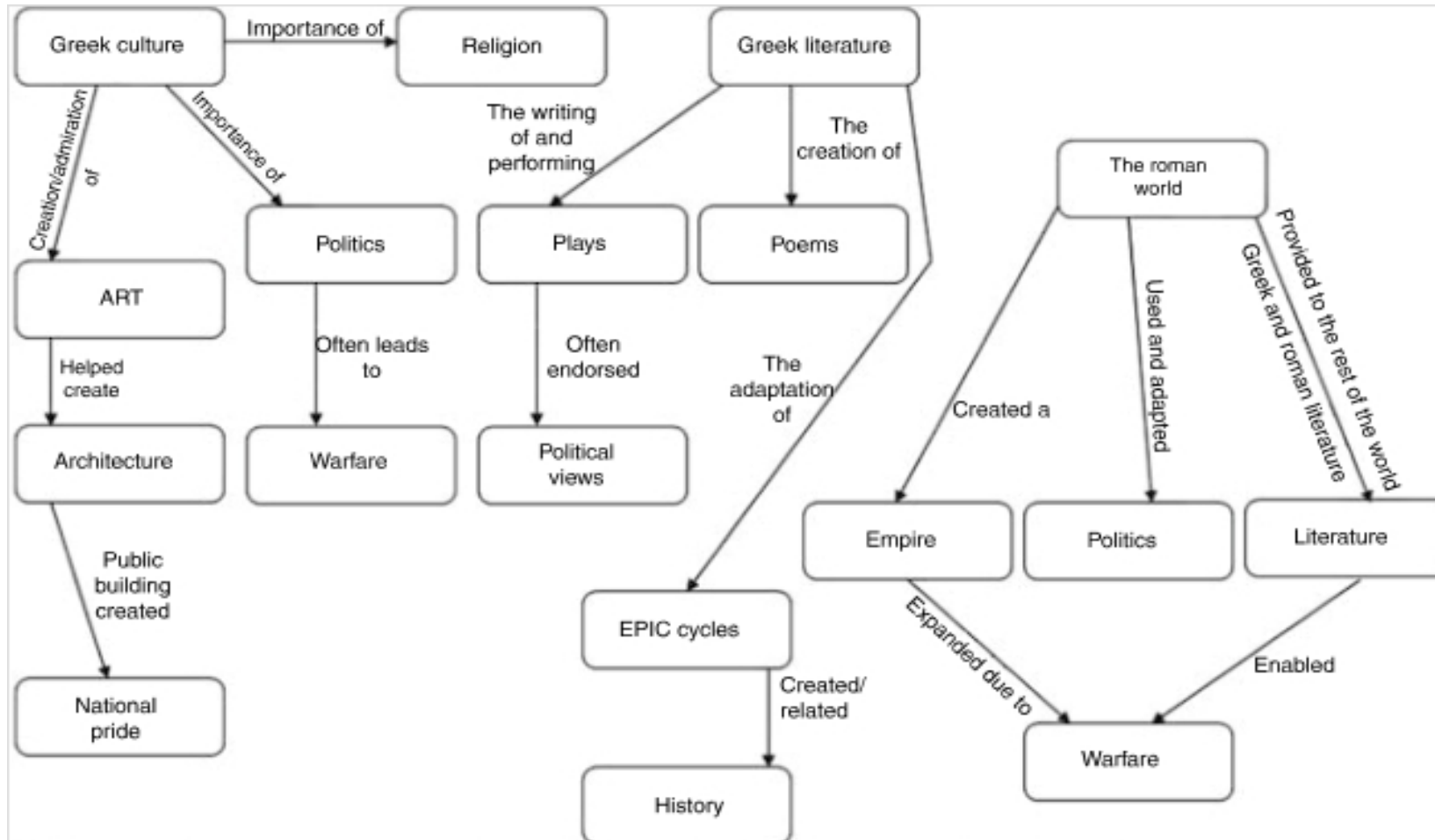


C



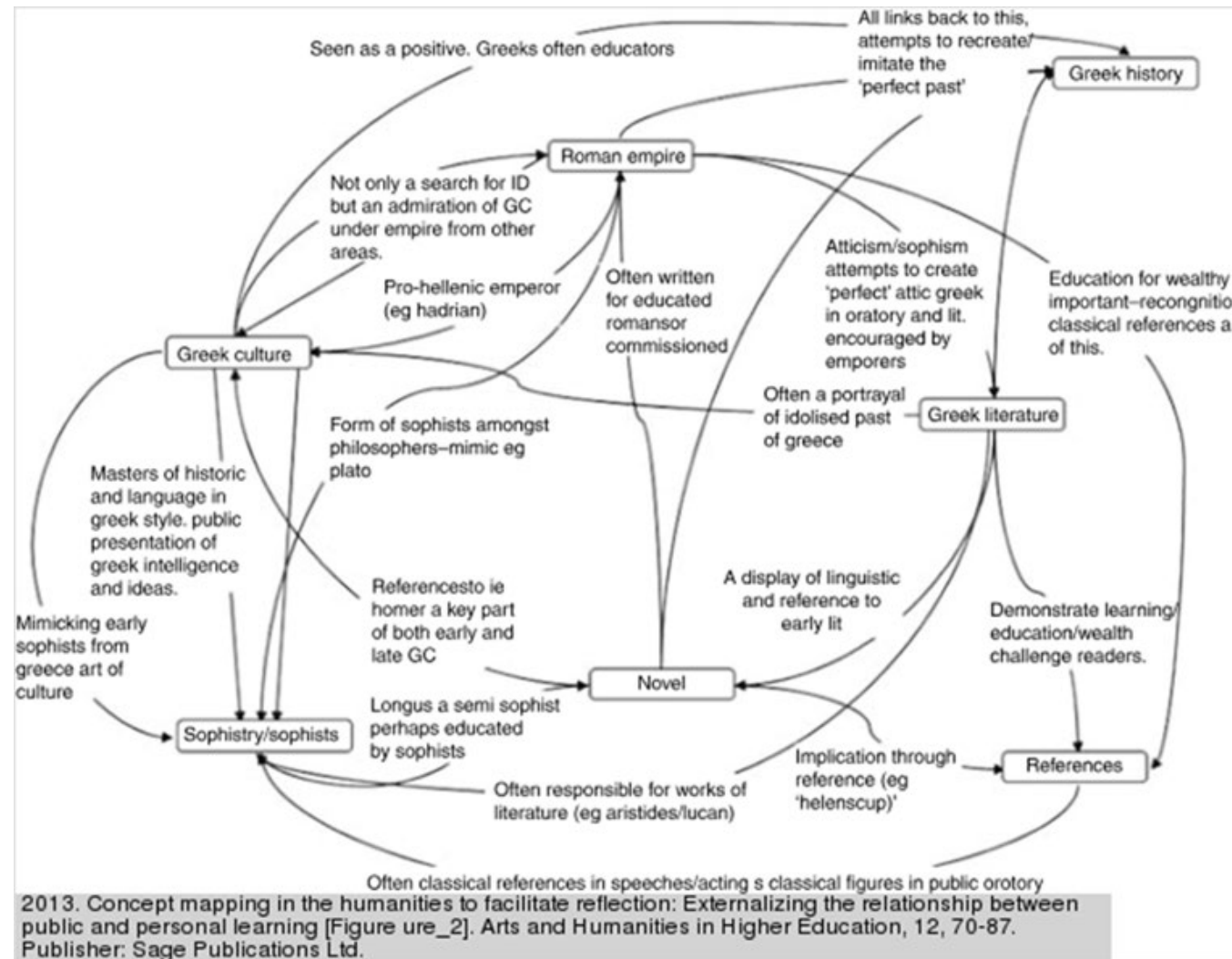


# Progressive Concept Maps: #1

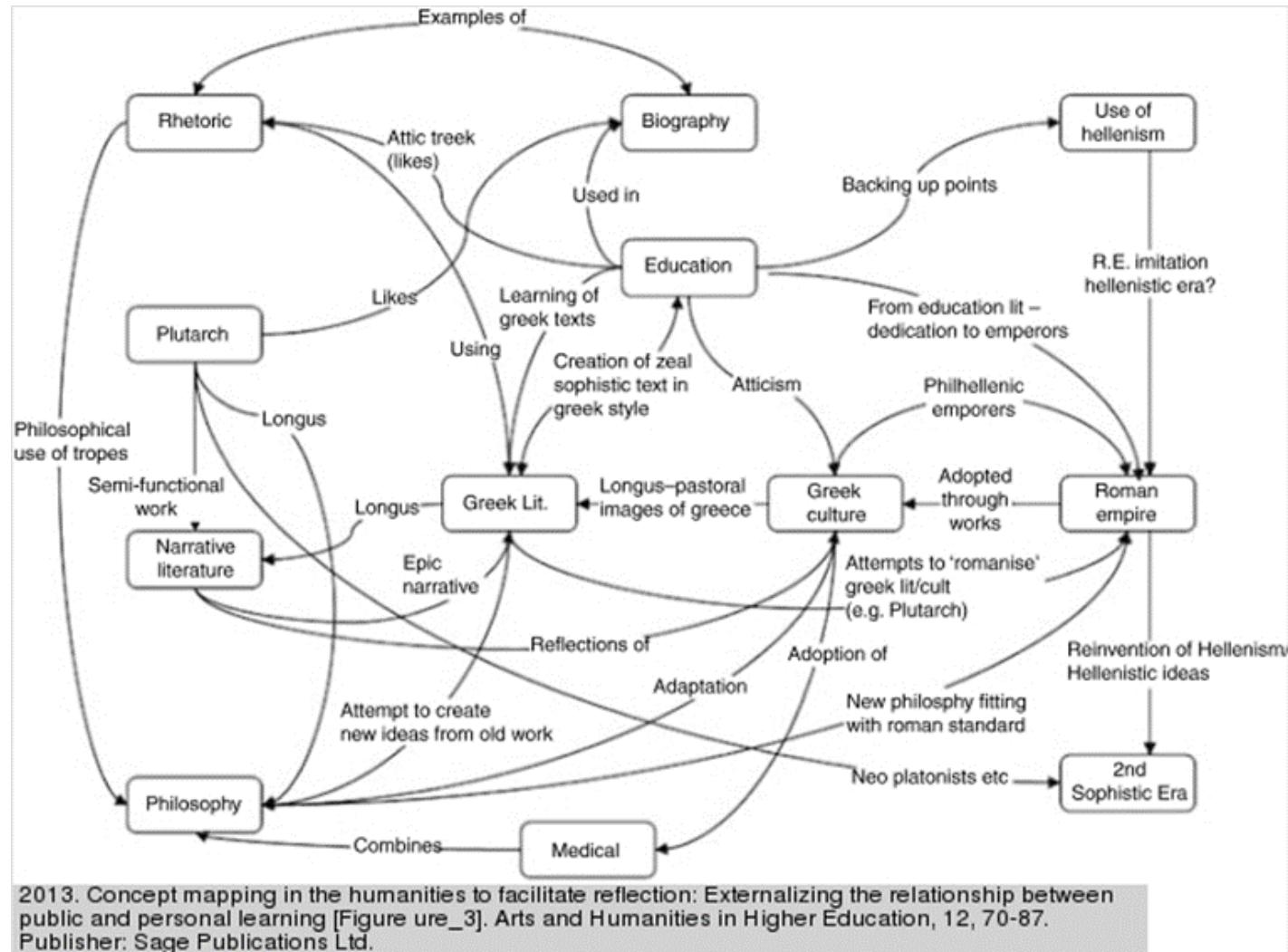


2013. Concept mapping in the humanities to facilitate reflection: Externalizing the relationship between public and personal learning [Figure ure\_1]. Arts and Humanities in Higher Education, 12, 70-87. Publisher: Sage Publications Ltd.

# Progressive Concept Maps: #2



# Progressive Concept Maps: #3



# Word Cloud: "What is a Monster?"

First Day  
of Class



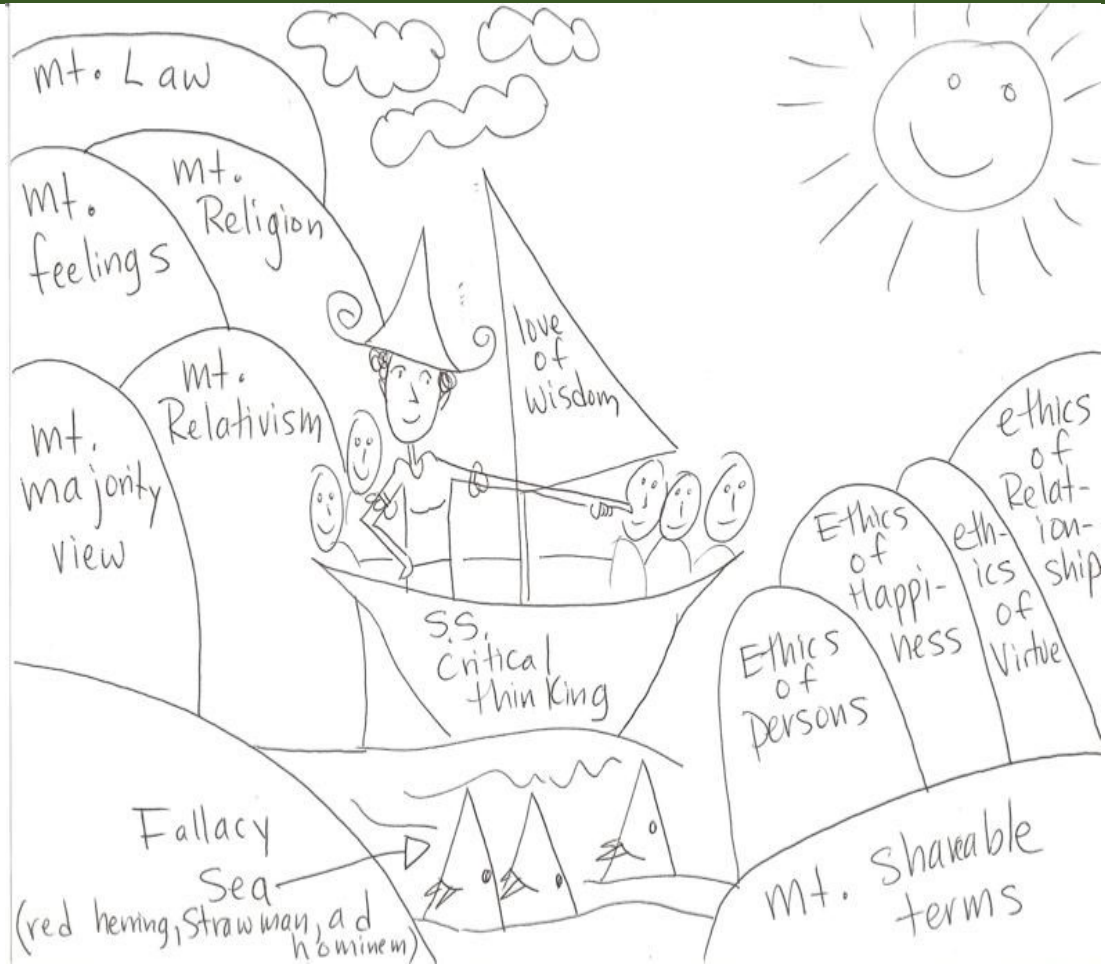
# Word Cloud: "What is a Monster?"

Last  
Day of  
Class

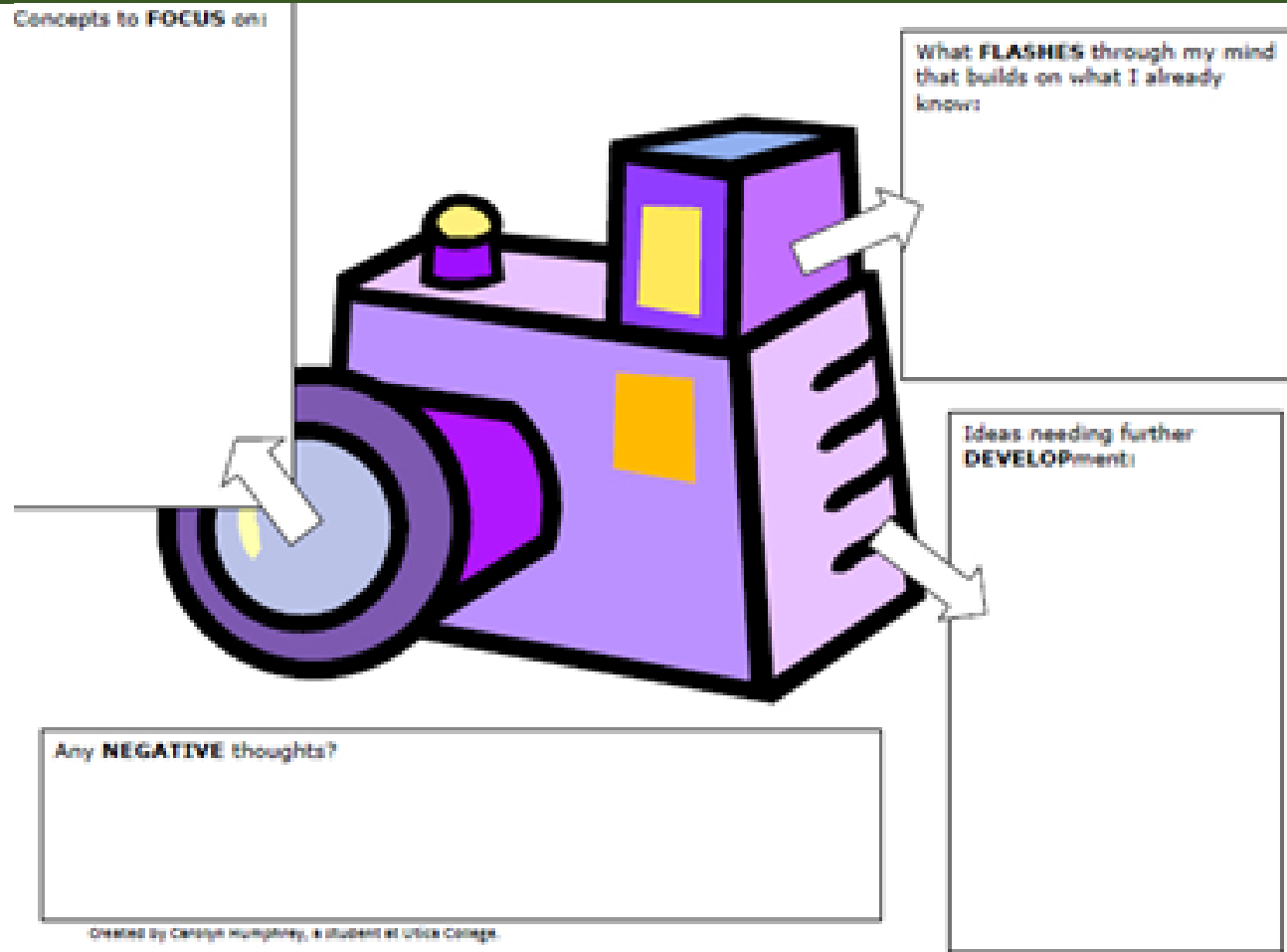


# Summative Assignments

# Metaphor Maps

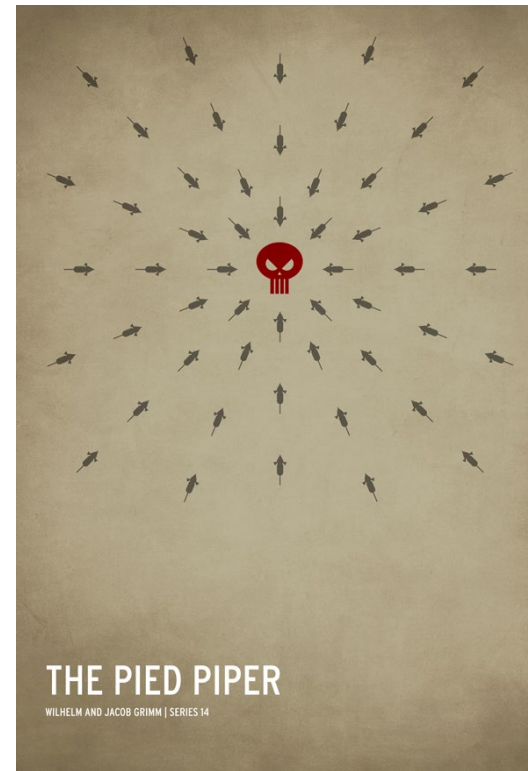
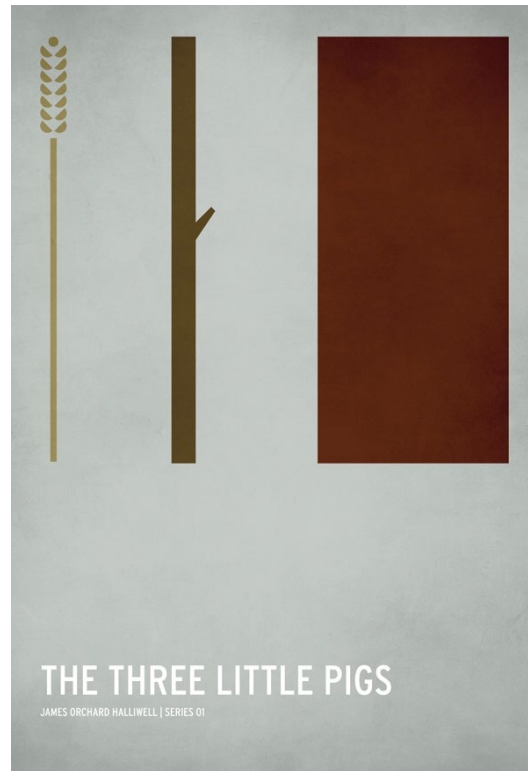


Concepts to FOCUS on:



Created by Corinne Humphrey, a student at Ulster College.

# Synechdoche Maps





# Student Anthologies



# Poster Presentations #1

## “Close Reading or Analysis”

How does XX represent \_\_\_\_....?

...Passage from essay, novel, book, etc. Highlight specific parts of the passage for callout analyses by placing them in **bold font** or **other colors**.

Selkrjq;wli tqo34iqk3n ;lwkrt;ql3i4h  
a;fknga;srjgtjntq;lwk4ntq;**34knt** ;skent;  
lqkw4hht; q alkna;ewlerktnq;l4t  
;**lkqnw4;ltkq3;4ltih** ;laksjjgyrto oherkgjde; g  
weur ;lasjrt ajehr;aejhr;ajehrg;ajrhg;a  
r;**ajhr;ajher;gajhr** ;gsehroi**fbjnd**;fj gjherit  
;alejrg;lajk jafb;ih....

Relevant quote or key passage

Analysis of phrase

Analysis of sentence

Analysis of sentence

Analysis of italicized sentence

Summary of Analyses, Interpretations of Passage

## “Respond to Previous Thought”

“lkjas sdlaif;lkajw ;qlwq43j ql kj 4  
alkjew ;lrqjw e l;wejrrj q qoi qa; lj  
jahnajrhtahj ;ajrhtajerajh; lksj  
arho5q3w4 c a;thw4oi hl.  
Asjljaslkjf aslkdjasdjalsllasl.”

Writer, theory, or  
common misconception

sldjfla sd lqkw qw' qielqjw3'rj lfajlkjasdk al  
alks 5qv4ichq ;c4jq'lkwjclach;vw lakjsd lksjf  
lkasj ht;vih;aeh;i4wqo c ah;qwh4 c4c5;qcu  
h34c;quh24a slakjw rlsre qwlekj a;lasd  
l;aksddf a aslkdf laksj vaw jks lksflia jweiakjs  
lzksjf lk js sj;lkja lanltkjan k l slk.  
✓ kedj ajel kjqwtlkja'kja a' srlj lertlsr  
✓ e;tai4rt;oaiher;lah;lgkjflgkjflgkj lkgjdotiueo  
sijdr;lsjrtj  
✓ Lajflkjas ealwjktjglskj fkjy tiuuyw;o  
ibhybslrktjllsktjlsktjylsktjllkjlflkjlglkjlkhjsgk  
jh lj;slrj lj  
✓ Ls kjf;kjshjsglkgj  
Alskj;alkjg; lskjfglks jdf ;lgksjf;ljs er;tis; rljs;lkj  
sl;hkjx;flhkj;kjdf;lkxjglkxjgl;xj;lxklkhj;dlfj;lkjh;l  
jhx;l;gjl;gkj lkjt'aerkjt'arjg;lakjf;lakjrlrf g;j

# Poster Presentations #2

## “Inductive Analysis or Argument”

Passage from text. L;askflajlsfjsd. Kjaw leitrqljkke q ;lkajtliqw4j qlwkj tl;.

*Analysis of this passage*

Another passage. Isjdf;ljasldfjalsjdfjasdfasKjaw leitrqljkke q ;lkajtli qw4j qlwkj tl;.

*Analysis of this passage*

Another passage. ;lasjdf;lkjasdlfkjal Kjaw leitrqljkke q ;lkajtliqw4j qlwkj tl;.

*Analysis of this passage*

Another passage. ;laksjd;flkaskdf a. Kjaw leitrqljkke q ;lkajtliqw4j qlwkj tl;.

*Analysis of this passage*

Another passage. Isfjlakj Kjaw leitrqljkke q ;lkajtliqw4j qlwkj tl;.

*Analysis of this passage*

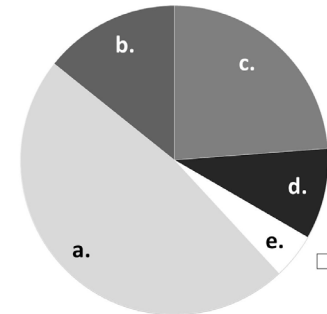
Another passage. alskdflakjsflkjaasf Kjaw leitrqljkke q ;lkajtliqw4j qlwkj tl;.

*Analysis of this passage*

Conclusions, themes, or theories drawn from inductive analysis or argument.

## “Filling in the Gaps”

New way of looking at it.



;rk lejr yww'eyw p'lkt'lwie 5pw4ou 5y6'wij't 's;jt ;sjr';sj's;l khl 'ejy rtjyoriu6po4ij dflknlkj oiu yS dtj'tj s'toyj';yjs';ltju'r;t juepuw4p j;lrk.

Slrksa elkjry'peirjy 'pw45ij 6'4wop5jbwrojy'w; ltky ;tlkyj'se;jy'wep5ojry'wbo5j y prjtlkn;lkr6 lkrj kkj ptibwu6pou j rt poujb;lkyjuweo6i yu7[w46iuy7w'r Alksdkjflkj

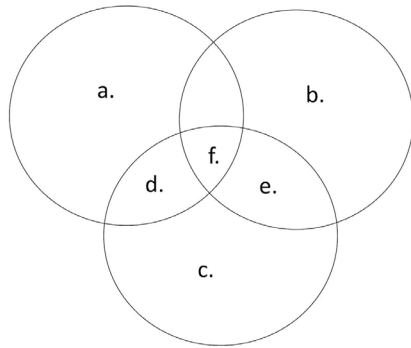
- a. Lajsd ;lfakj; wljqaw 'lkjtqlkj
- b. s'jawe lkjaqwev
- c. Lhkjtjyir br5j6w' bjw'5i5ij
- d. Kdkflkgj wvi55hw;oeirj yw'lekrk
- e. → → → →

- ;r tvjery kkje' je'rkjy' wktjy wit5
- Atti b5i6 5bwoh45 owihrth ybkjlkjylkjr ylkjrt
- Lkjvy ;lv jer5;oy6iuw4[5ouwoikjhlrkhslrktjhlktjh

jg;lskj ;ylkj t;lkjs;lk hj skhj;skgj;lgkjhlgkjhj;kjy kjt'ey e rktj 'wktj'wr6ty'wp6otuwptj'srtlj's;lks;r tls' olkt's;kjy;lkr';usjr'okr'ojo jr'poyp 'oiw45ooyij

# Poster Presentations #3

## “Proposing an Idea at the Intersection of Others”



### Different Schools of Thought

- a. K ;llsd;lke a;wel jsdlfkja
- b. Zakjs’ kajs’lkjas a lakjdlkjekjj
- c. Jajaljwkj q lktjjq4kjkqk4j q’ lkjtq
- d. ;roj t alskjrr ;lvakkwjllkja;lrrkt
- e. aoa wrojt sw’rkjylyelk ylkj
- f. → → →

Here’s an idea that lies at the intersection of a, b, c, d, and e.

Blsdkjfa ;eljraw askrjt ;rht;ljn;alskrh  
 t;oi4h htqoi ht;sjfn;jfdwoue asjflkj jll  
 h;vjhr;jdrfg;suehrtosher;lgzsjdnrtgkajh  
 ertoshr;jzxdfn;gjshr;tjsh;rjhs;rljgtn;rjgn  
 ;rjtho4vh wo kasldkjflaksjd ;alwkejrk  
 kdjalkjd kk h;ajrn;aljsrnt;aejrt;sejrhgtg;sj  
 dhg;sj;sjdn;djfn;xjfnx;ldjr htoeir jiu09  
 fffkf ;zsj;lgzjfdlkj jhhghghkjhkjuyuy uyytfg  
 hlkj hglhgyg ur 6 trdteresxtgfvklj j’pi h  
 khbkjhy tfy iughg h;ij ;h ;uh l u g  
 yy5rytguluhjh h;o ijoutot.

## “Graphic Narrative of Argument or Conversation”

<b>Thesis or Interpretation or Analysis</b>	<b>ANALYSIS OF QUOTES OR SCENE BELOW....</b> Quote by key figure in project. Key quote—from same scene, or elsewhere.	<b>HIGHLIGHT KEY POINT HERE...</b> Another key quote or moment that supports larger thesis. Relevant quote within the above point.
	Passage or scene.... More...	Passage or scene More

# Plan an Activity

3. Select one assignment idea and draft student instructions for it.

- *Think-Pair-Share in Breakout Rooms*



## Additional Ideas

1. Assignment Ideas [[http://bit.ly/assign\\_ideas](http://bit.ly/assign_ideas)]
2. Types of Assignments [[http://bit.ly/assign\\_types](http://bit.ly/assign_types)]
3. 3 unique assignments given by professors in the College of Business [<http://bit.ly/3uacb>]
4. 8 Class Activities to Stimulate Inventor Entrepreneurs [<http://bit.ly/8catsie>]
5. CAPABLE: Calculus Acquisition through a Problem and Activity Based Learning Experience [[http://bit.ly/cetl\\_capable](http://bit.ly/cetl_capable)]
6. Deep Algebra Projects [[http://bit.ly/cmfa1\\_dap](http://bit.ly/cmfa1_dap)]
7. Enhancing Deep Learning through Creative Projects in the Science Classroom [<http://bit.ly/edlcpsc>]

# Closing Conversation

What creative assignments are you planning to use?



# After successfully completing this workshop you will be able to:

- identify strategies & resources for developing creative assignments
- design a creative assignment



# Questions?

[cetl@highlands.edu](mailto:cetl@highlands.edu)

[cetl.highlands.edu/resources/pedagogy](http://cetl.highlands.edu/resources/pedagogy)

Handout: [https://bit.ly/cetl\\_alwca](https://bit.ly/cetl_alwca)