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No More Babbling! Providing “Just in Time” Instructions, Examples, and Project Development Guidance on Key Assessments Using the Sound Booth

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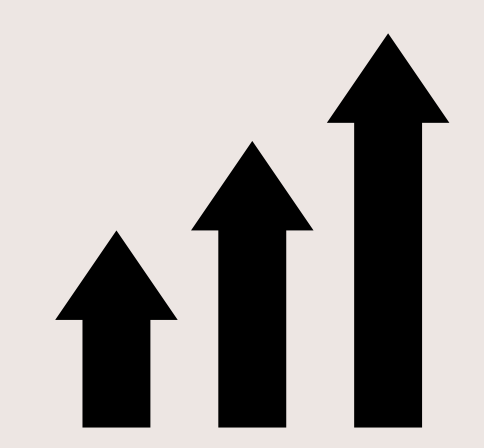
No More Babbling! Providing “Just in Time” Instructions, Examples, and Project Development Guidance on Key Assessments Using the Sound Booth

Dr. Susan Adams (COE), Kristen Allen (CAT)

ED398 Key Assessments

For both the Fall 2019 and Spring 2020 semesters, 23 students enrolled in ED398. The two key assessments for ED398, the Critical Literacy Invitation Paper and the Digital Storytelling Project, are used to evaluate course and program outcomes, information included in accreditation data. For these assessments, historically Dr. Adams gave whole group instructions before answering individual student questions. Due to several hurdles, Dr. Adams identified this practice as a hindrance to teaching and learning, and she sought a solution.

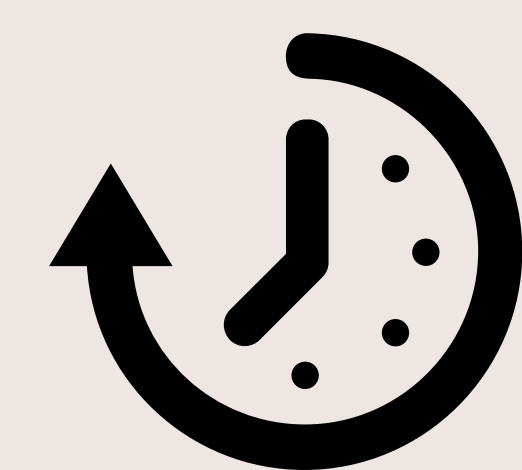
Hurdles



Increasing class sizes

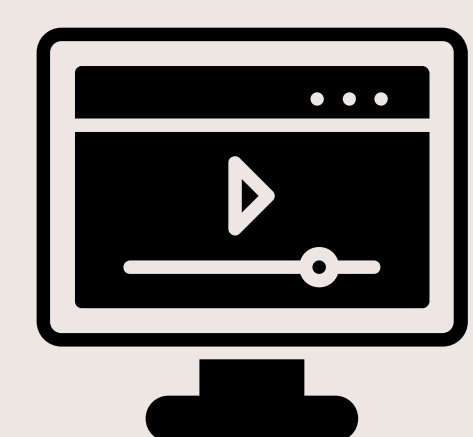


Complexity of key assignment



Individual attention taking too much class time

Solution



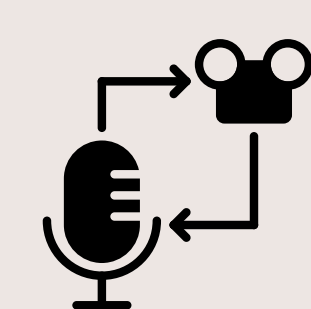
Short, visually supportive, high quality video recordings

Support

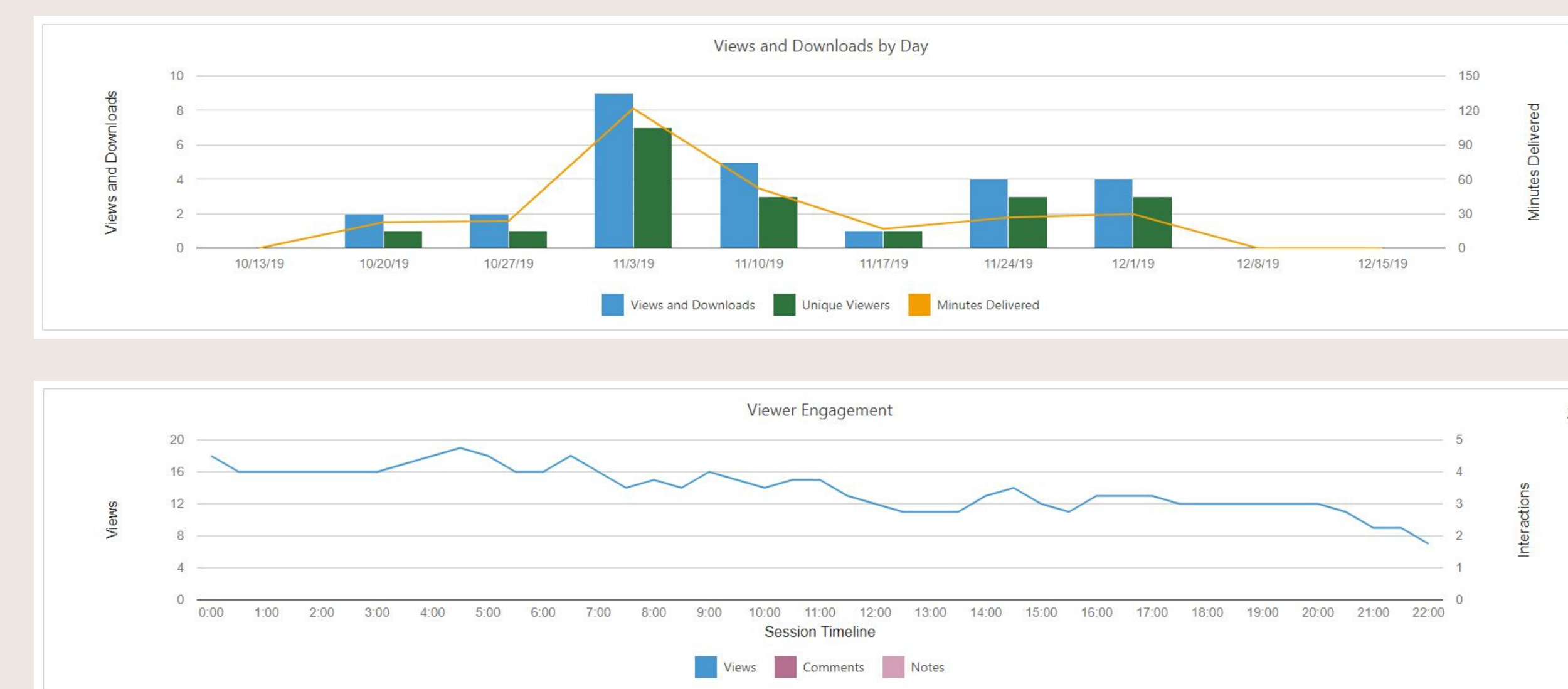


CAT Academic Technology Innovation Grant (ATIG)

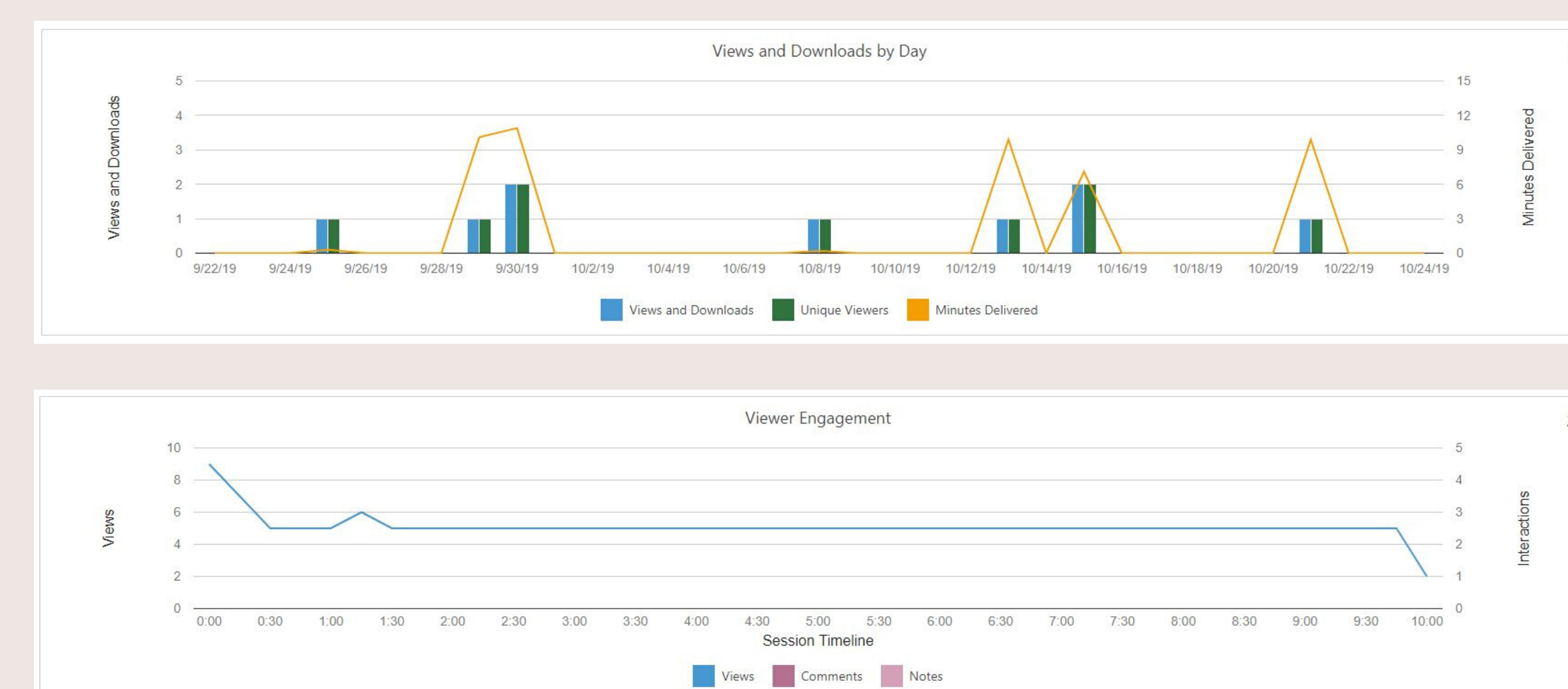
One-on-one Sound Booth training and support



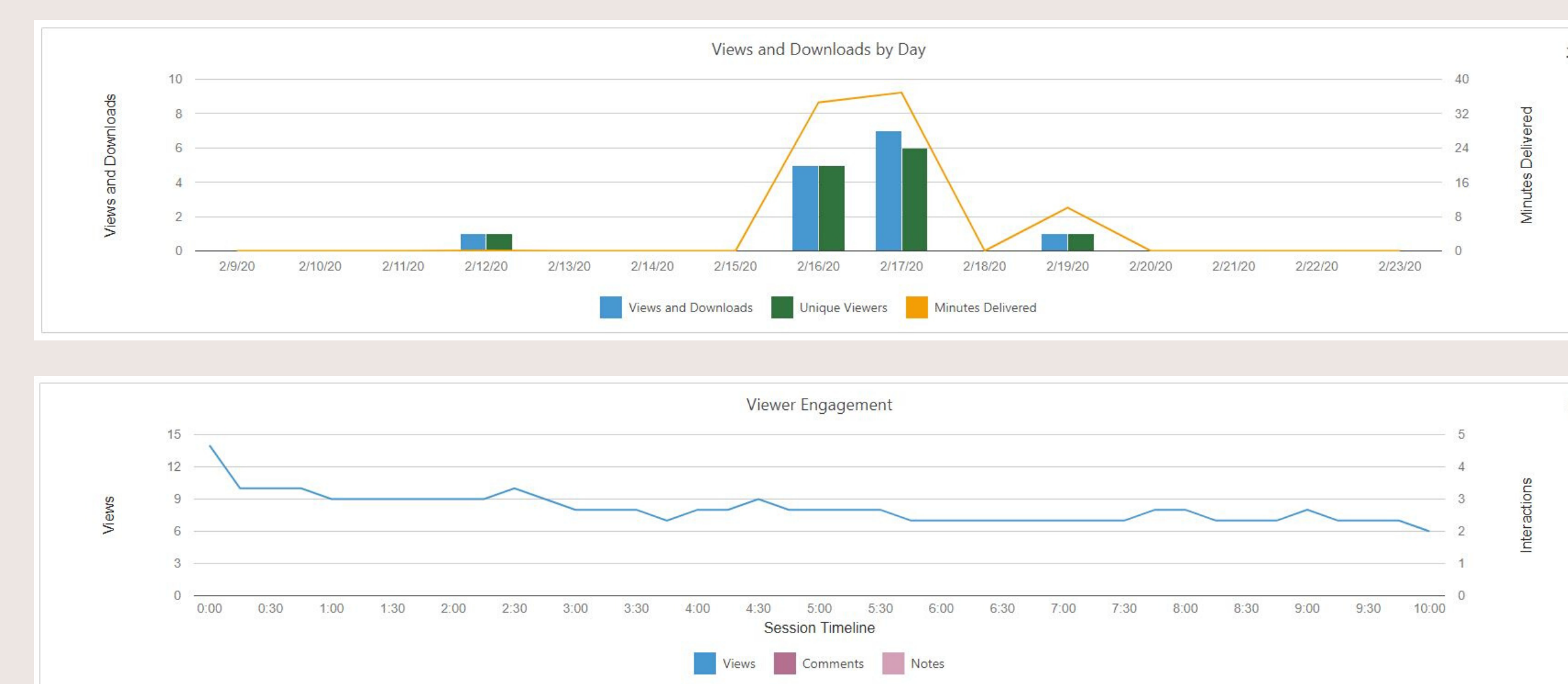
How to Write Critical Literacy Invitation Papers (FA'19)



Preparing for the Digital Storytelling Project Interview (FA '19)



Preparing for the Digital Storytelling Project Interview (SP '20)



Data Analysis

Students are using the videos when the project is initially assigned *and again* before the project is due.

Even though the videos were fairly long (22 min and 10 min), over half of students using videos are viewing them in their entirety.

Based on the peaks in the hot spot graph, we know students are rewatching key moments of videos.

Outcomes

Total Minutes Saved

Critical Literacy Invitation 293 min

Digital Storytelling 130 min

Videos were shared with adjunct faculty, Dr. Michelle Greene, leading to:

- Adjunct support
- Consistency in project requirements
- Assessments evaluated with same rigor
- Continued data collection for accreditation process

Listen to Dr. Greene's experience:

