WHAT IS A STUDENT-CENTERED ASSIGNMENT?

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Feb 27, 2018
What is Student-Centered Learning?

Engaging
Interactive
Non-traditional

STT > TTT
Active
Cooperative

Improves student learning

(Bradford, Mowder, & Bohte, 2016)
How can we make assignments student-centered?

Think like a student. What do they need?

Predict challenges and confusion.

Have a good reason for all choices.

Communicate these to your students!
5 Principles of L2 Assessment

- **Explicit**: explicit criteria for assessment and feedback
- **Integrative**: integrate teaching and assessment
- **Relevant**: directly related to learners’ goals
- **Competency**: specify student competencies and communication features
- **Preparedness**: ensure assessment occurs when students are best prepared for it

(Hyland, 2007)
A student-centered example?

A teacher comes into an L2 classroom and says, “Hello class! Today we are going to have a debate. This is 10% of your final grade. In two groups, please discuss the question of using L1 in the classroom.” She writes this sentence on the board: Should students and teachers be required to only use the target language? Then she says, “You have 15 minutes to prepare, and 15 minutes for the debate. Good luck!”
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(Hyland, 2007)
What are the criteria to know if they succeeded? (Vocab, grammar, connecting language?)

Why a debate? How does this build on previous knowledge?

Is there a clear connection between this skill and a course goal?

What skill(s) or knowledge is needed for this task?

Have they been taught those things yet? Have they practiced them before being assessed on them?
Students are assessed on their sentence fluency (20%) and accuracy (20%), as well as their demonstration of content knowledge from course readings (60%).

Debates require argumentative thinking in a high-pressure situation. Students can collaborate on the answers, but must deliver their ideas individually.

Course goal: Students will be able to use L2 effectively in the classroom, and identify the most effective ways to use L1. Students must be able 1) to agree and disagree with others, 2) to explain and defend ideas with reasons, and 3) to speak confidently and accurately in front of a group.

Students have read three articles on L1 use in the classroom. In class last week, we practiced the language forms needed to explain, justify, agree and disagree.
Consider the two examples: WA2 and WA3 from a first semester writing course.

- Are guidelines and assessment criteria explicit?
- Do they clearly link teaching and assessment?
- Are they relevant to the stated goals?
- Do they identify the key competencies needed?
- Are students prepared? (Does WA3 build on WA2?)
With your group, discuss a recent assignment you gave your students.

Use the principles of L2 assessment to discuss its strengths and opportunities for improvement.

Can you share an example?