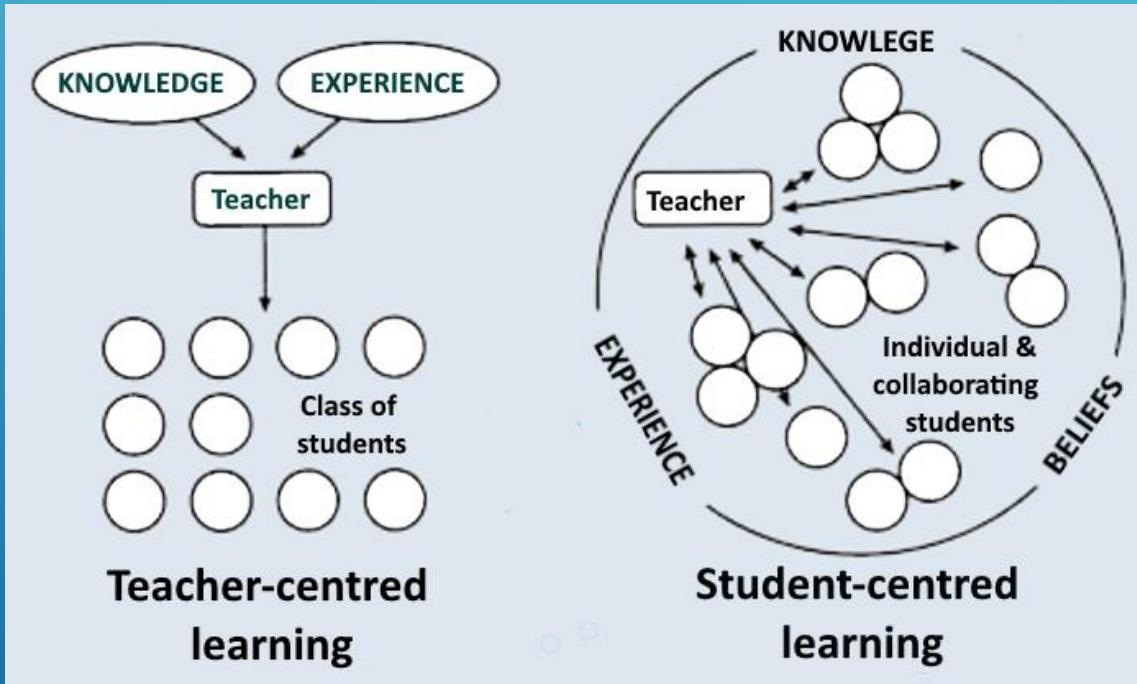


WHAT IS A STUDENT-CENTERED ASSIGNMENT?



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STT > TTT

Engaging

Interactive

Non-traditional

What is
Student-
Centered
Learning?

Active

Cooperative

Improves
student
learning

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

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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Explicit

What are the criteria to know if they succeeded? (Vocab, grammar, connecting language?)

Integrative

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

Relevant

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

Competency

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

Preparedness

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 of the following topics (10%):

Course goal:
L2 effectively in
the most effective
ways.

Students have used these language forms in the classroom. In class last week, we practiced the language forms needed to explain, justify, agree and disagree.

Communicate these to your students!

ative thinking
. Students can
ers, but must
ividually.

1) to agree
hers, 2) to
ideas with
confidently
and assertively
of a group.

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?)

STUDENT CENTERED EXAMPLE?

- ▶ 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?

DISCUSSION

- ▶ Bradford, J., Mowder, D., & Bohte, J. (2016). You Can Lead Students to Water, but You Can't Make Them Think: An Assessment of Student Engagement and Learning through Student-Centered Teaching. *Journal of the Scholarship of Teaching and Learning*, 16(4), 33-43.
- ▶ Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, 16(3), 148-164.

REFERENCES