IDEAS (Inspirations for Digital Engagement Activities) to support feedback and assessment literacy

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IDEAS: *Inspirations for Digital Engagement Activities*

https://reflect.ucl.ac.uk/ideas/ideas/

• **Group 1**: quick on the fly activities to check understanding and foster engagement

• **Group 2**: activities that can be embedded and developed throughout a module

• Pedagogical categories:
Assessment Literacy, Collaboration, Developing Confidence, Developing Learning Skills, Engagement, Monitoring Progress, Next Steps, Peer Feedback, Reflection / Revision, Self-Assessment
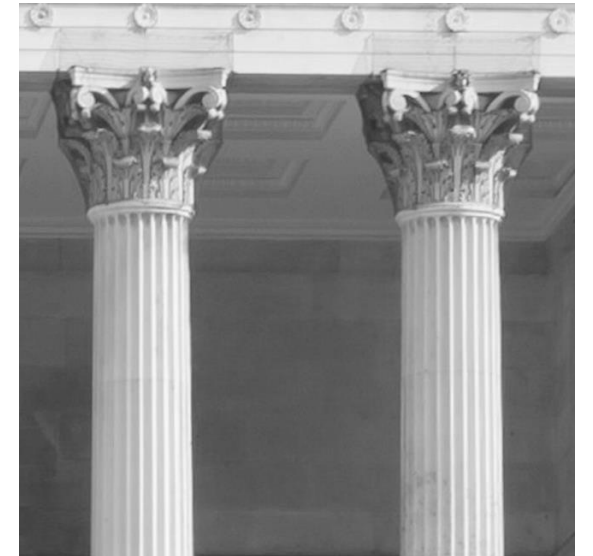
Each IDEA includes...

- Why use it (students and staff)
- When to use it
- Digital tools that might be used
- Speed of set-up time
- Workload
- Other resources
- Examples of staff use

Series of presentations and workshops, in particular, targeted at PGTAs.
Next phase is adding more case studies.

what are your main concerns in relation to students' engagement?

Minute Paper

Set-up time: 1 min

Group 1

Activity:
Students write for 1 min and receive feedback

lack of feedback with online session

How to be sure they understand the information delivered

What to do when they are embarrassed to talk rather than not having ideas

Mainly try to keep the engagement during the whole lesson

Lack of participation

I would be concerned about technical issues that studen's could be

How to keep them interested and engaged.

Ease with which students are able to discuss / collaborate in online learning environments.Ability for students to access in-

A context specific case study: The Sociology of Education Module (MA Policy Studies, MA Public Policy and Social Justice)

Collaboration/collaborative learning

What: Students learn with each other and from each other. Learning is an interactive process (exchanging knowledge and perspectives)

How: In groups, students discuss key theories and content areas from the assigned material for the week, listen to each other and note key points from their discussion. Then, they share with the whole group the core learning from their small groups.

When: This strategy was applied in face-to-face seminars and online via breakout rooms.

Monitoring progress/A guided self-evaluation

What: Students are encouraged to reflect on their learning and progress each week, and to "check for their progress" on Module essay/dissertation

When and how: At the beginning of each seminar session, we dedicate 10 minutes to reflect/respond to the following questions: How does this week's readings & lectures resonate/connect with your previous knowledge? How does it help you develop your thinking towards your essay/dissertation? How would you use it?

Leading this recurrent reflective practice once a week was very useful. Students came to seminars ready to reflect/comment on their learning and to share their thoughts with colleagues.

This strategy could be used in face-to-face and online sessions.

Questions?

Thank you for joining us!