LEARNING OUTCOMES

Language derived from the Course Learning Outcomes and the Course Description can be embedded in terminology used for projects and assignments, identified initially for students as Keywords, building slowly to Key Phrases.

PROJECT / ASSIGNMENT

Prepare Project Briefs and Assignments with clear Keywords derived from the Learning Outcomes and distribute to Students. Review and identify Concepts and Criteria for Student work.

INSTRUCTION

Identify Keywords in class and link to topics. Find L1 partner for discussion, but partner with Native Speakers for group projects. Think / Pair / Share: let students reflect individually then generate a collective response.

CRITIQUE / FEEDBACK

Paraphrase student responses while inserting appropriate vocabulary and correct grammar. Facilitate Student participation in Crit using Criteria from Instruction.

PRESENTATION

Help students with clear expectations for the Presentation. Have them focus on continuity in their narrative by tracing their choices in relation to the Problem (Keywords) and what they learned (Concepts) from the Crit.

KEYWORDS

Students often organize in-class learning using Keywords. Help students tie concepts together with demonstrations, lectures, examples, readings, etc., using Keywords. Keywords should be defined by/with the class and linked to projects and assignments and framed clearly as expectations.

CONCEPTS

Students will start to identify Concepts by Keywords and are more likely to hear these words in class. Concepts become Criteria that are used to assess student work and provide feedback, often through Critique. Clear Criteria provide good parameters to use to help critique creative production.

CRITERIA

Clear Criteria, often best identified through a Rubric can be used by students to process feedback and revise iterations. A Critique that is organized around defined Criteria helps students reflect and generalize feedback. Giving Students the Rubric before the Crit can help them develop work that exceeds expectations.

KEY PHRASES

Have students link Keywords to Concepts to Criteria in their Presentation using phrases learned during Instruction. Ladder Students from Script to Notes using Keywords and Keyphrases. Consider using a Rubric for the Final Project that includes Criteria for the Presentation.