



Assignment Design Edition

For this assignment, I am asking students to... use VoiceThread to create a multimedia “tour” of their chosen digital community for a classmate who’s new to that space.

The reason I'm giving this assignment is...

- To provide initial practice in the basic tools they’ll be using all semester to analyzing their communities
- To establish strong peer review + blended learning habits early on
- To ensure students have a clear initial sense of their chosen spaces before moving into future projects

This assignment takes the form of a VoiceThread presentation because...

- I want students to practice blending multiple modes to communicate their ideas effectively.
- It allows students to interact with each other’s projects outside of the classroom, providing more opportunity for in-depth feedback and revision.
- It will (hopefully) establish a regular practice of documenting their space with screenshots and field notes that will continue throughout the semester.

The things I care most about in this assignment are...

- Considering their audience - a community newcomer and a peer - in their composing choices.
- Giving a thorough and engaging view of the site - going “beyond the FAQ”
- Two-sided peer review: giving thick feedback, using it for thick revisions

To help students understand this, and prepare them to do well on the assignment, I will take time in class to...cover all three of these goals with lessons anchored in concrete activities:

- All-class critique of texts written for specific audiences

- In class collaboration on mini-tours of our classroom community for specific audiences (parents, prospective student, my boss)
- Ask students to provide feedback on those tours for homework, and analyze/critique that feedback as a class

I'll also state those "top cares" clearly on the assignment sheet as evaluation criteria.

This assignment will help me find out _____ about what students have learned in the course.

- Their grasp of the basic concepts and tools for analyzing their digital spaces throughout the semester (regular fieldnotes, turning observation into analysis)
- How well they can read and respond to rhetorical conditions (audience)
- Their understanding of their peer review responsibilities as both author and reader