

Julia Baumgardt
Open Pedagogy Workshop
Assignment Transformation

Class: Introduction to Hispanic Literary Studies

Old (Disposable) Assignment Description: Several short-answer tests over the course of the semester in which students write paragraph-length responses to several questions that ask them to discuss themes from particular texts read in class.

New (Renewable) Assignment Description: Students work in groups to become class “experts” on one of the course texts from one of the two OERS used for course materials. Each group will create the following that may be shared as supplementary resources for the OERs:

REQUIRED:

- An explanation of a key theme and one graphic organizer/in-class activity to explore that theme.

CHOOSE ONE FROM THE FOLLOWING (or more, depending on size of group):

- A voice recording (so future students can listen as well as read the texts).
- A set of multiple-choice, t/f and/or matching comprehension questions about the text.
- A short bibliography of helpful secondary sources for exploring the literature on this text.

Tools:

- Hypothes.is
- H5P
- Google Sites

Scaffolding/Learning Path:

1. Create a flowchart that shows this path.
2. Students form groups and choose texts.
3. Students use hypothes.is to do a group annotation of the text to brainstorm ideas about key themes and comprehension questions.
4. Draft 1: Students submit an outline of the following:
 - Identify the text
 - Identify key themes including top 2 choices for which theme to develop into a class activity
 - Draft of 5-10 comprehension questions
5. Draft 2: Students submit an updated draft that addresses feedback from the first draft *and* includes the following:
 - List of 3-5 secondary sources that are helpful in understanding the text, including a brief summary of the article’s key points.
 - A voice file of someone or multiple students reading the text (draft)
 - A draft of the graphic organizer or in-class activity

6. Students begin putting their content into WordPress/Google Sites/Knightlab? Give students choices
7. Students workshop with another group or two in class to share how things are looking/advice/help.
8. Students present final version in class to classmates.

Notes to self:

Notes from meeting:

Have students practice with hypothes.is as they start to develop groups.

Have students be required to submit one element and then choose one additional (or more, depending on group size)

Spend a day-part of a day in class showing how this may look and how it leads into the final essay.