

Assignment & Activity Design Template

(Please download a copy, answer these questions in no more than 2-3 pages, and email it to Chiara Ferrari by June 28, 2021).

DESCRIBE AN ASSIGNMENT YOU WILL BE ADDING/MODIFYING IN YOUR COURSE BASED ON ACTIVE & EXPERIENTIAL LEARNING

Provide information about your ASSIGNMENT, including:

1. *Description of the assignment*
2. *Elements of active and/or experiential learning*
3. *Methods of assessment & evaluation (rubrics, etc.)*

NARRATIVE

1. Video Blog. For the final project of the class, groups will create a blog with a series of short videos. The groups are cohort specific [health care, criminal justice, agriculture]. Each group will create a video blog to teach other students at Chico State in their discipline useful vocabulary and phrases for the profession.

This project will be based on the RAFT model.

Role: Students will have to identify their role in the video [actor, cinematographer, editor, etc.]

Audience: The audience will be Chico State students within their discipline. They will have to identify a contact in the department who will share their blog

Format: Blog style writing with videos. Students will have to make decisions on how to design the blog.

Topic: Students will have to choose from three of the topics covered during the semester to use as material for their video blog

2. The formation of the groups for this project will happen at the beginning of the semester. Groups will be formed through a process similar to speed dating where students can interact, converse and find other students within their same cohort who share similar interests outside of their academic goals. Once students are placed into groups of 4 students, they will spend time creating a group name, write their own set of rules for how to manage their group and how they will communicate throughout the semester. During the semester, groups will be assigned different tasks that will help them to build the video blog so they are working on parts to it all semester. By spending time at the beginning of the semester to create a sense of community in the groups, there will be more engagement throughout the course. Students will be invested in creating the project because as Ben Seipel shared during his presentation, the audience is not just the professor.
3. Assessment: Students will be assessing video blogs from other cohorts. Each group will be assigned another group's video blog to assess and evaluate. Once groups have filled out the rubric and provided written feedback, they will meet and share out feedback. The rubric will have two parts. The first part will be generated by me and then there will be a second part to the rubric that each cohort will

brainstorm and design together. This part will be based on what they think is important to include in the assessment of the projects specific to their discipline. Groups will turn in the rubric they filled out for another group. I will fill out a rubric for each group and the final grade will be based on an average of the two rubrics [student assessed, teacher assessed].

Rubric: Spanish 201C

All Cohorts

Título creativo	___/10
Enfoque claro	___/10
Buen desarrollo	___/10
una bibliografía	___/10
Organización y fluidez	___/10
Requisito de duración	___/10
Creatividad y esfuerzo	___/10
Total de puntos:	___/70

Comentarios:

Cohort Specific: Cohort generated categories

	___/10
	___/10
	___/10
	___/10
Total de puntos:	___/40

Comentarios:

Nota Final: ____/120 = ____%

DESCRIBE AN ACTIVITY YOU WILL BE ADDING/MODIFYING IN YOUR COURSE BASED ON ACTIVE & EXPERIENTIAL LEARNING

Provide information about your ACTIVITY, including:

1. *Description of the activity*
1. *Elements of active and/or experiential learning*
1. *Strategies for student engagement*

NARRATIVE

1. Role-play: Why my career path is the best! Each cohort will be assigned a you-tube video to watch before coming to class. Each video will in some way describe the characteristics of the profession. The videos are meant to inspire future students of the profession. Here is the example for the health care cohort:

<https://www.youtube.com/watch?v=DY9qx73Z438>

Steps: In class, groups will meet and design their own inspirational role-play of why their profession is the best. On day one of the activity, the groups will write their play. On day two, students will practice and then perform the skit. There will be different awards such as “Most inspirational”, “Best acting”, “Best message”, “Most comical”, “Most heartwarming”, etc. The class will vote and each group will be given one award.

2. This entire activity will be done in Spanish and groups will be engaged as they work together to create a product that highlights why they have chosen their particular field of study. The active learning piece is that they are working together to create something original that is meaningful to them. This activity will also help to create community among groups and cohorts as they share a common passion for their profession. Groups will also be communicating as they assess other groups to assign them an award. Each group will be given an assessment sheet they have to fill out together for another group. Awards will be given at the end of class.
3. One strategy for student engagement will be to assign each group member a specific task as they work together to create their role-play. The duties will be:
 - A. Note-taker: this student will write down the ideas of the brainstorm. Once the brainstorm session ends, groups will decide on the topic and use a google doc to write the script.
 - B. Reporter: each group will have to report to me when they have finalized their idea
 - C. Recorder: students will record their dialogue, without acting, and listen to it so they can make changes if necessary.
 - D. Director: the director will oversee and coordinate the acting.