Agile Pedagogies

1

Agile Assessment: Victorian Literature

Goal: Students will be able to trace the complex ways in which Victorian themes and conflicts evidence themselves in contemporary life.

Options:

Traditional research paper comparing/contrasting themes of a particular Victorian work in a contemporary literary work, film, or television show

Students work in small group to create a video, pitched to an audience of non-literary peers, demonstrating the influence of a particular Victorian work in an aspect of contemporary life—e.g., a novel, film, social/political movement, etc.
◦ Individually, students write a rationale explaining their video choices

Working individually, student drafts and revises a detailed script for video, including text, images, soundtrack, pace, etc. Includes a rationale explaining their choices.

2

Note:
The grading criteria for *all three* assignments is the same

Complex literary exegesis and analysis

Complexity of contemporary exegesis, be it literary or otherwise

Appropriate research when necessary and synthesis and analysis of outside sources

Complexity of argument, showing both positive influences and negative contrasts

Careful consideration of audience needs, including clarity of argument, appropriate organization, and sign-posting for transitions

3

Agile Assessments: Economics 215—Money and Banking

Goal: Develop communication skills by writing and talking about financial markets, monetary theory, and monetary policy.

Options:

Traditional final exam, including vocabulary, applications, short answers and essay question.

Create a video in which you interview someone about the current economic crisis, then analyze their responses to determine what further information they might need to fully understand what really matters at the current moment.

Interview someone about the current economic crisis, taking careful notes to create a detailed transcript. Once the transcript is complete, analyze their responses to determine what further information they might need to fully understand what really matters at the current moment.

4

Agile Pedagogies: Discussions 1

Online discussions to prompt/raise level of f2f/Zoom conversations
◦ Two deadlines: Initial Response; Response to responses
◦ Encourage students to include links, memes, etc., *with commentary*
◦ Stay engaged during: Applaud, summarize, clarify, redirect
◦ Afterwards: Summarize, applaud, clarify, analyze, bridge to next discussion
◦ Tip: Make participation worth points

5

Agile Pedagogies: Discussions 2

Class/Zoom room discussion with Tepid Calling
◦ Specific order
◦ Specific questions
◦ General questions

6

Agile Pedagogies:
Discussions 3

Offline: view video of discussion as "data," seeking out patterns and drawing conclusions in an e-mail to me:
◦ Most challenging material/evidence?
◦ Muddiest point/evidence?
◦ Single most important point/reasoning?
◦ Missed opportunity/What would you add?
◦ Gender/race/age/other?

7

Agile Pedagogies:
Foreign Languages

◦ Large-group f2f/Zoom with small-groups/breakout rooms
  ◦ Use initial questions to lead to answer more complicated large-group questions/problems

◦ Shorter, small-group f2f/Zoom tutorials

◦ One on ones via phone, FaceTime, Zoom, f2f
  ◦ Both formative and summative

8

Agile Pedagogies:
Foreign Languages

◦ Recordings/VLOG
  ◦ Individual
  ◦ Group
    ◦ Netflix watch party
    ◦ Games
      ◦ Codenames
      ◦ Two truths and a lie
  ◦ To instructor only
  ◦ Posted on canvas—assigned response and response to response
  ◦ YouTube tutorial—teach something they like to do in the language
    ◦ OR, write the script?

9

Agile Pedagogies: Natural Science

Break down labs into parts:
◦ Here's the problem; develop a hypothesis or protocol
◦ Here's the protocol:
  ◦ Explain why this protocol
  ◦ Explain what's wrong with it and how to correct it
  ◦ Explain which equipment and why
◦ Here's the data:
  ◦ Analyze
  ◦ Graphic presentation

10

Agile Pedagogies: Experiential?

Break down labs into parts:
◦ Here's the problem; develop a hypothesis or protocol
◦ Here's the protocol:
  ◦ Explain why this protocol
  ◦ Explain what's wrong with it and how to correct it
  ◦ Explain which equipment and why
◦ Here's the data:
  ◦ Analyze
  ◦ Graphic presentation

11

Agile Pedagogies: Experiential

◦ Run fewer labs but at a more challenging level
◦ Require students to do 8 out of 10 labs
◦ Run all of the labs at the start of term and create prior knowledge for later learning
◦ Run labs in class simultaneously with virtual or film simulations for online students
◦ Set up lab as recipe and allow students to do it individually, on their own time
◦ Home experiments/research/fieldwork

12

Agile Pedagogies: Experiential

◦ Have one student (or the instructor) run lab, another student live-tweet it, and online students ask questions, make suggestions, critique

◦ The Pfaff method: run lab, filming it in parts; embed each short video into Canvas Quiz, along with pre-, during-, and post-questions (graded or ungraded; Conditional Release?)

◦ Students view simulation, with pre- and post-questions

13