Collaborate and Elevate

Transformative Formative Assessments.

Hello! I'm...

Elisabeth Arruda

Women's and Gender Studies

UMass Dartmouth and City College of SF

Introduction to Women's and Gender Studies

Undergraduates: mix of majors, years, and interest in topic

Collaborate and Elevate

01 **How I model collaboration for my students**

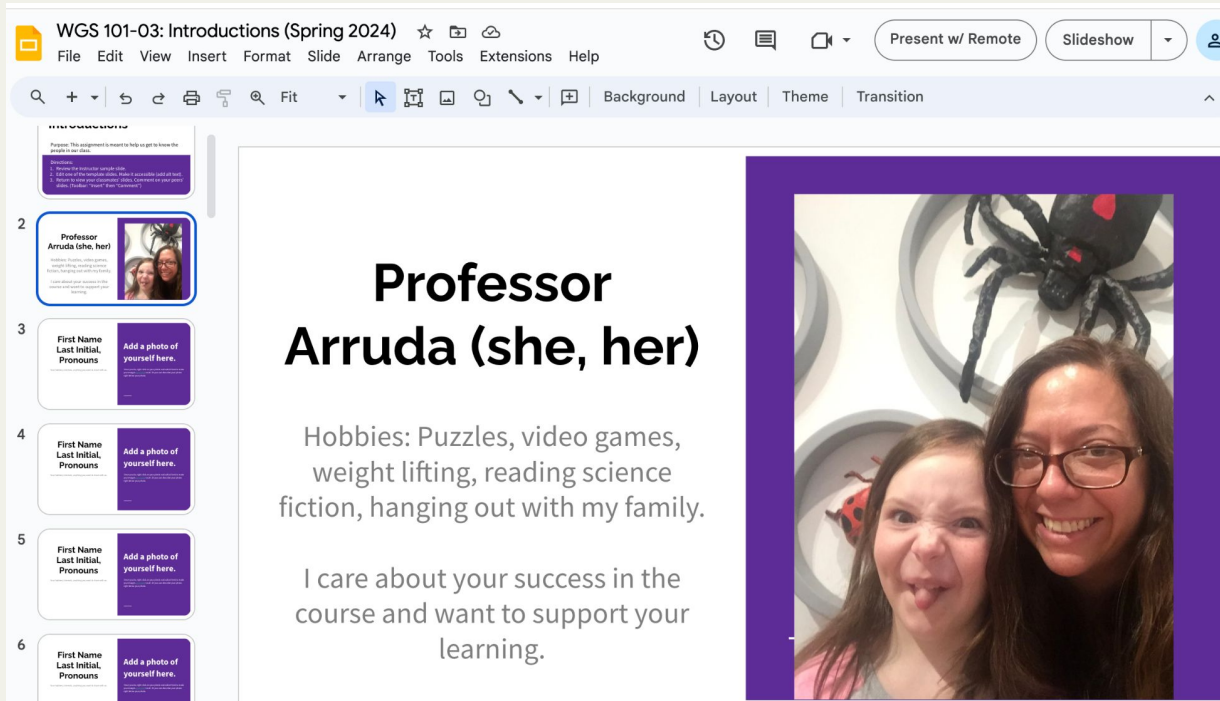**02** **How students use it**

Formative Assessments

03 **Tips for success**

04 **Impact**

Research on Online Collaborative Tools
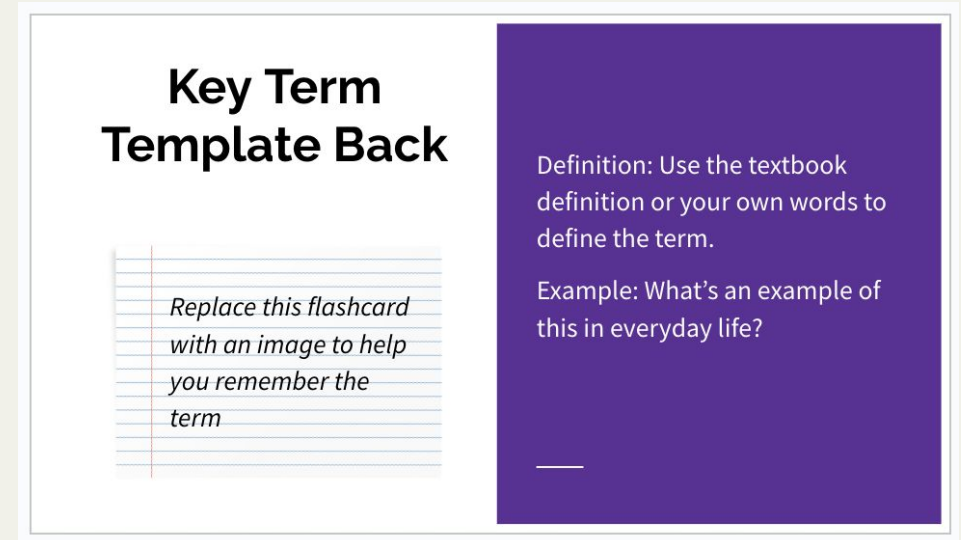
01

Model
Collaboration

Low-Stakes Assignment: Google slide for Class Introductions

Group discussions and activity first day

Classroom Discussion Guidelines

Mentimeter: polls and word clouds

02 Student Collaboration

Key Term Template Back

Replace this flashcard with an image to help you remember the term

Definition: Use the textbook definition or your own words to define the term.

Example: What's an example of this in everyday life?

- Large Class Collaboration:
  - Collaborative Class Notes
  - Instructor created Template (model how to take notes)
  - Alternative participation points
- Small Group Collaboration
  - Test Preparation: Key Terms flashcards (google slides) and Readings summaries (google docs)
  - One higher-order multiple-choice test question

Online Class Notes

WGS 101 Class Notes
Spring 2024

Professor Elisabeth Arruda
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This is the alternative assignment for class participation.

I especially encourage students who are too shy in class to speak up in large class discussions to contribute to this document. With these collaborative class notes, if you or others miss a class, you can see what we did that day and get caught up.

Each time you contribute to this document, copy and paste your contribution and the date to the participation assignment submission link so I can give you credit.

Participation Grading:

Please choose between the traditional method OR the alternative method below.

Grading	Traditional Participation	Alternative Participation Methods
Ideal; Excellent 90-100%	The student regularly speaks up in class (once a week). They answer my questions during lectures and/or bring up their own questions, comments or connections in large class discussions. Contributions are	The student regularly contributes to the collaborative class notes google document (once a week or so, approx. 8+ contributions). Contributions are thoughtful, thorough and substantive.

Test 1 (2023)

Reading Summary Overview and MC Questions

Instructions: Groups 2,3,4,5,6: Summarize the readings/videos assigned to your group.

Readings/VIdeo Summary Requirement:

- Copy and paste the author's name and title from the study guide and put it in bolded text.
- Who is the author/creator? (Google them - add a phrase about their expertise in this topic).
- What is the author's/creator's thesis or main argument?
- Add a quote from the reading/video that helps illustrate the main idea of the article/video.

Group 2

- Video: Sarkeesian, Bechdel Test for Women
- Uwujaren and Utt, "Why Our Feminism Must Be Intersectional (And 3 Ways to Practice It)"
- Johnson, "Patriarchy, A System"
- Video: Owens, "What is Patriarchy"

Group 3

- Hopkins, What is intersectionality?
- Lorber, "Night to His Day: The Social Construction of Gender,"
- Henley & Freeman, "The Sexual Politics of Interpersonal Behavior,"
- McIntosh, "Unpacking the Invisible Knapsack"

Group 4

- Tatum, "Defining Racism: Can We Talk?,"
- Implicit Bias: Peanut Butter, Jelly and Racism

02

Test Prep

Group Contract: Group #_____

The intent of this contract is to hold group members accountable to conduct, and responsibilities that the group feels are important to a healthy working relationship. This contract will be in effect throughout the duration of this class, and all group members will be responsible for maintaining compliance with this contract.

Group-Generated Ground Rules

1. We will communicate via _____.

2. Other than class, we will attempt to meet _____(frequency)_____(location)_____.

3. If one of us has to miss a meeting, we
   will_____.

4. We need_____ number of members present to make decisions.

5. Once decisions are decided by the group, _____will send an email/text to all members to record this decision.

6. During our meetings, we expect each group member to:

   |

7. These are the steps we will take with members who do not participate enough or distract others from our work:

8. To make decisions, we will:

03 Tips ☂

- Start with low-stakes formative assessments
- Clear instructions and templates for assignment
- Build trust and community: semester long groups
- Student created group rules
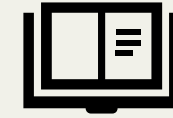- Accountability

04 Impact

- Growth mindset of formative assessments
- Improve skills for underprepared students
- Students learning from each other
- Building class community; part of my "Community of care" practice

04 For Further Reading 📖

Ateş, Hüseyin, and Mustafa Köroğlu. "Online Collaborative Tools for Science Education: Boosting Learning Outcomes, Motivation, and Engagement." *Journal of Computer Assisted Learning*, Jan. 2024, p. jcal.12931. *DOI.org (Crossref)*, https://doi.org/10.1111/jcal.12931.

Baldwin, Matthew P., et al. "The Effects of Collaborative Note-Taking in Flipped Learning Contexts." *Journal of Language and Education*, vol. 5, no. 4, Dec. 2019, pp. 25–35. *jle.hse.ru*, https://doi.org/10.17323/jle.2019.9726.

Costley, Jamie, and Mik Fanguy. "Collaborative Note-Taking Affects Cognitive Load: The Interplay of Completeness and Interaction." *Educational Technology Research and Development*, vol. 69, no. 2, Apr. 2021, pp. 655–71. *Springer Link*, https://doi.org/10.1007/s11423-021-09979-2.

Fanguy, Mik, et al. "Online Collaborative Note-Taking and Discussion Forums in Flipped Learning Environments." *Australasian Journal of Educational Technology*, vol. 39, no. 2, July 2023, pp. 142–58. *ajet.org.au*, https://doi.org/10.14742/ajet.8580.

Li, Jia, and Lillian Mak. "The Effects of Using an Online Collaboration Tool on College Students' Learning of Academic Writing Skills." *System*, vol. 105, Apr. 2022, p. 102712. *ScienceDirect*, https://doi.org/10.1016/j.system.2021.102712.

Orndorff, Harold N. "Collaborative Note-Taking: The Impact of Cloud Computing on Classroom Performance." *International Journal of Teaching and Learning in Higher Education*, vol. 27, no. 3, 2015, pp. 340–51. *ERIC*, https://eric.ed.gov/?id=EJ1093744.

Thank you! ✉
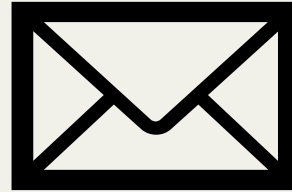
Do you have any questions?

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Presentation Template: SlidesMania

Sample Images: Unsplash

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