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Quick Framing and Demo

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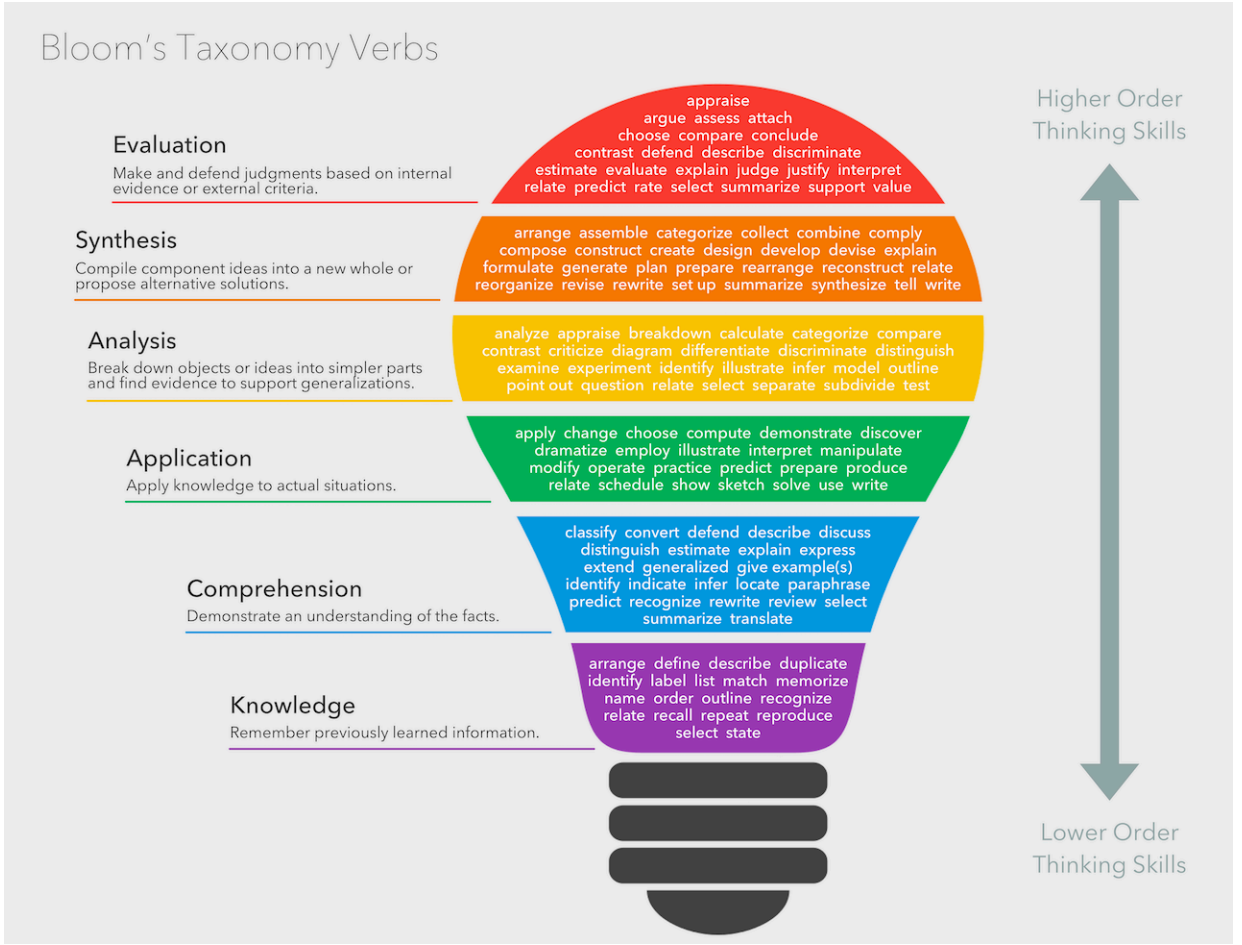
Presenting Course Content

Assessing Content Learning



Working with the information they are learning in ways that both deepen the learning and develop core transferable skills

You can learn a great deal **ABOUT** guitar playing in a one-hour lecture

But if you want to **PLAY** guitar, that requires a very different learning process

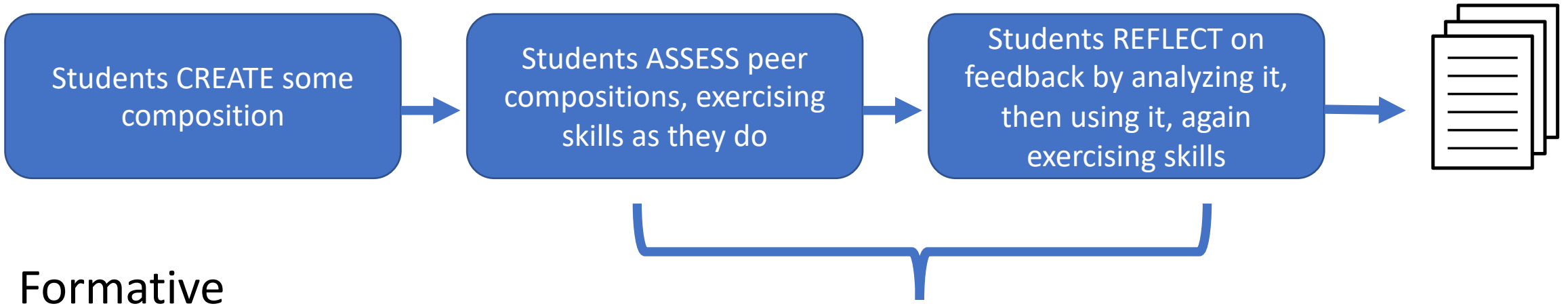
Transferable Skills

are required in many jobs. They include:

- Problem solving
- Communications
- Financial literacy
- Critical thinking
- Creativity
- Teamwork
- Digital literacy
- Presentation skills

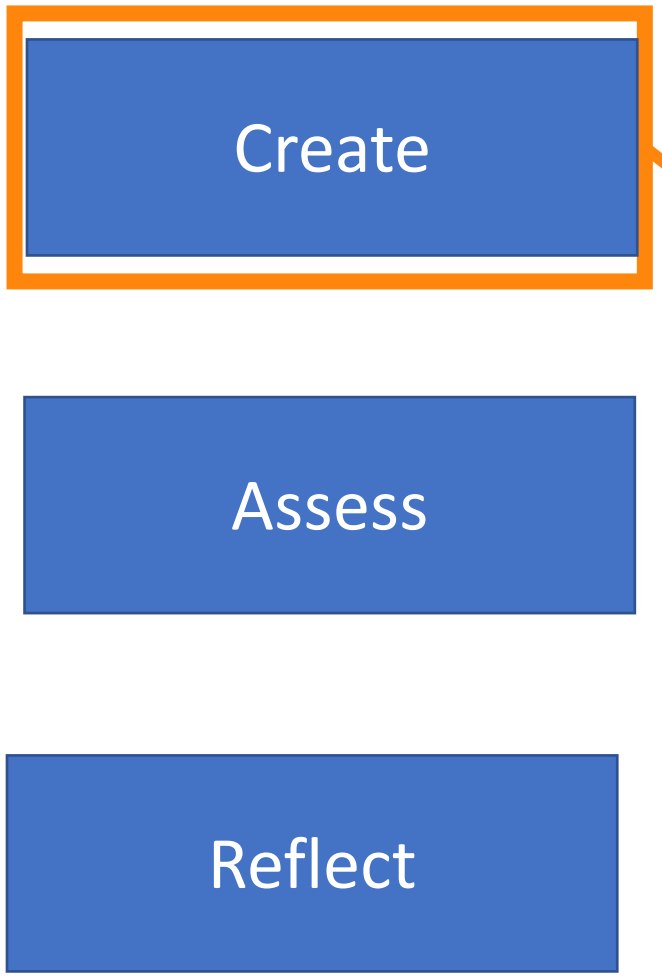
Like any skill, these skills can only be developed through repeated practice using the skill, preferably in a structured context that is rich in feedback

Traditional



Formative Peer-Assessment

1 Students Submit an Initial Composition



The instructor defines some sort of composition that is intended to provoke students to exercise some relevant cognitive skill – the target skill

Conscientious students will do so well … others perhaps not so well. But in the phases that follow all will exercise other skills and will learn more about the target skill as they do.

2 Skills Exercise via Peer Assessment

Compositions can be selected randomly (or intelligently) and presented anonymously.

Each composition must be critically analyzed to determine quality and things in need of improvement – **Critical Thought**

Students must think of ways to improve and the impact they would have on quality – **Creative Thought**

Then these potential improvements must be communicated to the peer in a manner that is useful and appropriately toned – **Expressive Communication & E.I.**

Then they do it again … and again … and again … providing repetition within a structured learning environment.

3 Skills Exercise via Feedback Learning

Students can be required to explicitly assess the feedback they receive … and they can be asked for formatively revise their work in light of useful feedback

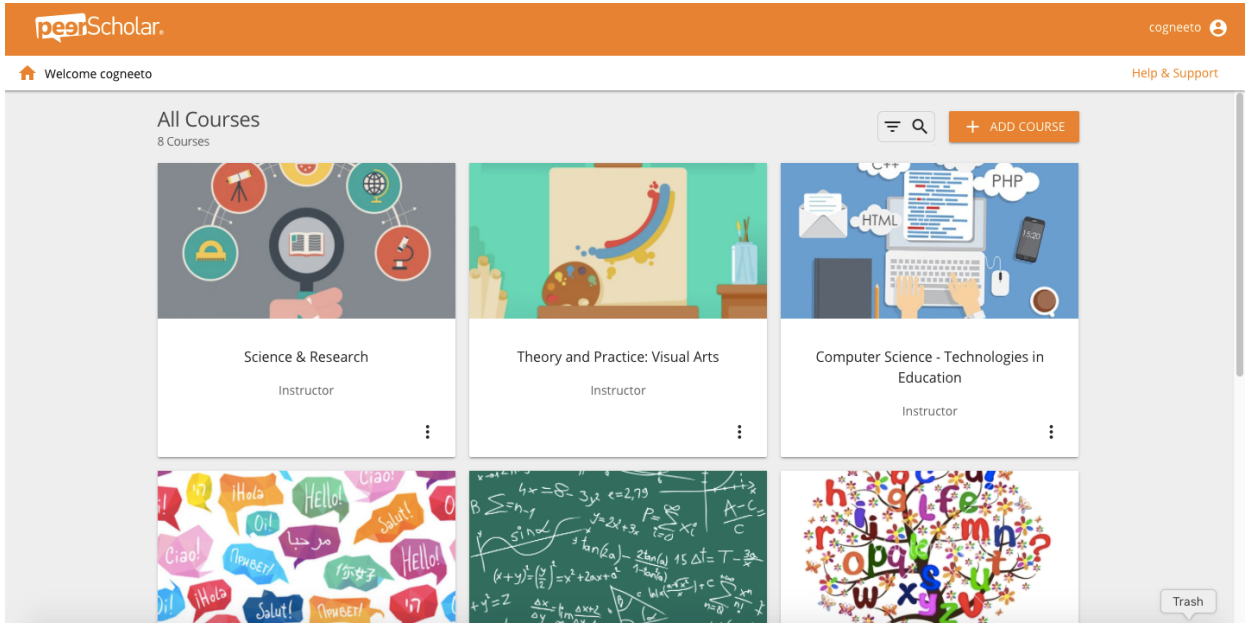
Each constructive comment is critically analyzed to determine agreement – **Receptive Communication, Critical Thought & Meta-Cognition**

Students must consider how to implement suggestions to maximize improvement – **Expressive Communication, Creative Thought & Meta-Cognition**

If asked to Reflect on changes made and not made – **Critical Thought, Expressive**

Then they do it again … and again … and again … providing repetition within a structured learning environment

To the demo …



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