



## Teaching and Learning Online Foundational Badge Artifact

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### Artifact or Course Description

This artifact is the rubric for a project-based summative assessment I'll be implementing in my fall Spanish course, wherein students will be asked to investigate a cultural topic of their choosing and then present it however they best feel they can transmit their understanding. I've divided these into three format categories, each with separate requirements for length, grammar, etc:

- Spoken (Presentational video, podcast, interview with a classmate, short film, etc.)
- Written (Essay, comic, poster, blog post, test with answer key, etc.)
- Creative (Artwork, model, song/poem, data analytics/visualization, etc.)

### Artifact Reflection

- While the rubric is not for an online course, it would work equally well in that modality and represents many aspects of my own teaching approach. For example, I am trying to push my instruction in a direction which allows increased learner autonomy in choosing what topics most interest them and how to demonstrate their learning. Designing an effective rubric for such an open-ended approach, however, is challenging: because each format category has slightly different expectations and Canvas does not allow for multiple rubrics on a single assignment, the rubric needed to be worded such that it applied to all 3 (Spoken, Written, Creative). This means students/instructors have to refer to the assignment instructions for certain rubric details (e.g. "minimum length"), but my hope is I've done this as elegantly as possible given the restrictions of Canvas' format.
- Another challenge was having it approach the style of a single-point rubric. While this was not explicitly discussed in the course materials, those did talk about grading efficiency and transparency. My tendency in the past has been to articulate specific criteria for every possible level of performance, but I have increasingly been hearing about rubrics which simply tell students the criteria for success rather than every possible way they can fail. This streamlines the rubric—making it more likely students will read it—and puts more emphasis on instructor feedback. While Canvas does not allow for this exact format, I've tried to reduce 'rubric overload' by having a simple criterion with minimal categories and the same point distribution for each category.
- One teaching goal I have been trying to work towards is to reward students for what they know rather than punish them for what they don't. For this reason, I have decided to stop giving

traditional midterms/finals in my courses starting in the fall, and this assignment is one of the summative assessments which will replace those.

- One of the ways I am operationalizing this philosophy in the rubric is that, rather than docking points for every errors that students produce (as might occur on a fill-in-the-blank style exam), this assignment will simply give students 1-2 target structures (e.g. “past tense verbs”), and they will be responsible for indicating everywhere they have used that structure (highlighting in bold, providing time stamps on a video, etc.). Provided they use that structure correctly at least the specified number of times for their format (written projects, for example, will expect a higher level of precision than spoken), they will receive full credit in that area regardless of additional areas. The idea is to encourage making their projects longer: the more language students produce, the better the chance they have of hitting that minimum.

## Artifact

Criteria	Ratings		Pts
Length Does the project meet the minimum length requirement?	3 to >2.0 pts Yes	2 to >0 pts Improvement needed	3 pts
Target Structures Regardless of additional errors, does the project BOTH correctly use AND identify at least the minimum number of target structures?	3 to >2.0 pts Yes	2 to >0 pts Improvement needed	3 pts
Vocabulary Does the project use AND identify the minimum number of vocabulary items?	3 to >2.0 pts Yes	2 to >0 pts Improvement needed	3 pts
Sources Does the project cite two Spanish sources (one written, one audio/visual) meeting the length requirements? Is at least one specific fact cited from each?	3 to >2.0 pts Yes	2 to >0 pts Improvement needed	3 pts
Content Does the project effectively present a cultural topic with a quantity and depth of information reasonable for the student's linguistic level?	3 to >2.0 pts Yes	2 to >0 pts Improvement needed	3 pts

<p>Utilization of Format</p> <p>Does the format enhance the presentation of information rather than detract from it?</p> <p>Examples for each format:</p> <p>Spoken: Language and pronunciation are comprehensible to a sympathetic listener.</p> <p>Written: Regardless of some errors, entry demonstrates control of basic grammar/spelling/capitalization.</p> <p>Creative: Medium actively enhances presentation of topic with effort at least equal to that required of Spoken or Written formats.</p>	<p>3 to &gt;2.0 pts Yes</p>	<p>2 to &gt;0 pts Improvement needed</p>	<p>3 pts</p>
<p>Other</p> <p>Do all other aspects of the project combine such that the information is easily digested?</p> <p>Examples include (where applicable):</p> <p>Functioning links, elegant navigation between project elements, supplemental materials don't dominate the project, use of online translators/etc. is identified (note that excessive use will result in a 0 for the entire assignment).</p>	<p>3 to &gt;2.0 pts Yes</p>	<p>2 to &gt;0 pts Improvement needed</p>	<p>3 pts</p>
<p>Overall Quality</p> <p>Does the project demonstrate effort to take advantage of the assignment as a learning opportunity and to produce a product the student can be proud of?</p>	<p>3 to &gt;2.0 pts Yes</p>	<p>2 to &gt;0 pts Improvement needed</p>	<p>3 pts</p>