



Teaching and Learning Online Intermediate Badge Artifact

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Course Description

Fundamentals of Argumentation is designed for students to acquire skills in recognizing and creating effective arguments.

Project Goal

Assess and evaluate arguments over current events.

Project Approach

Teacher-led and prescribed, gradual release of responsibilities to the students. Eventually student-led and organized.

Assessment Summary

Performance-based group work and individual assessment over self-selected articles and analyses.

Additional Artifact Documents (if applicable)

[Project Presentation](#)

Reflection

Students enjoy working together and coming up with ratings, etc... It works well with universal design learning as groups of 5 – 6 usually have a variety of learners and learning styles. The fact that they are placed together at first and given the same article to look at with specific arguments provides a basis for increased understanding. The gradual release of responsibility in the second activity allows for students to create their own rating criteria together in a group. Finally, students individually become completely accountable in their assessment of arguments as they present an article.

Groupwork is extremely important throughout the entire project and how students increase their contributions as the project unfolds is a crucial skill. In future iterations, I may include different criteria for argument evaluation. I may have students read articles on argument evaluation to develop their own criteria based on the course reading. While putting this project together, I thought about how it would work online or virtually.

I designed most elements with that thought in mind and used the Canvas support group to help me in creating groups and grading techniques for groups with only one submission. I am familiar with setting up groups and groupwork with Zoom. Mayb I can leverage some of the online-based instruction for students to do and group collaboration outside of class. The class activity of them familiarizing themselves with each others' work would then be replaced by discussions about the advantages and challenges of doing group work online away from the classroom.