

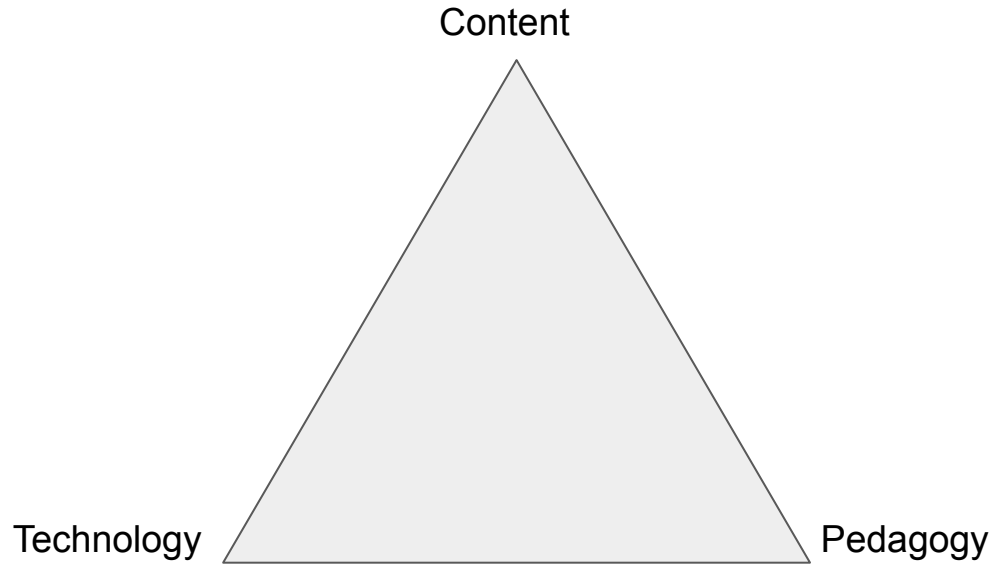
# Assignment Redesign

Connecting Content, Pedagogy, and Technology with  
Resilient Design

# Outline for Session

- Introduce TPACK Model and Resilient Design
- Share my experience of redesigning a course and its assignments
- Workshop and discuss own assignment
- Questions

# TPACK Model



## Question to think about

What has been your process for redesigning your course for the fall?

# HOW HUMANS LEARN



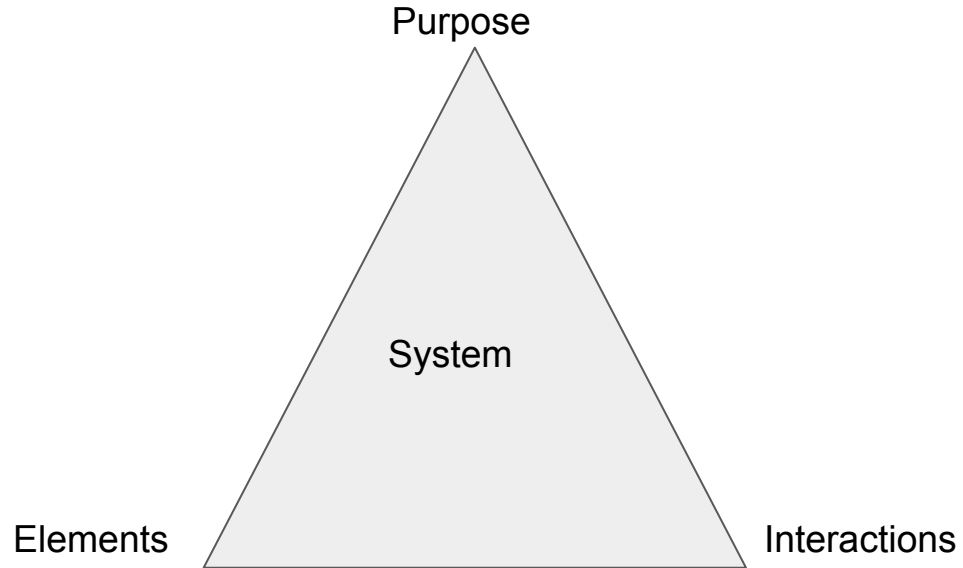
THE SCIENCE AND STORIES BEHIND  
EFFECTIVE COLLEGE TEACHING

Joshua R. Eyer

# Resilient Design

- Design a course for disruption and change
- Design once to use with different modalities
- Increase student learning and decrease faculty labor

# Resilient Design



# Questions to consider

- What are the learning goals/outcomes of the course?
- What do students need to know and perform to meet these goals?
- What interactions are important to you for your course?



# Overview of Course

## FYS: Persuasion

- Course asks students to interrogate the tools of oral and written persuasion across different academic and public discourse communities in order to learn how to communicate with people who have diverse viewpoints.
- Course goals revolve around: rhetorical knowledge, critical reading, writing processes, ability to participate in academic and public discourse communities.

# Revised Assignment (Still in Process)

The purpose of this final assignment will be to find a space within the current pandemic where you wish to be persuasive. You will be able to pick your topic, audience, and genre. Some have argued that we are not only involved in a pandemic but also an infodemic. We are consumers of a lot of information, but how do we decide which information to follow and how do we help others with that same question? This project provides an opportunity to learn and practice some research strategies and put them in conversation with what we have already learned in class this semester. It also provides a space to continue to work on the individual goals you each set at the beginning of the semester. Here are the steps you'll need to complete this project:

- 1) Pick a problem or challenge related to the pandemic
- 2) Research your problem or challenge
- 3) Create an artifact.
- 4) Reflect on what you learned from this project

# Project Goals

- Explore the pandemic from a chosen lens
- Analyze observed acts of persuasion
- Explore new genres
- Learn how to use evidence
- Learn how to select a topic or question
- Learn how to create a process for completing a project
- Learn how to apply rhetorical tools to a new project

# Learning goal

How to find and use evidence?

Interviews- Evidence-based narratives

Published texts- Academic and non-academic

# Finding, Evaluating, and Using Published Texts

Finding Sources	Evaluating Sources	Using Sources
<ul style="list-style-type: none"><li>● Analyze +s and -s of finding sources on the web</li><li>● Provide alternatives to the web</li><li>● Learn student process</li></ul>	<ul style="list-style-type: none"><li>● Compare texts from academic journals with texts outside of academic journals</li><li>● Provide rhetorical awareness</li><li>● Show connection between evaluation and use</li><li>● Learn student process</li></ul>	<ul style="list-style-type: none"><li>● Apply lessons from Harris</li><li>● Show how use of sources connects with audience and genre</li><li>● Learn student process</li></ul>

Which of these goals would be best suited for asynchronous or synchronous learning? What interactions should take place?

# Scenario assignment

In your Moodle workspace respond to the following scenario:

Your Sociology professor has assigned a paper for the end of the semester. It needs to be 10-12 pages and include 3-5 sources. What is your first reaction to this assignment? How do you go about finding 3-5 sources? What questions do you have about this assignment?

# Applying Harris

Find an article related to your project.

Use what we learned from Harris to annotate how the author uses their sources.

Share the article in your group's folder and explain why you chose the article and what you learned from applying Harris to your reading of it.

In class or in breakout rooms- Discuss what you learned from this exercise.