

Web-authored Products, Rubrics and Assessment

Neil Cowie (Okayama University, Japan)

Course

1. Students

Second-year university students.
Studying science, agriculture, environmental science and engineering.

Three classes of 9, 35 and 42 (N= 60-70).
TOEIC range from 280 to 765.

Many students choose this option as they think it will not involve very much interaction in English.

Data

- Three courses x four projects x 60-70 students:
- ✓ 260 uploaded projects
- ✓ 260 sets of student-to-student comments
- ✓ 260 student surveys
- ✓ 260 completed rubrics
- ✓ Four student interviews
- ✓ 'Thick description' of the three courses

Results and Implications

Some great projects! Research problem was very successful
High standard of writing and scripted output
Collaboration: difficult to encourage spoken interaction, computers can be a barrier
Balance of teaching technology vs English language: limited time, difficult choices
Technology can help out-of-class practice: especially for lower level students
Benefits of rubrics: students stated that they can be positive and useful
Student-generated rubrics need a minimum level of English or need to be made in L1
Web-authoring issues of academic integrity: plagiarism, image licensing, computer translation

2. Lessons

Students create four digital projects (three-minute slide show) during a 15 week course. Once a week 90-minutes.

Four projects are: self-introduction; international student guide; current research problem; aspect of Japanese culture.

Four-week cycle of brainstorming the topic; drafting a presentation; writing a script; improving the draft; adding voice; uploading and sharing.

3. Technology

Google Community used as a course management system.
Padlet for brainstorming.

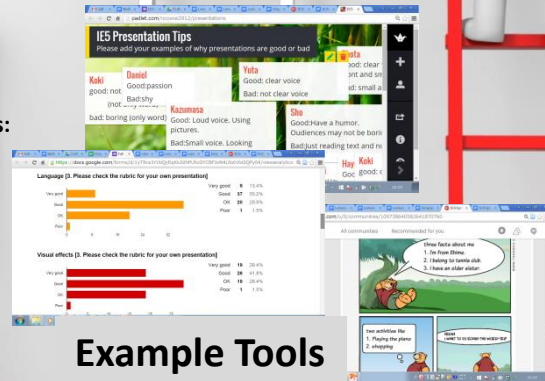
Google Drive, Docs, Slides used to create presentations.
Convert to PowerPoint to add voice and video.
Upload to YouTube.

Some students used other software (WeVideo, Film Story, StopAnimate, ToonDoo)

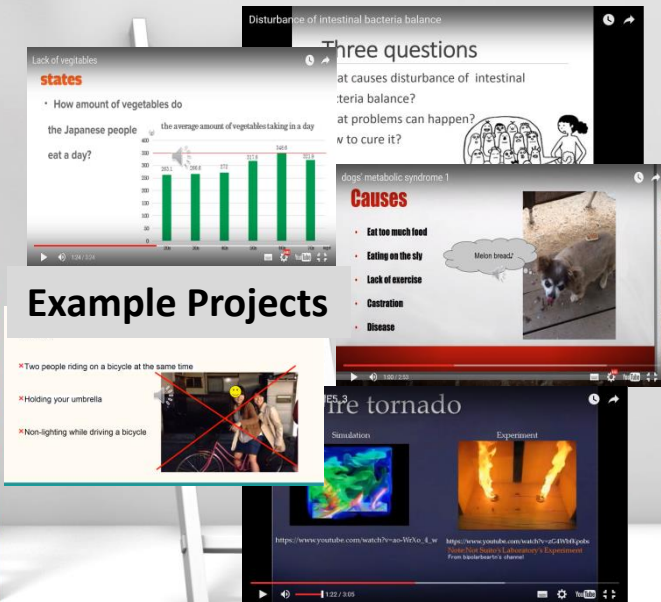
4. Rubrics

Rubrics are used as part of process of creating project.

During the course moved from teacher-created to partially student-created.



Example Tools



Example Projects