PIDP 3230 Evaluation of Learning

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After viewing several videos that previous PIDP 3230 students created on the topic of Informal Assessment, reflect on ONE (1) of the videos. Why did you select the technique? What did you learn about this assessment technique / tool? What did you learn about the creation of digital media? How might you adapt that classroom assessment technique for your current or future teaching situation?

Minute Paper: http://screencast-o-matic.com/watch/clhqbwECJ

**Objective**

I selected this technique because the simplify of the tool appeals to me and fits with my teaching style. It is low tech, simple and direct. I learned that the one-minute paper can be used at the end of class to see how much of your teaching has lead to students learning about the topic. It also could be useful for pre-assessment to see where your learners stand in relation to the topic.

“To use the Minute Paper, an instructor stops class two or three minutes early and asks students to respond briefly to some variations on the following two questions: ‘What was the most important thing you learned during this class?’ and ‘What important question remains unanswered?’ Students then write their responses on index cards or half-sheets of scrap paper – hence the ‘Half-Sheet Response’ – and hand them in.” (Angelo and Cross, 1993).

The Minute Paper is also described as follows: “The procedure is simple: give students the last few minutes of class to write the answer(s) to one or two specific questions you choose to ask them; collect the answers and synthesize them in any way you like; respond in some way during the following class period.” (Magnan, 2016)
I liked how the video took the two question principal from this technique and offered a few suggestions for wording the questions. This can help to tailor the technique to fit the lesson in question. Changing the question each time would communicate to the students that this is a targeted technique that is aimed at the lesson they just experienced.

Reflective

At the end of a topic, practice or activity, I will ask the class if they have any questions. Some students are comfortable asking questions but a lot are too shy for this situation. I provide another opportunity for questions by walking around the classroom while they are working (MBWA - or Management by Walking Around). The one-minute paper gives another opportunity for students to ask questions in a non-threatening environment.

During a class, I will sense that students are not getting the topic. I will stop the class and ask them to outline what they are struggling with. I will then cover the topic from a different point of view to clarify. After asking if they now understand the topic, I will continue the class. Later in the class I may realise that I have not clarified the muddy point at all. Worse, I may have misunderstood the muddy point entirely. I wonder why they let me continue in the class without understanding the topic. I compare this behaviour to meeting a new person. They will they you their name and you don't hear it properly. You ask them to repeat the name and you still have no idea what they are saying. It is rare that you ask them to repeat a third time. You may be too embarrassed or figure that you'll pick it up again the next time. That next opportunity would be provided with the one-minute paper.
I learned a few things about creating digital media. Setting the length of the video at close to four minutes made me pay more attention to the content. Its short length also fit with the theme of the Minute Paper. “YouTube. The most popular videos are pretty short. After analyzing the length of the top 50 YouTube videos, the average length was 2 minutes 54 seconds.” (Nudd, 2014).

The sound quality was excellent during the video. This added to the viewing experience. I could hear the mouse clicking between the slides, but this is a sound was appropriate for the presentation.

I found the style of the presentation a bit too bright. I plan to use a dark background for my video. Some of the slides are very text heavy. I will use move images and little to no text on my slides. The illustrations were appropriate for the topic. I think additional images and photos of real people would make the video more engaging. (I especially liked the photo of the woman with a megaphone on the feedback slide).

*Interpretive*

This technique requires the instructor to set aside a small amount of time to prepare the questions before class. A small amount of class time is required for students to complete the Minute Paper (about 2-5 minutes). The instructor must review the papers and, most importantly, address the content. By closing the loop, the instructor will achieve two goals. First, the muddy points from the lesson will be clarified. Second, the students will recognize the value in the Minute Paper. They will see that their voice is heard through the Minute Paper. This will focus their responses to future Minute Paper assessments.
**Decisional**

I will use the minute paper at the mid point of my courses to touch base with students. I will also use the minute paper as required, if a lesson is not going to plan. The use of this technique will be limited to a sampling of classes. This will prevent students from becoming bored with the technique.

For lesson that are not going to plan, I will write the two questions on the board and hand out the half-sheets. Once complete the student will take a short break to refresh their minds. I will review the papers and summarise the common muddy points on the board. After the break, we will review the points one-by-one and clarify the subject to the class.

The minute paper at the mid point of the course will take place at the end of the lesson. I will review the responses after the class. I will use my learning management system (LMS) to post a summary of the points and explain the topic, if possible. The next day, I will show the summary to the class and address the relevant points.
References

