21st Century Literacies: Developing and Implementing Digital Assignments

Digital Assignment Proposal

Email to Donald Snyder [dsnyder@umbc.edu](mailto:dsnyder@umbc.edu)

*The following relates to the Video Project Assignment in Dr. Alonso’s PSYC 415 (Seminar in Cognitive Psychology) class during Spring 2014. This assignment will be used towards the “Online & Paper (Peer) Review Participation” grade*

1. Describe the assignment, as it will be distributed to students.

This video project is based on the American Psychological Association (APA) Noba contest (Additional requirements are posted in Blackboard as well as at the following link: [*https://www.apa.org/ed/precollege/psn/2014/01/student-video.aspx*](https://www.apa.org/ed/precollege/psn/2014/01/student-video.aspx)).

Students may elect to work individually or in groups of up to 4 students. Students are expected to select one of the 3 topics listed and create a short (3 minutes or less) video or digital story to be presented to the class. The completed video might also be used in future semesters of PSYC 317 (Cognitive Psychology) – with student permission. The 3 topics are:

* Memory (Encoding, Storage, Retrieval)
* Factors Influencing Learning
* Forgetting and Amnesia

The video/digital story, will be graded on the following criteria (suggested by Noba):

* Accuracy
* Originality
* Clarity (Video and Auditory)
* The ability to effectively teach or demonstrate the chosen focus in a memorable way
* Organization and form (not listed as one of the criteria in the Noba application; this is one of mine)

These criteria are reflected in the rubric, also posted in the Video Project folder in Blackboard.

1. What is the goal of the assignment? What knowledge, skills, theories, and/or issues do you want the student to demonstrate or engage with?

*This assignment is intended to be a creative opportunity to explore content-specific knowledge in one area of Cognitive Psychology (as listed above) in detail. It will also be an opportunity to explicitly incorporate the use of technology into the class and to provide another mechanism for students to present their knowledge.*

1. Who is the audience for the assignment? Should the student be completing the assignment with only the professor in mind, or should they think about exterior audiences (academic communities, their peers, potential employers, etc.)?

*While students are completing this assignment to be used toward their final grade in PSYC 415 there are actually 3 possible audiences for this assignment. (1) The instructor and their peers in PSYC 415, (2) The judges for the American Psychological Association’s Noba contest (see link above). (3) Students in future semesters of PSYC 317 (Cognitive Psychology), which a lower level course that is a prerequisite for PSYC 415. The final videos will be posted to Dr. Alonso’s YouTube account.*

1. Are there examples you can identify that can serve as guidelines for your students? How can you use these examples to set expectations for the assignment? If no examples are available, can you provide one by completing the assignment?

*I did not have examples handy; however, I did create an example to show them what could be done and how easy it is to make an iMovie using an iPad (students are allowed to borrow an iPad from the USG Priddy Library for the entire semester). The link to this video, which is intended to be silly, is* [*https://www.youtube.com/watch?v=klljyk90xN0*](https://www.youtube.com/watch?v=klljyk90xN0)*.*

1. What media, materials, and skills will the students need to successfully complete the assignment? Are there specific programs the students will need to learn? If so can you identify a free online tutorial or video provides students the needed information? Will you need to dedicate class time for technical instruction? Is there special equipment the students need access to (microphones, video cameras, etc.) in order to complete the assignment? If so, are there available resources to meet those needs? What on-campus resources are available to the student?

*As noted above, all students in PSYC 415 have the opportunity to borrow iPads from the Priddy library. Alternatively, they can use their own iPads and/or computers. This assignment is not required to be high tech – it could be as simple displaying as a set of PowerPoint slides and images with voiceover. The Noba web site has a few resources so the students can also use those. I did not provide any additional information specific to this project other than what was in the project description.*

*I used about 15-20 minutes of class time to explain the project and show the students how I did my “Dora The Explorer” video. We also used a portion of class time (at the end of class a few weeks ago in March) for students to work on their projects.*

*Of course, students also have access to both UMBC’s IT Help Desk, as well as USG’s Office of Information Technology (OIT) see* [*http://shadygrove.umd.edu/campus-services/oit*](http://shadygrove.umd.edu/campus-services/oit)*.*

*.*

1. How will you assess the assignment? As a digital assignment how important is technical mastery? Provide a simple rubric that details the difference between A, B, C, D, and F projects (if applicable).

*As noted earlier, students will be graded based on the following criteria:*

* *Accuracy*
* *Originality*
* *Clarity (Video and Audio)*
* *The ability to effectively teach or demonstrate the chosen focus in a memorable way*
* *Organization and form*

*I have a rubric (see end of this paper). Note that the rubric was created in Blackboard.*

1. How will students submit their digital assignments? Is there a specific protocol that you want them to follow?

*Students are asked to upload the assignments to Blackboard, where there is a link for this assignment. It will then be uploaded to Dr. Alonso’s YouTube account and shared.*

1. Will the digital projects be shared in the classroom or among other students in the course? If so, how will they be distributed? Will you dedicate class time for peer and instructor review while students are completing the assignment? After the assignment is completed, will class time be provided to share finished projects? If so will students be asked to provide peer review/comments? What form will peer review take?

*The project will be shared in the classroom (available on YouTube, once uploaded, see previous question). We will use some class time to show them. I had not yet thought about peer review but it is something I could consider. If not used this semester, I might try this again next semester.*

*Also, as noted earlier, videos might also be sent to Noba and/or might be used for another class in future semesters (PSYC 317).*

1. Will the assignment include a written component such as a design plan, or an additional reflection paper about the student’s process and thoughts about the project? If so, provide details for the paper.

*There is no written component for this class. Again, this could be added in a future semester.*

# Rubric

## Content

The grade for this video project is used toward the online grade portion of the final grade. This project is intended to be a fun and creative way to explore and present ideas in Cognitive Psychology. While quality of the video will be assessed, the method of assessment is not intended to be highly rigorous. Have fun!

|  | **Levels of Achievement** | | | |
| --- | --- | --- | --- | --- |
| **Criteria** | **Excellent** | **Competent** | **Poor or nonexistent** | **Poor or nonexistent** |
| **Accuracy**  **Weight 30.00%** | **100 %**  Content is correct. Provides a good response to the topic. | **75 %**  Content has some errors. | **25 %**  Several errors. | **0 %**  Content is full of errors. |
| **Originality**  **Weight 20.00%** | **100 %**  Very creative and original idea and execution. | **75 %**  Good idea, although it might not be highly creative. | **25 %**  Not very creative or original. | **0 %**  Very mundane. |
| **Clarity - Video Quality**  **Weight 5.00%** | **100 %**  Good quality -- easy to see on most computers. | **75 %**  There are some visual glitches (not dependent on platform) this could include use of color/contrast or other visual options. | **25 %**  Difficult to see. | **0 %**  Very poor quality or does not contain visual information (audio only). |
| **Clarity - Sound Quality**  **Weight 5.00%** | **100 %**  Good quality -- easy to hear on most computers. | **75 %**  There are some audio glitches (not dependent on platform). | **25 %**  Difficult to hear. | **0 %**  Very poor quality or does not contain audio information. |
| **Effectively Demos focus**  **Weight 20.00%** | **100 %**  Effectively teaches or demonstrates the chosen focus in a memorable way. | **75 %**  Addresses focus but does not demonstrate it or teach it well. | **25 %**  Either does not address focus well or does not demo or teach it at all. | **0 %**  There is no focus and does not teach or demo anything. |
| **Organization and form**  **Weight 20.00%** | **100 %**  Very well organized. Good flow. No errors (e.g. typos/grammar) in the video. | **75 %**  Some problems with organization, flow or errors. | **25 %**  Does not really flow well and/or either has significant errors in one of the areas or several minor errors in more than one area. | **0 %**  VERY confusing. NO apparent organization, many errors. |