

Panel Roundtable Session: Reimagining Student Projects

Sept. 21, 2020

Takeaways

Elizabeth Ferguson (panel facilitator)

Cara Frankenfeld

Robert Dieterich & Ying-Ying Kuo

Dann Sklarew

PROJECT PLANNING AS PART OF REFLECTIVE EARNING (ELIZABETH FERGUSON)

Prepare a project planning activity using a spreadsheet can help students to (1) reflect on their learning progress and (2) adjust the time they have to spend for their study. Students will be able to handle their workload and plan for their study in the semester.



INTER-COHORT LEARNING VIA HAND-ME-DOWN ACTION RESEARCH PROJECTS (DANN SKLAREW)

It is challenging for students to learn about action research (AR) within one semester. Participants will learn how to formulate an AR approach that catalyzes cross-cohort scholarship, collaboration, and impact. The design can help students to learn from a bigger picture that extends beyond their current course or even their academic career.



INCORPORATING STUDENT CHOICE INTO PROJECTS AND NAVIGATING ASSESSMENT (CARA FRANKENFELD)

Individualization in assignment can increase students' creation and motivate them in the learning process. The challenges for instructors include more individual support and feedback is required.

The instructional decision for pedagogy and return on investment is necessary.



RUNNING PROJECT DEMOS IN COLLABORATE ULTRA (ROBERT DIETERICH & YING-YING KUO)

Presenting student work as a summative review in a live session set up can build a learning community atmosphere and increase student interaction in a fully online environment.

