

THE CITL REPORT

A newsletter of pedagogy, technology, and current trends in instructional design.



THIS EDITION'S QUICK LINKS

- [Respondus Help](#)
- [iLearn Resources](#)
- [CITL Staff Directory](#)

UPCOMING EVENTS

[Register to attend the next session in our Research 101: Workshop Series.](#)

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PROJECT-BASED LEARNING

A Method of Alternate Assessment

As the end of the semester approaches, we encourage you to reflect on your courses, specifically on your methods of assessment. In the midst of the continued global pandemic, it can be difficult to determine the best method for assessing your students. Traditional multiple choice exams and essays may be difficult with online classrooms and hybrid learning. Alternate assessment methods offer a variety of ways to assess your students and can provide the needed flexibility.

Project-Based Learning (PBL) is an alternate assessment teaching method in which students learn by actually engaging in real-world and personally meaningful projects. Students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge (pblworks.org). PBL is one component of a broader term called High Impact Practices (aacu.org). This student-centered approach to assessment has been shown to produce improved learning outcomes, better retention, and increased engagement (collegeforamerica.org).

The most effective project-based learning activities encourage students to be self-directed. Projects typically start out very broad and, through idea generation and personal interests, narrow as they move closer to completion. A driving question or central concept and a real-world backdrop also help to improve the chances of successful implementation and completion of the project. Instructors have been doing projects in courses for many years; nonetheless, there is a difference in “doing projects” and “project-based learning” (West Virginia Department of Education) as shown in the table below. The first step in planning for this type of assessment is to determine what

Projects	PBL
Teacher-directed	Inquiry-based
Highly-structured	Open-ended
Summative	On-going
Thematic	Driving question/challenge
Fun	Engaging
Answer giving	Problem solving
De-contextualized – School world	Contextualized – Real world

your course objectives are, specifically identifying the skills that students should have upon course completion. The next step is to decide which course objectives would be complimented by project-based learning in a more effective

way than a written exam. The following links will provide some guidance as well as inspiration for developing rich projects:

- [Project-Based Assessment Examples](#) Schoology Exchange
- [50 Smart Ideas for Project-Based Learning](#) TeachThought
- [The Problem-Based Learning Clearinghouse](#) University of Delaware

If you need any assistance in developing project-based learning activities for your course(s), contact the Center for Innovation in Teaching and Learning and make an appointment with an Instructional Designer (Kyle Cook or Cheryl Tays).

ILEARN SEMESTER WRAP-UP

Course Checklist

As you prepare for the end of the fall semester, here are a few things to check off your list to make sure your course is ready in iLearn:

- Check the settings, dates, and access for your final assessments.
- Make all previously graded work and grades viewable for students.
- Communicate to students the information for the rest of the semester including final exam dates, study materials, and general course wrap-up information.

RESPONDUS SUITE

Respondus Lockdown Browser Checklist (No cost to students)

- If you have not used Lockdown Browser before in your course, it is best to offer a practice test prior to your final exam. This allows you and your students to practice using Lockdown Browser and reduces issues on the day of the test.
- Double check your test settings, special access, and the lockdown browser settings in iLearn.

Respondus Monitor Checklist

- Using Respondus Monitor requires students to pay 15 dollars per year for an account.
- If you have not used Respondus Monitor in this course before, set up a practice test.
- Check your settings, special access, and communicate all information to students before the test.

FALL FACULTY WORKSHOP SERIES

REGISTER NOW

Register now to participate in the next session of the Research 101: Workshop Series - TTU Faculty Research Grant Proposals: Tips & Pitfalls Q&A.

[View Recordings from Previous Sessions](#)

Alternate Assessment Resources

- [Student Video Submission Guide](#)
- [iLearn Question Types](#) (Video)

Coming Soon

in our December Edition

- iLearn Copy Course Guide
- Releasing Grades
- Incompletes, Final Grades, and More
- Preparing for Spring 2021