**Graduate Teaching Certificate Program**

**Workshop/Seminar Review Form**

Date: \_\_\_\_\_Fall Semester 2017\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Workshop/Seminar Title: ­­­­­­­\_\_\_\_E-608-003 Integrating Writing Short Course\_\_\_\_\_

Presenter/Facilitator: \_\_\_\_\_\_Dr. Tobi Jacobi\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TOPIC 1: LOW STAKES ASSIGNMENTS

1. **Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator’s goals for this workshop?**

Low stakes learning opportunities when it comes to feedback was a key topic of interest to me. The goal of this topic in the course was to introduce various styles of feedback from high to low stakes. With low stakes feedback, the grade is quickly assessed (even as participation) with emphasis on big picture evaluations of the writing or ideas.

1. **What information in the workshop/seminar was most valuable to you?**

My writing course has major assignments every other week due to the demands of the curriculum. This topic in the short course was valuable to me because it gave me ideas on how to provide stronger, shorter feedback to students that ultimately build towards the larger projects.

1. **How will you connect that information to your own pedagogical endeavors?**

I want to instill confidence with my students, and providing them with low stakes opportunities helps them build their skills. The low stakes concept is a playground for learning because the pressure of the grades are not hindering the creativity and growth potential. I can quickly assess and help students prepare for the high stakes assignments. I adapted some of the previous assignments (like quizzes) to be low stakes writing activities that more directly build and provide space for feedback related to their major assignments.

1. **After attending this workshop/seminar, what additional information would you like to seek about this subject?**

Low stakes feedback outside of the writing discipline. I wonder what a low-stakes quiz might look like? Or a low stakes presentation to practice other skills.

TOPIC 2: REVISING ASSIGNMENTS FOR CLASS MANAGMENT

1. **Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator’s goals for this workshop?**

The topic of writing management was a central topic in the short course because writing courses are highly demanding on both student and instructor. The purpose of discussing how to manage the assignment load and set up appropriate timing in a writing class was intended to give GTAs a sense of realistic expectations for work. We workshopped a real assignment to improve the overall class management and time associated.

1. **What information in the workshop/seminar was most valuable to you?**

I found the discussion of and revision to a major writing assignment helpful when it comes to writing course management. We were tasked with bringing in a real assignment in our classrooms and critiquing and revising the content to be more realistic and manageable. I found this task valuable because I realized some aspects of the assignment were not inline with the learning outcomes, and thus, creating extra work for both me and the students.

1. **How will you connect that information to your own pedagogical endeavors?**

The revised version of the assignment received more positive feedback from the students and went much faster for me grading. The original assignment was oriented for a 100-level course yet did not provide clear enough expectations AND did not afford any time for a low stakes draft prior. After revising, I identified a quick way to assess each student’s plan through a required outline while taking out some of the unnecessary prompts. The quick outline replaced a less relevant activity while letting me see where students were headed before the final assignment.

1. **After attending this workshop/seminar, what additional information would you like to seek about this subject?**

More content on semester scheduling and course planning. On paper, the time between assignments always seems long—yet in practice I learned that 10 days (etc.) is often not enough for students or myself in the turn over.

TOPIC 3: QUESTION PROMPTING IN FEEDBACK

1. **Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator’s goals for this workshop?**

Part of strong feedback in writing is getting students to ask critical questions of themselves and their work. This topic covered ways to ask strong questions that spark critical thinking for the students.

1. **What information in the workshop/seminar was most valuable to you?**

I found the content on margin comments for writing highly valuable because I can identify exactly where the student should pay more attention. In the margin comment, we covered how to prompt further inquiry by the student rather than telling them the answer each time. For example, rather than telling a student… “This section is unclear.” We can prompt them with.. “I am curious about this section. Can you expand on the connection between X&Y in the next draft?”

1. **How will you connect that information to your own pedagogical endeavors?**

Based on this section of the short course, I integrated more question asking into my feedback. Dr. Jacobi gave us feedback on our feedback, which was extremely helpful.

1. **After attending this workshop/seminar, what additional information would you like to seek about this subject?**

How can this concept be applied beyond writing? One thing that held me back as a student in STEM courses was the implied black/white, wrong/right paradigm that grading fell into. I was never inspired or challenged to find more information or answers based on the feedback.