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Digital Fluency, Radical Trust, and Group Work

Learning objectives of the course:

How I will get students to buy into these objectives:

Assignment or activities to support these objectives:

Deliverables: Students will turn in. . .

What technology does this assignment require, and how specifically does it support the learning objectives? How will it increase students' digital fluency? (*Instead of saying, "Students will learn how to use this particular software or hardware," specify what kinds of broader technical skills—e.g., manipulating images, querying a database, making sense of a network, encoding or decoding—the students will develop.*)

As they consider or begin this assignment, students will likely feel anxiety about. . .

I will trust students to. . .

How I will assess student work:

Students can trust me to. . .

The story I will tell students about these learning objectives and this assignment (to get their buy-in) is. . .

Group work options and contingencies

How many students will be in each group? Must all groups be the same size?

Will students be able to change groups? If so, what process will I put in place to make this possible?

Will each student have a specific role within her group, or must all students contribute to, for example, any writing in the project?

How will individual students be held accountable to their groups?

To what extent will I intervene in a group if an issue arises?

How often do I need groups to check in with me?

Does the project require collaboration across groups? If so, what mechanisms need to be in place for this to happen? Who is responsible for those mechanisms—the students or me?

Must all groups use the same hardware/software, or can groups use whatever works? Where will groups acquire the technology necessary to complete the activity or assignment?

Will I recommend particular software to facilitate group collaboration, or will I ask the students to figure it out?

How will I ascertain that all students are contributing relatively equitably? Will individual students report to me on their group members' work?

When I evaluate the assignment, will all students in a group receive the same grade? If so, will there be exceptions for groups where students didn't contribute the same amount of effort or quality of work to the project?