

STUDENT-CENTERED ASSESSMENT AND APPLICATIONS



Teaching and Learning Excellence Unit



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A. Class Agreement

Class agreements are generally determined and signed together with students. This process gives students a sense of participation and engages them more in the learning process. Additionally, class agreements can help prevent potential problems and serve as a tool to create a more positive atmosphere in the classroom.

- Firstly, determine the objectives of making a class agreement.
- Providing students with information about the class agreement on the first day of class. It is important to create an open environment for class rules, expectations and collaboration in this presentation.
- Allow students the opportunity to contribute to the class agreement. Gather student opinions on topics such as what rules should exist within the class and how the learning environment should be created.
- Clearly define the rules within the class. These rules may include aspects such as student participation, assignments, exams and communication rules.
- The class agreement should involve the identification of shared values between students and instructors. These values may include elements like respect, collaboration and open communication within the class.

The class agreement is a cornerstone of student-centered education and should be regularly reviewed and updated. This helps increase interaction between students and instructors, contributing to the creation of a more positive learning environment.



B. Icebreaking Activity

"Icebreaking Activity" is a type of event designed to facilitate students getting to know each other and enhancing communication. Such kind of activities can be utilized as part of student-centered education within the classroom or as part of university activities.

- Define the purpose of the activity. Purposes such as facilitating students getting to know each other, increasing communication and creating a positive atmosphere in the class may stand out.
- Choose a suitable activity for the icebreaking activity session. This could be a group exercise that provides students with the opportunity to work together, quick introduction games or short group activities.
- Provide a brief introduction at the beginning of the activity. This is important to explain the purpose of the activity, how it will be conducted, instill confidence in students and create a relaxed atmosphere.
- Give groups questions or activities that encourage dialogue among students. For example, you could ask questions like "What word best describes you?" or assign a specific task for the group to accomplish together.
- Conduct a brief evaluation after the activity. Encourage students to share their experiences, highlight things they noticed and express what they learned about each other.

Such an icebreaking activity can enhance student interaction in the classroom, facilitate group work and help students create a more positive learning environment.



C. Lesson Plan Writing and Sharing



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Writing and sharing course schedules in universities to support student-centered education is crucial for providing students with more control and flexibility.

Design the course schedule in line with a student-centered approach. This may involve offering students various options, allowing them to choose based on their areas of interest and empowering them to determine their own learning journeys.

- Provide a feedback mechanism for students to express their thoughts on course schedules and content. This can help you continually improve the program and take student feedback into consideration.
- Review the course schedule and make updates as needed based on student feedback. This can contribute to the sustainability of a student-centered approach, regularly.

Writing and sharing course schedules can enrich students' learning experiences by providing them with more choices and control. It supports the understanding of student-centered education by empowering students to actively participate in their learning journeys.

D. First Day Survey

The first-day survey is a tool used in student-centered education that provides instructors with an opportunity to better understand students, their needs, and expectations. The first-day survey is used at the beginning of the course to establish communication with students, motivate them, and personalize the learning process.

- Determine survey questions to understand students' expectations from you and the course, their areas of interest, their previous knowledge levels and their learning preferences. Questions can be open-ended or multiple-choice.
- Ensure that the survey does not consist personal information or request students to share such information voluntarily. Providing assurance of privacy is important.
- Apply the first-day survey on the first day of the course. This can help you gather feedback while students are still adapting to the course atmosphere.
- Evaluate the survey results, carefully. Understanding students' expectations, areas of interest and learning preferences can assist for designing the course more effectively.

The first-day survey is an effective tool for supporting student-centered education. It helps your course to better fit the needs of students and encourages their increased participation in the learning process.



E. Peer and Self-Assessment Survey

Peer and self-assessment survey is a tool where students evaluate their own performances and those of their peers. Such surveys are used in student-centered education to encourage active participation in students' learning processes, enhance self-assessment skills and increase interaction among students through peer assessment.

- Determine the purpose of the peer and self-assessment survey. This will help you identify which skills or behaviors students will evaluate.
- For example, you may focus on a project based course and evaluate collaboration, problem-solving, communication skills, etc.
- Create an assessment scale. It is important to establish a scoring system that students will use when conducting their evaluations. The scale can take various forms from numerical scores to rating expressions.
- Provide instructions to students, explaining the purpose of the survey, how to fill it out, and how the evaluation process will be.
- Apply the peer and self-assessment survey at an appropriate time. Conducting these assessments shortly after students complete their projects or at the conclusion of a specific learning process can be effective.

These steps can be used to create and implement a peer and self-assessment survey. Such assessments that are by supporting student-centered education, can encourage students to participate in their learning processes, actively.

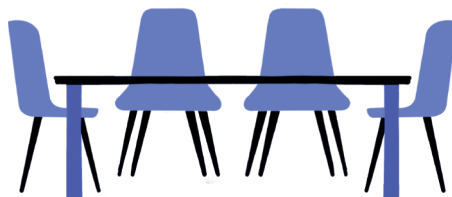


F. Discussion of Interest Topics in Crescent Session

"Crescent Session" can be organized to identify students' interests, increase their participation, and personalize the learning process within the framework of student-centered education. This activity provides an opportunity for students to share their interests, hobbies, talents and learning goals.

- Determine the purpose of the Crescent Session. Primary purposes may include enabling students to get to know each other better, identifying their areas of interest and personalizing their learning processes.
- Set an appropriate date and time for the Crescent Session. Organizing this session at the beginning of the course or in the first weeks of the semester, allows students to get to know each other earlier, typically.
- Define how the Crescent Session will take place. Discuss the seating arrangement (C-Crescent seating arrangement). Provide students with the opportunity to give a brief presentation about their interests within a specified time frame. You can incorporate interactive elements such as Q&A sessions or small group discussions, additionally.
- Support the Crescent Session with activities based on students' identified interests. For instance, you could form small study groups on specific topics or develop mini-projects based on their areas of interest.

The Crescent Session can be an effective activity that is allowing students to get to know each other better, share their interests and personalize their learning processes.





G. In-Class Group Work/Activity and Feedback

In-class group work or activities and feedback are basic elements of student-centered education. Such kind of activities aim to provide students with interactive learning experiences to enhance collaboration, communication, problem-solving and critical thinking skills.

- Determine the purpose of the group work or activity. You may focus on enabling students to develop a deeper understanding of a specific topic or practice certain skills.
- Create groups randomly or based on specific criteria. Encouraging diversity by bringing together students with different abilities, interests or learning styles can be beneficial.
- Assign specific tasks or responsibilities to each group. This promotes collaboration and helps groups manage activities more effectively.
- Observe student groups during the group work, regularly. Evaluate their progress by asking questions or participating in group discussions.
- Provide continuous and immediate feedback to students. This helps them understand their performance and make corrections when needed.
- Be sure your feedback is formative. It means that your feedback focuses on providing positive and constructive feedback to help students understand how they are progressing in the learning process and what they have learned.
- Allow students the opportunity to assess their own performance. This can help them better understand their strengths and areas for improvement (see peer and self-assessment).

In-class group work and activities can be an effective strategy supporting student-centered education. It provides students with opportunities to participate actively, collaborate and develop critical thinking skills.

H. Exam Implementation Feedback



Exam feedback is the process of providing detailed and constructive feedback to students about their exam results in student-centered education. This feedback aims to help students understand their performance and provide guiding information for improvement.

- Determine the purpose of exam feedback. This can include not only assigning grades to students but also helping them understand and improve their learning processes.
- Allow students the opportunity for face-to-face discussions about their exam results. This provides students with the chance to receive feedback in a more personal and interactive manner.
- Provide overall class feedback based on exam results. Assessing the general performance of the class can help you and students better understand specific topics and areas for improvement.
- Offer feedback in various formats, including audio or video feedback in addition to written comments.

Exam feedback can encourage more effective student engagement in the learning process and assist them in self-improvement.

I. Think Pair Share Method



"Think-Pair-Share Method" used in student-centered education is a strategy aimed at encouraging students to share their thoughts and ideas, interact with each other and actively participate in the learning process.

- Provide students with a specific topic or question to think about and share. This topic can be one of the main themes of the course or a topic that may interest the students.
- Allow individual thinking time for each student about the assigned topic. This gives students the opportunity to form their own ideas and clarify their thoughts on the topic.
- Pair students or organize them into small groups. During pairing, strive to bring together students with different thinking styles or perspectives.
- Allow a specific time for paired students to share their thoughts. Each student should express their own thoughts while listening to the thoughts of their partner.
- After each pairing, give students the opportunity to briefly summarize their partner's thoughts. This helps students understand each other and develop summarization skills.
- Each group can share their thoughts with the class as a whole. This stage allows students to listen to perspectives from different groups and enrich their own thoughts.

Think-Pair-Share Method encourages students to interact with each other, learn from one another and benefit from diverse perspectives. This method can assist students in developing thinking skills, engaging in open communication and participating in the learning process, actively.



J. Minute Paper Application

The "Minute Paper" application is a strategy used in student-centered education to allow students to express their thoughts on the lesson about topics they understand, challenges they face or learning goals within a short period. This method is employed to understand students' thoughts, improve the learning process and support teacher-student communication.

- Determine the purpose of the Minute Paper application. This will help you understand what kind of information you want students to share and how this information can enhance the learning process.
- Set a time limit for students to write their thoughts within a specific time frame. This period can range from 1 to 5 minutes, typically.
- Give Minute Papers to students at a specific point in the lesson or at the end of the lesson. Provide each student with a sheet of paper.
- Minute Papers serve as a tool to strengthen teacher-student communication. Provide feedback for students and if necessary, communicate with students, individually.
- Encourage students to share their thoughts regularly by repeating the Minute Paper application at regular intervals.

The Minute Paper application can encourage greater student participation in the learning process, help teachers understand students' needs and develop the classroom atmosphere.

K. Interactive Laboratory (ELS Method)



The "Interactive Laboratory" used in student-centered education at universities aims to provide students with practical experiences, enable them to make their own discoveries and deepen their understanding of topics. This method allows students to take an active role in learning within a laboratory environment.

- Define the purpose of the Interactive Laboratory. This purpose may include giving students hands-on experience, allowing them to explore phenomena and transforming theoretical knowledge into practical application.
- Organize the laboratory environment where students will work. Obtain the necessary equipment and ensure that students can conduct experiments safely by establishing safety rules.
- Design an interactive experiment to encourage active participation from students. The experiment should involve students in developing hypotheses, planning experiments and collecting data.
- Provide open-ended questions or guidelines to guide students through the laboratory process. This encourages students to think critically and find their own solutions.
- Divide students into appropriate-sized groups. Group work allows students to interact with each other and evaluate experiment results together.
- Ask students to keep a journal or report on their observations during their experiments, the difficulties they encountered and the results.
- Discuss the results with students after the experiment. This encourages students to share their observations and findings with others.
- Provide feedback to students on the laboratory process, results and the experiences gained. In addition, ask students to assess what they learned from the experiment.

The Interactive Laboratory method allows students to learn by experiencing knowledge concretely. This can enhance active participation and make the learning experience more effective.

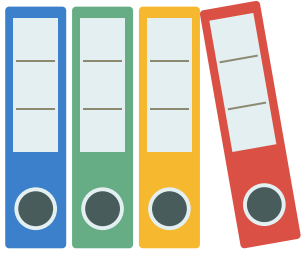
L. Blefast Public CoLab Method



The Belfast Public CoLab Method is a project-based learning model designed to provide students with a learning experience. This method offers students the opportunity to experience the design process, work in an interactive environment and manage a real project with limited resources.

- Determine the project that students will do. For example, there should be a specific project goal such as revitalizing the riverfront in Derry-Londonderry, Northern Ireland with temporary plywood installations.
- Divide students into small groups. These groups will work together to manage the design process and implement the project.
- Define pedagogical objectives. Objectives may include teaching students how to work effectively in groups, allowing them to experience the progression of the design process and helping them develop skills in working with limited resources.
- Assign weekly design tasks to students. These tasks should cover different stages of the project. Provide regular opportunities for students to present their design progress and receive verbal feedback.
- Encourage students to communicate regularly with customer representatives. This helps students understand customer expectations and manage the project according to customer demands.
- Provide students with the opportunity to build their projects. This stage should involve students physically realizing their design concepts. When projects are completed, allow students to present and share their projects.

The Belfast Public CoLab Method is an effective learning model that focuses on providing students with real-world experiences. The method aims to develop skills such as teamwork, the design process, working with limited resources, and handling customer demands.



M. Assessment Portfolio

The Portfolio Assessment Method is an assessment strategy used in student-centered education. This method involves students creating a portfolio that includes various learning materials; projects, writings and other works to demonstrate their overall performance and learning processes.

- Define the purpose of the Portfolio Assessment Method. This purpose could be to assess students' individual and overall performances, track their progress in achieving learning objectives and understand students' development.
- Specify various elements for students to include in their portfolios. These elements may encompass written works, project assignments, presentations, self-assessments, student comments, or other learning materials.
- Provide guidelines for students to organize and present their portfolios. Offer information on how they should structure portfolio contents, explain contents and conduct portfolio presentations.
- Establish a specific timeline for the creation and presentation of portfolios. This guides students and helps ensure that the process progresses in an organized manner.
- Determine specific criteria and standards for assessing portfolios. These criteria can evaluate students' performance in areas such as content, critical thinking, creativity and presentation skills.
- Offer feedback to students on their portfolios. This feedback can help students understand their strengths and areas for improvement.
- Provide students with the opportunity to share their portfolios with classmates, teachers or a broader community. This allows students to express their own learning to others.

The Portfolio Assessment Method is an effective strategy that supports student-centered education by providing students with the opportunity to document and assess their individual learning.

APPLICATION MATRIX

	APPLIED		THEROTICAL	
	Teaching in small groups	Teaching in large groups	Teaching in small groups	Teaching in large groups
A. Class Agreement	X	X	X	X
B. Icebreaking Activity	X	X	X	X
C. Lesson Plan Writing and Sharing	X	X	X	X
D. First Day Survey	X	X	X	X
E. Peer and Self-Assessment Survey	X		X	
F. Discussion of Interest Topics in Crescent Session	X		X	
G. In-Class Group Work/Activity and Feedback	X		X	
H. Exam Implementation Feedback	X		X	
I. Think Pair Share Method	X		X	
J. Minute Paper Application	X		X	
K. Interactive Laboratory (ELS Method)	X		X	
L. Blefast Public CoLab Method	X		X	
M. Assessment Portfolio	X	X	X	X



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