



Jigsaw Surveys & Learning Logs: Using Qualtrics and Canvas for Student-Centered Learning

John H.G. Scott

Dept. of Languages & Cultures, Marian University

Dept. of Second Language Studies, Indiana University

Faculty Con

May 10, 2017



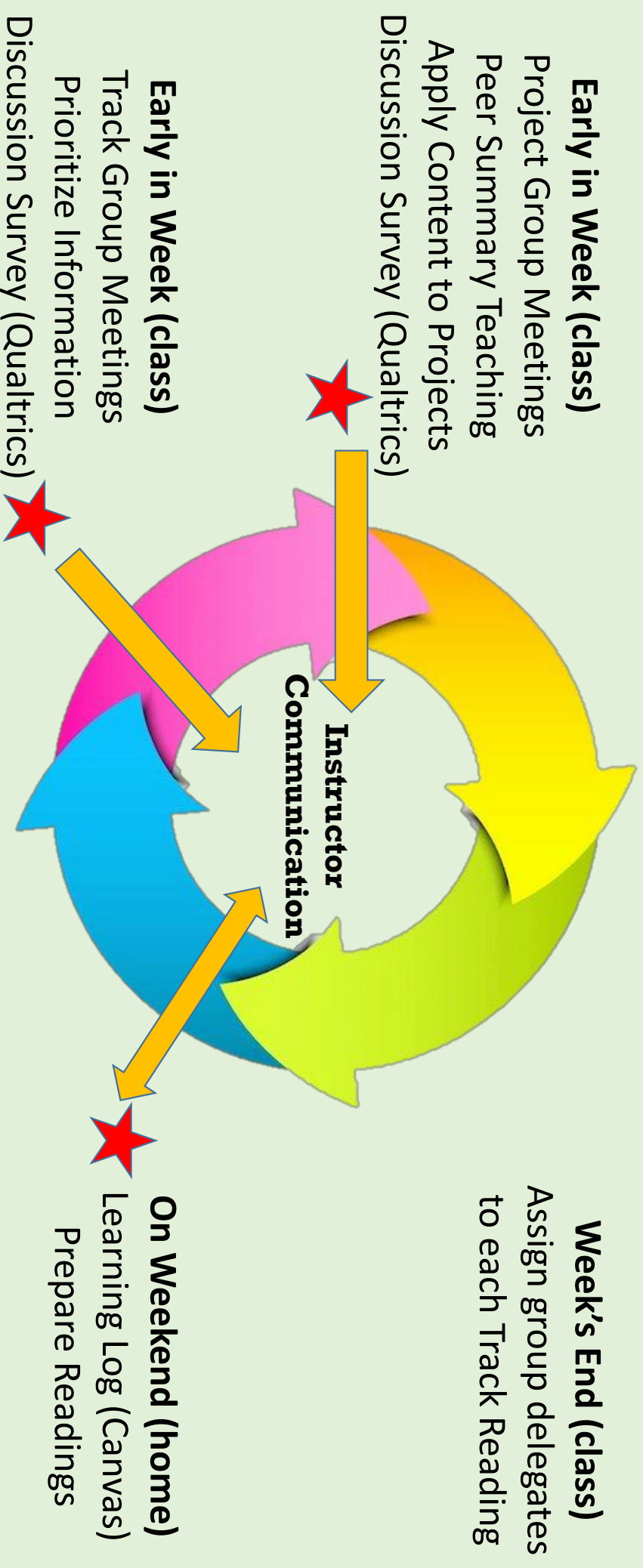
Student-Centered Learning

- A wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.
- Various educational methods to accomplish this goal:
 - modifying assignments and instructional strategies in the classroom
 - redesigning the ways in which students are grouped and taught

Course Example: Constructed Languages

- Dual Topical Focus: Linguistic Structural & Cultural/Philosophical
- Weekly Themes
 - Featured constructed language(s) [conlangs] & broad cultural topics
 - Origins of Language in Life and Fiction [Na'vi, Volapük]
 - Where did natural language come from? Where and why do people make constructed languages?
 - Even Better than the Real Thing? [Ithkuil]
 - Can Conlangs be used to shape the human mind? What of the Sapir-Whorf Hypothesis? Where do language and logic cross and diverge?
 - Conlangs in Literature & Film [Dothraki, Valyrian, Klingon]
 - What do constructed languages add to movies? Are movies better for Conlangs than books? Why?
- Long-Term Project: Create a functioning conlang

Weekly Activities Cycle Overview



Weekly Activities Structure

Track Group Readings &

Jigsaw Discussion Groups

- Long-Term Project Groups
- Readings divided into 4 Tracks
- Common Track: all students
- A/B/C Tracks: group delegates
- Meet with Track Reading Groups
- Meet with Project Groups
- About 30 minutes total

Individual Reflective Learning Logs

- Individual Homework (weekly)
- Core Questions
- Instructor Feedback Question
- Weekly Theme Questions
- “Brownie Point” Questions

Constructed Languages: Fictions, Functions, & Factions CLLC I210



Discussions: Weekly Peer Review Survey



https://iu.co1.qualtrics.com/SE/?SID=SV_0jR2zzV00Qu1h5mn

Jigsaw Discussion with Qualtrics Survey

https://iu.co1.qualtrics.com/ife/form/SV_0jR2zzV00Qu1h5mn

Jigsaw & Survey Student Gains

- Clear outline of activity structure
- Students have opportunity to discreetly explain circumstances
- Students rate their own effort and the text difficulty first
- Practice observing each other
- Increased awareness of responsibility to be prepared for class
- Survey is confidential on personal device
 - Encourages honest critical responses
- Survey results consistently indicate improved text comprehension

Student Reactions (Jigsaw & Qualtrics)

- Once familiar, jigsaw discussions and surveys run themselves
 - Frees instructor to float between groups as discussion facilitator
- Qualtrics Survey responses consistently indicate better comprehension of readings due to Track discussions
 - Later in the course, Track Groups sometimes named in Individual Learning Log as least engaging/beneficial activity
 - Can be seen as “taking up” class time when students have other projects on their minds
- Students themselves may forget the benefit of this activity in the long run

Qualtrics Survey Instructor Gains

- Survey structure directly guides Jigsaw activity
- Students rate own preparation & effort
- Texts rated for difficulty
- Short-term reflection
 - Value of discussion
 - Student's own contribution to comprehension
- More eyes and ears in the classroom
 - Anonymous (as opposed to paper format)
 - Multiple perspectives on each student
 - Indirect observation by instructor
 - Warning signs brought to instructor's attention

Individual Learning Logs

Assignment Instructions

- This exercise is intended to make you think back over the week and reflect on what you've learned. It's also for me to help you bring the intended major points of the week into focus and to get regular feedback from you so I can adapt and improve the course as we go.
- Each week will include the core questions, a set of questions specific to that week, and one or more "Brownie Point" questions to challenge you a bit (and to earn more tasty delicious baked goods during the course).
- Please answer in full sentences whenever possible. For each question, try to make your answers at least 2–3 sentences long on average. If you find a question to be more compelling than another, feel free to write a longer answer for that one and a shorter answer for another. If you find a question to be very difficult to write much for, feel free to write a more detailed answer to another question to compensate.

Individual Learning Logs

Part I: Routine Questions (same each week)

- Core Questions
 - What do you think I (your instructor) would think was one of the most important things that we learned about this week? Why?
 - What was one thing you learned this week that was especially interesting to you or just kind of cool? Explain why it grabbed you.
 - If you someday forget most of this class, what one thing from this week would you want to make sure you remember? How would you explain it to someone else?
 - What is one thing we learned this week that you think will be most immediately or practically useful to building our class project language or your own language in the future? Tell how how it applies.
 - Often when we learn, the answers we find lead to more questions. Now that you've finished the week, what new question do you have?
- Instructor Feedback Questions
 - Which activity or class format this week did you find most beneficial and/or engaging?
 - Which activity or class format this week was least beneficial and/or engaging this week?
 - (Optional) If there was a topic covered this week that you think really needs a recap, please let me know here.

Individual Learning Logs: Weekly Questions

- **Weekly Topic Questions (examples)**
 - What is meant by the terms “prescriptive grammar” and “descriptive grammar”? How would you explain this to your grandmother? [You may want to look these terms up to help you.]
 - What major difference sets pictograms and ideograms apart from logographic writing systems? Explain this as you would to a friend of yours in high school who has never taken a linguistics course or studied Chinese.
 - What about 1337 makes it more than just a transliteration scheme for English now?
 - This week's theme was Tolkien's languages of Middle-earth. Between two research presentations on high fantasy conlangs, Wednesday's viewing of *The Fellowship of the Ring*, and our discussions in class, we covered a lot of material. For you, what was the most salient (i.e., memorable, noticeable) thing you learned about Tolkien or his languages this week?
 - This week we looked at conlangs in games, both as the point of the game (Destin Hubble's *Back to Babel*) and as an enhancement to the gaming experience (presentations on Dovazhul from *Skyrim* and previously conlangs in *World of Warcraft*). Now that you've been through this week, what interesting thing(s) could you say about conlangs in gaming if it came up at a party with friends?

Individual Learning Logs: Weekly Questions

- **Brownie Point Questions**
 - It's likely that your parents have never heard of the Sapir-Whorf Hypothesis (linguistic relativity); or, if they have, they don't know much about it. How would you summarize it to them at this point? Also, how would you explain to them why we spend so much time talking about it in this class?
 - After Spring Break, you will begin translating and composing short texts in this language for the Conlang Corpus Contribution assignments. What sort of corpus sample would you like to compose for your solo project? A debate transcript? A personal conversation between friends or significant others? A poem? A narrative story? A "revised" fairy tale synopsis? Why do you think that genre might be fun for you?
 - Every development choice you've made along the way for your group project conlang is by definition a choice against various other alternatives we could have chosen instead. Looking back at your conlang project so far, what is one thing you chose not to do as a group with this language that you would like to explore if you were to make another conlang someday? Why is this interesting to you?

Grading the Learning Logs

- 20 points/week, 4 categories; Cumulative Total = 30% of course grade
- Replaces Attendance/Participation
- Knowledge & Comprehension
 - Does the student's log demonstrate knowledge and comprehension of the material and topics covered in the readings and in class this week? In weeks with Track Readings responsibility, did the student demonstrate familiarity with and understanding of the assigned reading to the instructor and fellow group members?
 - *Feedback from peers in Qualtrics survey factored in here*
- Application & Analysis
 - Does the log show that the student is using and applying prior knowledge in new situations, identifying patterns, organizing major concepts, and recognizing trends in the material covered this week?
- Synthesis & Evaluation
 - Does the student's log demonstrate the creative use of old ideas to form new ideas? Does the student recombine ideas and make new inferences about the material? Is the student assessing and comparing ideas and evaluating the value of what's done in class? Is the student making critical assessments of ideas or work?
- Effort & Completion
 - Was the learning log assignment completed according to the directions with a clear effort by the student? In weeks with Track Readings responsibility, was it clear to the instructor and fellow group members that the student had actually read the Track Reading before class as expected?
 - *Qualtrics survey completion factored in here*

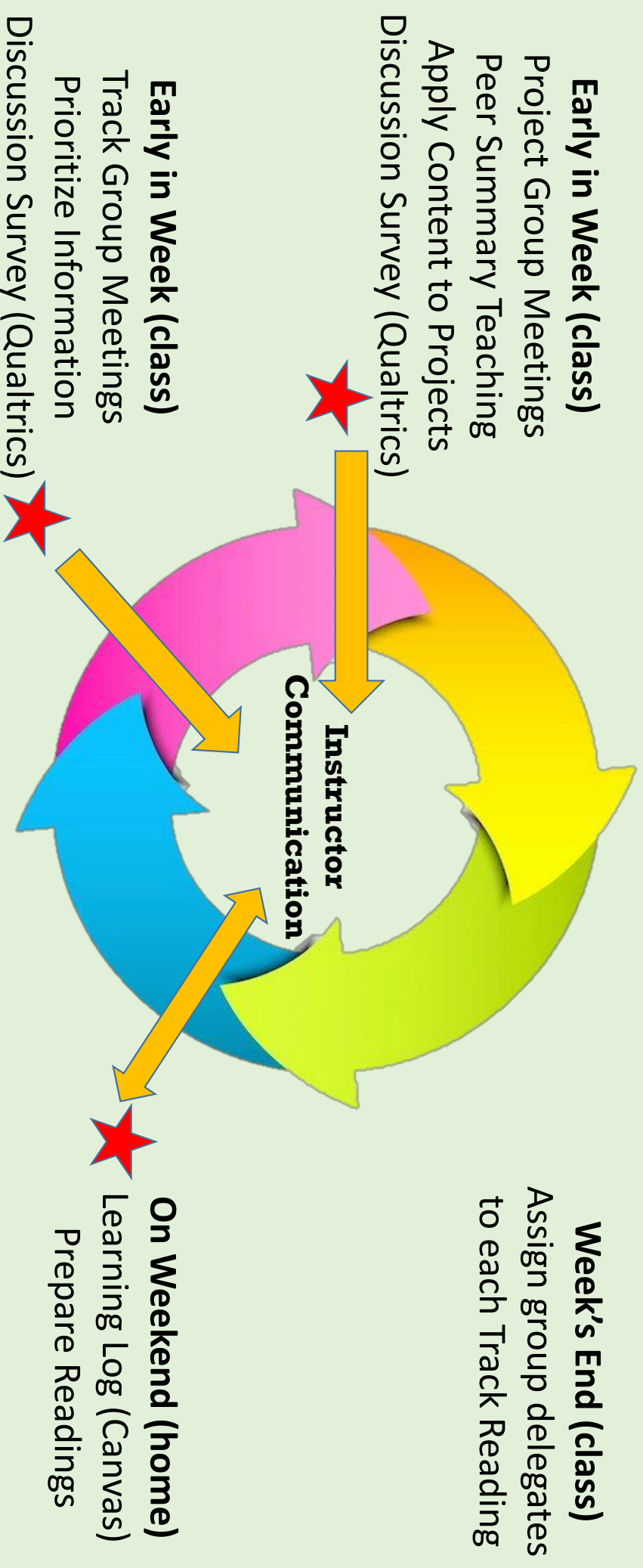
Individual Learning Log Gains

- Weekly assignment makes reflection on course topics routine
- More reflection > better consolidation of content
- Writing levels the playing field (extroverts vs. introverts)
- 2-way communication (Canvas Comments) helps establish a rapport with each student early in the course
 - Instructors should do this selectively while grading
- Assessment of student participation & engagement
 - Concrete interactions are more informative than impressionistic grading
- Students realize their engagement matters
- Weekly feedback to instructor informs course adjustments early

Student Reactions (Individual Learning Logs)

- Initially students often undervalue the log assignments
 - Most students find this format unfamiliar at first
 - Individual value is only 2% of course grade
 - Prompt grading and frequent reminders of composite value are important
 - 2-3 weeks needed to form the habit
- After first couple weeks, engagement with logs is generally > 90%
 - Most students choose to write more than the required 1-2 sentences
 - Some significantly more
 - Even minimal effort yields 10+ sentences of reflection on weekly topics
- Toward the end of the semester, Core questions can benefit from attention
 - After 10+ times with the same questions, students want a change of pace
 - Students tend to request variety in the questions
 - not many objections to the logs themselves

Weekly Activities Cycle Overview



Overall Benefits

- Increases student motivation to prepare materials
- Employs peer-teaching in the classroom efficiently
- Propels student reflection toward greater learning gains
- Overcomes extrovert/introvert classroom dynamics
- Fuels individual rapport with each student's thoughts
- Helps identify student and instructional problems
- Provides a more quantitative basis for assessing participation



Thank you for you attention!

Now let's put our heads together!