


Listen carefully and you will hear: Creative formative assessments

Abstract

This showcase shares our experiences with creative formative assessments using affordances of the digital, including reflective blogging, ePortfolios, student-chosen assignments, Twitter games, alternative CVs, and student-created liquid syllabus. We also discuss lessons learned as faculty developers when looking at formative assessment as an opportunity for deeper understanding of student learning and support participants in brainstorming creative assessments for their context. Maha Bali and Hoda Mostafa, Center for Learning and Teaching, American University in Cairo



- WordPress individual student blogs
 - Aggregated on one site  <http://www.creativitycourse.org>
1. Reflect on learning prompts (e.g. videos/readings)
 2. Reflect on activities (e.g. guest speakers, events)
 3. Share/reflect on assignments
 4. Receive feedback from others (within and beyond class)

Reflect on learning of the entire semester using chosen artifacts

- Blendspace: view samples [here](#) and [here](#)
- [Pathbrite](#): an alternative platform to explore

Liquefy the Syllabus

1. Make the syllabus look more visually appealing, as suggested by [Michelle Pacansky-Brock's Liquid Syllabus](#)
2. Modify 2-3 items in the syllabus (activities/assignments) to make the module/course more engaging

Samples:

[Redesigning Module 2 - Nada Shaker](#) on Populr

[Video Liquid Syllabus - John Hendi](#)

[Designing Educational Games Liquid Syllabus - Prezi by Joseph Ghobrial](#)

[Liquid Syllabus as Blog by Abdelrahman Maged and Ahmed Refaee](#)

Alternative CVs

Assignment instructions adapted from Digital Writing Month ([Original instructions here](#))

Samples:

John Hendi: [And that's about me](#)

Rita Ashkar: [Caught in the moment](#)

Nermeen Gamil: [Look at what I'm made of](#)

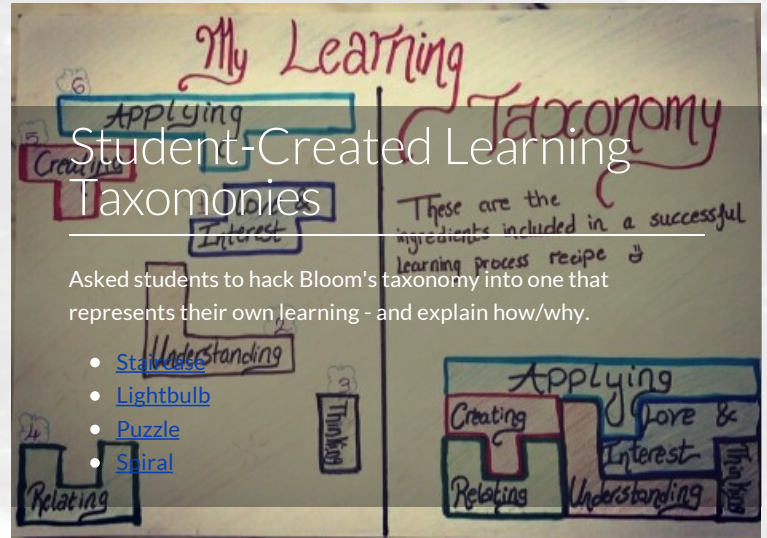
Twitter Scavenger Hunt - [instructions](#) & [reflection](#)

#TvsZ Twitter game (international collaboration) - [curated artifacts](#), [reflection](#)

Collaborative Padlet:

Students collect and reflect on resources on a group Padlet

[Sample 1](#) and [Sample 2](#)



Student-Created Learning Taxonomies

Asked students to hack Bloom's taxonomy into one that represents their own learning - and explain how/why.

- [Statcase](#)
- [Lightbulb](#)
- [Puzzle](#)
- [Spiral](#)

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