

Students Become Teachers

Process Journals as Formative Assessment in FYC

Rebecca C. Conklin

conkl1rc@cmich.edu

Graduate Assistant, Composition
Central Michigan University

Process Journals

- Weekly (during target assignment)
- Open ended
- Reflective and projective
- Alphabetic or multimodal (video/voice)
- Shared and discussed in peer research groups
 - Use of LMS for journal uploads
 - Weekly class time for peer group discussion

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Scope of Thesis Research

- 2 semesters of ENG 101 (FYC) with 66 students total
- Process Journals as supporting...
 - Metacognition
 - Multimodality
 - Knowledge/skill transfer
 - WAC/WID applications
 - **Formative assessment**

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Assessments

Summative

Evaluate student learning

Exams, final papers,
presentations

Gives student feedback on
their learning

Formative

Monitor student learning

Informal quizzes, journals,
questioning

Gives instructor feedback
on their teaching

Benefits of Process Journals as Formative Assessment

- Feedback: Students teach *instructors*
- Community: Students teach *each other*
- Reflection: Students teach *themselves*
- Development: Beyond point assessment
- Individual ***and*** collective data

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References

- *Formative Assessment: Making It Happen in the Classroom* (Heritage 2010)
- *Formative Assessment in Practice: A Process of Inquiry and Action* (Heritage 2013)
- *Formative Assessment for Teaching and Learning* (Boyle and Charles 2014)
- *Enhancing Learning Through Formative Assessment and Feedback* (Irons 2008)
- *New Frontiers in Formative Assessment* (Ed. Noyce and Hickey 2011)
- *What Student Writing Teaches Us: Formative Assessment in the Writing Workshop* (Overmeyer 2009)