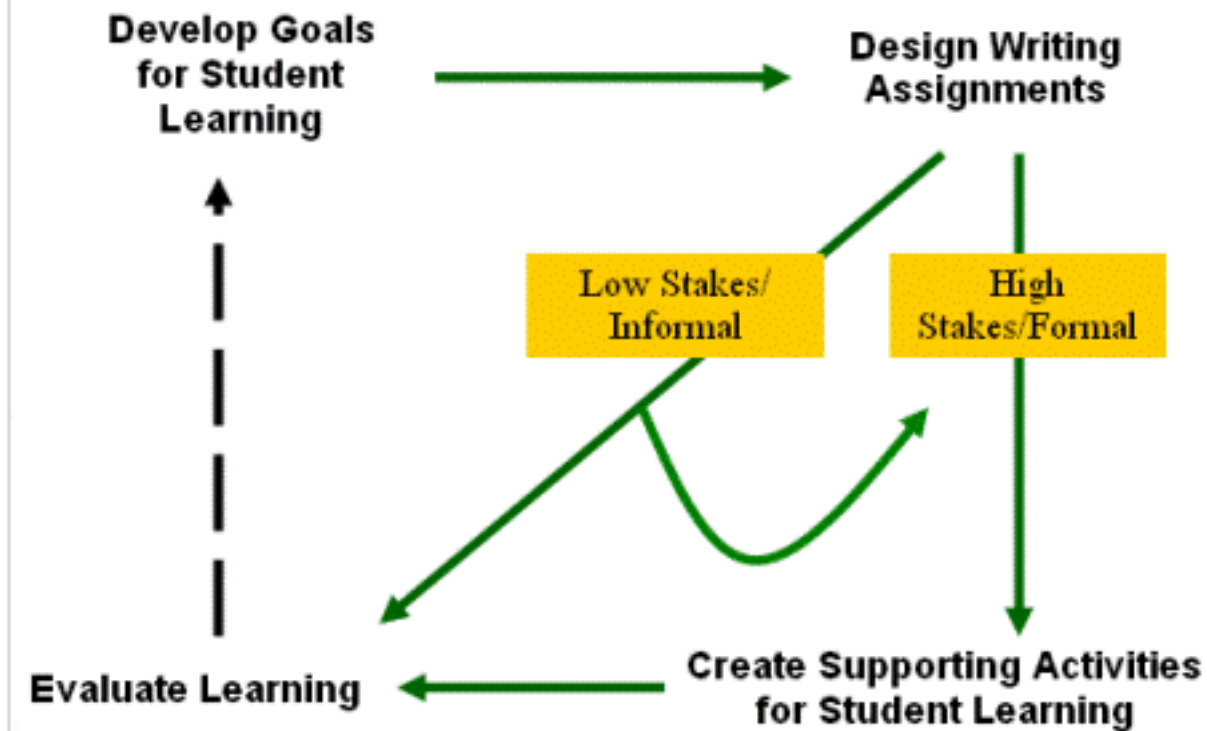


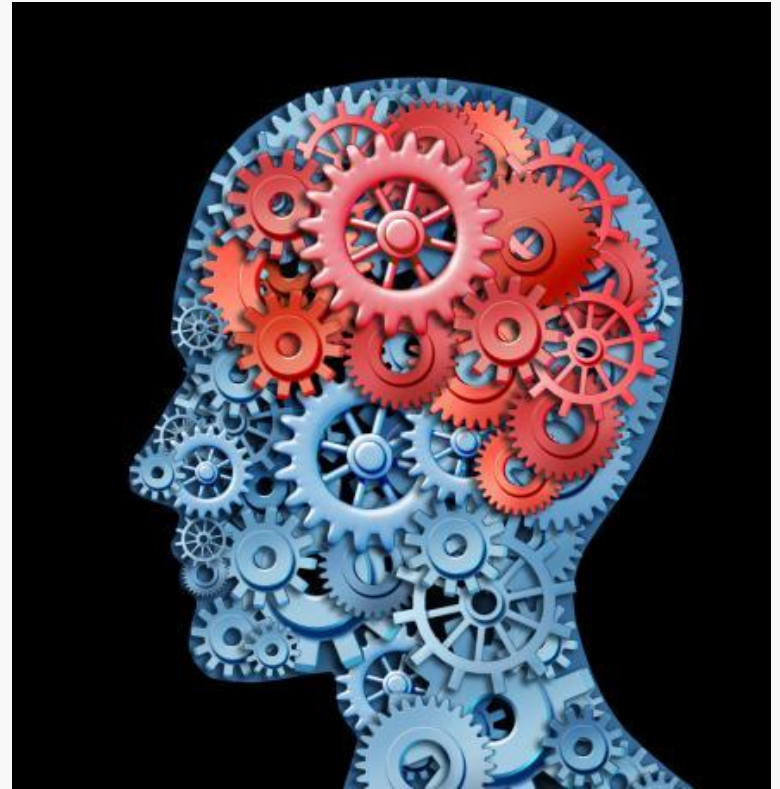
## The Instructional Design Model



Credit: Chris Anson, North Carolina State University

# Low Stakes Writing *using Bloom's Taxonomy*

- Define or Describe
- Illustrate or Predict
- Apply or Transfer
- Distinguish or Classify
- Organize or Develop
- Question or Evaluate



## **Low Stakes Writing** *using sequenced assignments*

1. **initial impressions** of or questions about (character, process, theory or event)
2. **evolving impressions** and sources for the change(s)
3. **comparison with** (another character, process, theory or event)
4. **claim or hypothesis** regarding (character, process, theory or event )
5. **formal essay or project**

# When to assign **Low Stakes** writing

- **Before class discussion posting / Beginning of class**
  - Focus on a particular issue, concept, or problem
- **During class on a note card**
  - Ask students to think about what they've just been learning.
- **End class or after class as an collaborative group posting**
  - Reflect on how their understanding or thinking has changed.
- **For homework**
  - Encourage deep reading of the texts.

# Effective **Low Stakes** Writing Assignments

- Connect to course objectives
- Engage students' interest and understanding of the topic
- Explain the *audience, purpose, & form*
- Identify sources of information
- Explain how the assignment will be assessed

# Using **Low Stakes** Writing to Teach for Transfer

- Explicitly abstract of principles
- Practice principles across a range of contexts
- Meta-cognitive awareness about choices
- Encourage thinking in metaphors or analogies