

# Creative Project-based Assessment in Blended and Remote Settings

---

Tal Correm  
Postdoctoral Faculty Fellow  
NYU Liberal Studies

Teaching Innovation Conference  
March 12, 2022



**NYU**

ARTS & SCIENCE  
LIBERAL STUDIES



# Creative Project-based Assessment in Blended and Remote Settings

- “Ethical Challenges across the Ancient World”
- A first year discussion-based core humanities seminar in a blended-format
- Liberal Studies Core curriculum
- Global Works and Society Sequence
- Global Works and Society: Antiquity



NYU

ARTS & SCIENCE  
LIBERAL STUDIES

# Learning Objectives

- Gain an understanding of the major movements in the history of ideas originating in the ancient Middle East, North Africa, Asia, and the Mediterranean.
- Demonstrate knowledge of global works in terms of their particular historical contexts.
- Compare and critically evaluate these works in terms of their stated and unstated assumptions, and their interconnections.
- Develop critical thinking skills by reading texts closely, asking critical questions, assessing arguments, and offering creative interpretations of the great works and ideas of the past.
- Argue and defend your claims in writing, class discussions, presentations, and other collaborative exercises.
- **Identify connections between the concerns of the past and the problems and challenges of the present.**



# Challenges and Solutions

- Building community across different learning modalities
- Creative multimedia
- Accessibility
- Time
- Universal Design for Learning (UDL)
- Scaffolding
- Low stakes assignments
- Multiple milestones for feedback



# Preparation and Assessment

- Course Project Proposal
- Peer-review Workshop in class (Zoom)
- Project Statement (process, teamwork, challenges & achievements)
- Project Presentation (various media)
- Project Review (Forum & Think-piece)
- Rubrics



|   | <b>Strong (3)</b>  | <b>Satisfactory (2)</b>   | <b>Unsatisfactory (0-1)</b>  |
|---|--|---|--|
| <b>Clarity and Effectiveness of Presentation</b>  | The presentation is clear, rigorous, and creative. It contains a clear and coherent thesis and demonstrates the main points in an organized fashion and effectively connects them into a unified whole. The student speaks clearly and makes good eye contact.   | The presentation is coherent and contains a clear thesis. It demonstrates the main points clearly in an organization that makes sense to the audience. The student speaks clearly makes adequate eye contact. | The presentation is unclear and demonstrates the main points in a disorganized fashion. The student speaks unclearly and does not make eye contact.  |
| <b>Integration of Sources</b>                     | The presentation provides relevant and credible evidence. It is supported with quotations and examples that enhance the quality of the message.  | The presentation provides relevant information about the topic and is supported with quotations and examples.   | The presentation provides irrelevant information about the topic and/or it is not supported with quotations and examples.  |
| <b>Collaborative Work</b>                         | The presentation demonstrates genuine effort and contribution of each of the students to the project in research on the topic, design of the presentation, oral presentation and leading discussion in class.  | The presentation demonstrates the contribution of each of the students to the project in research on the topic, design of the presentation, oral presentation and leading discussion in class.                | There is no evidence of collaborative work of the students in research on the topic, design of the presentation, oral presentation or leading discussion in class.   |
| <b>Project Statement and Supporting Materials</b> | Submits a well-written two-page Project Statement and a copy of the presentation or any links/online components/images of artwork/mixed media/video and includes a Works Cited page appropriately using a citation style in ONE attachment in .doc, .docx, or .pdf formats. If applicable, makes sure that the technology will work before the class starts. | Submits a two-page Project Statement and includes a Works Cited page appropriately using a citation style. If applicable, makes sure that the technology will work before the class starts.                   | Does not submit a two-page Project Statement and/or does not include a Works Cited page appropriately using a citation style. If applicable, does not make sure that the technology will work before the class starts. |
| <b>Project Proposal</b>                           | Submits a project proposal that includes a working title of the project, a provisional thesis statement, the contemporary issue the project will address, the texts that will be used, a brief description of how the project will be constructed, and a division of labor if working collaboratively.   | Submits a project proposal that includes a working title of the project, a provisional thesis statement, the contemporary issue, and which texts will be used.  | Does not submit a project proposal.  |

# Some examples

# Takeaways

- Student-centered end-of-semester
- Creative expressions and connections
- Relevance to the present
- Begin early in the semester
- Incorporate into course website
- Multiple ways of sharing feedback
- Showcase student projects





**Thank you!**

**Tal Correm, Ph.D.**  
Postdoctoral Faculty Fellow  
NYU Liberal Studies  
[tal.correm@nyu.edu](mailto:tal.correm@nyu.edu)



**NYU**

ARTS & SCIENCE  
LIBERAL STUDIES

# References

Burgstahler, S. E. (2008). "Universal Design of Instruction: From Principles to Practice." In S. E. Burgstahler & R. C. Cory (Eds.). *Universal Design in Higher Education: From Principles to Practice*, 23-44. Cambridge, MA: Harvard Education Press.

Rose, D. H., Harbour, W. S., Johnston, C. S., Daley, S. G., & Abarbanell, L. (2008). "Universal Design for Learning in Postsecondary Education: Reflections on Principles and their Application." In S. E. Burgstahler & R. C. Cory (Eds.). *Universal Design in Higher Education: From Principles to Practice*, 45-60. Cambridge, MA: Harvard Education Press.

