**Topic Refinement Blog Entry**

After the “Speed Dating” experience, you are to create a blog entry titled, “Topic Refinement- Speed Dating”

The blog entry should include:

* What did you gain from this experience of speaking on your topic to many peers?
* What did you provide to your peers in the form of guidance?
* Enter your recorded feedback and the person’s name. This may be something to go back to later.

The blog will be assessing the following Learning Standards:

**CAP 1: *The student will be able to form opinions based on exploration and evidence.***

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| --- | --- | --- | --- | --- | --- | --- |
| Form Opinions |  | some evidence of score 3 basics are demonstrated but errors or omissions occur regarding clarity of more complex processes |  | **Draw conclusions about a topic based on multiple sources of evidence; Develop a logical argument and support it with evidence; Cite reasons for bias or reliability of evidence; Provide constructive feedback for peers throughout idea, research, and presentation process** |  | Beyond 3.0 score, Critique his/her own opinion in an articulate and reflective manner |

**CAP 4: *The student will be able to write, speak, and design in a way that is clear and persuasive.***

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| --- | --- | --- | --- | --- | --- | --- |
| Write and Design and make connections |  | demonstrate some aspects of design thinking; make some revisions based upon feedback; explain limited connection between the local, regional, and global impact of global issues  writing and design demonstrating some explanations to the audience that may be limited in familiarity with the research topic |  | **Revise writing and design based on empathy, ethics, and feedback from multiple sources; Explain the connection between the local, regional, and global impact of global issues; Create writing and design that demonstrate his/her research in a way that people who are unfamiliar with the research can easily understand and reflect upon** |  | Effectively use design thinking to innovate new ways to communicate ideas; Bridge geographic, linguistic, ideological, and or cultural barriers  Connect multiple global issues and topics in a cohesive manner |

**CAP 9: *The student will be engaged while in the classroom.***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Engagement |  | Frequently needing assistance to become involved in class, both asking and answering questions; frequently being on electronic devices during academic time |  | **Almost always positively involved in class, both asking and answering questions; almost always completing homework assignments in order to be prepared for class discussions; honest completion of Formative assessments by oral questioning or writing; rarely being on electronic devices during academic time** |  | Always positively involved in class, both asking and answering questions; always completing homework assignments in order to be prepared for class discussions; rigorous completion of Formative assessments by oral questioning or writing; not being on electronic devices during academic time |

**Speed Dating Procedure**

This activity will be assessing the following learning standards:

**CAP 3: The student will be able to present information orally in a way that is clear and persuasive.**

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| --- | --- | --- | --- | --- | --- | --- |
| Communication |  | some evidence of score 3 basics are demonstrated but errors or omissions occur regarding clarity of more complex processes |  | **Present information in a variety of formats; utilize technology appropriately; demonstrate knowledge of information while presenting; communicate opinion on topic** |  | Have exceptional speaking skills; Demonstrate mastery of technology beyond what was taught in class; Presents with professional flow and confidence and without use of notes, seldom breaking eye contact |

**CAP 1: The student will be able to form opinions based on exploration and evidence.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Form Opinions |  | some evidence of score 3 basics are demonstrated but errors or omissions occur regarding clarity of more complex processes |  | **Draw conclusions about a topic based on multiple sources of evidence; Develop a logical argument and support it with evidence; Cite reasons for bias or reliability of evidence; Provide constructive feedback for peers throughout idea, research, and presentation process** |  | Beyond 3.0 score, Critique his/her own opinion in an articulate and reflective manner |

**CAP 9: The student will be engaged while in the classroom.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Engagement |  | Frequently needing assistance to become involved in class, both asking and answering questions; frequently being on electronic devices during academic time |  | **Almost always positively involved in class, both asking and answering questions; almost always completing homework assignments in order to be prepared for class discussions; honest completion of Formative assessments by oral questioning or writing; rarely being on electronic devices during academic time** |  | Always positively involved in class, both asking and answering questions; always completing homework assignments in order to be prepared for class discussions; rigorous completion of Formative assessments by oral questioning or writing; not being on electronic devices during academic time |

**CAP 11: The student will be respectful in the classroom.**

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| --- | --- | --- | --- | --- | --- | --- |
| Respect |  | Often needing to be reminded to showing respect for peers, the instructor, or the lab facility**-** including cleaning up after oneself or group |  | **Usually showing respect for peers, the instructor, the lab facility- including cleaning up after oneself or group** |  | Always showing respect for peers, the instructor, the lab facility**-** including cleaning up after oneself or group |